Graduate Council Curriculum Committee
February 17, 2021
2:30 p.m., Zoom

Agenda

1. Welcome and call to order

2. Review of minutes from January 20, 2021

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

1. College of Business Administration

College of Business Administration course deletion

1. QMB 7565 Applied Statistical Business Decision Models
   - Course not in any program

2. College of Health Professions and Sciences

College of Health Professions and Sciences certificate deletion

1. Global Health and Public Affairs Graduate Certificate

3. College of Community Innovation and Education

College of Community Innovation and Education course addition

1. HIM 6998 MS Healthcare Informatics Orientation

College of Community Innovation and Education course revision

1. HIM 6947 MS Healthcare Informatics Internship
   - Reduce credit hours from 3 to 2 hours, re-distributing one credit hour to new orientation course (course addition above)
   - Added HIM 6998 to pre-reqs

College of Community Innovation and Education program revision

1. Education PhD, Exceptional Education Track
   - Adding 3 courses to electives to allow students to complete the existing CECS Mixed Reality Engineering Graduate Certificate
   - Adding course EEX 7466 to electives to diversify the available courses

College of Community Innovation and Education program admissions hiatus

*Note: First time committee is reviewing this type of form. This form is to request a hiatus in admissions. The admissions hiatus allows the opportunity for a program to evaluate the program while not admitting new students.

1. Curriculum and Instruction Med (all tracks): Art Education Track; Curriculum Leadership Track; Educational Technology Track; Gifted Education Track; Global, International and Comparative Education Track; Intervention Specialist Track; Supporting High Needs Populations Track
   - Extremely low enrollments for past few years. Evaluating the need for the program based on several external circumstances.

4. College of Sciences

College of Sciences course additions

1. CPO 6758 Politics of Authoritarian Regimes
2. IDS 6621 Approaches to Network Analysis and Applications
3. MAP 6193 Mathematical Introduction to Deep Learning
4. MAP 6387 Numerical Linear Algebra
5. MAS 6116 Introduction to Random Matrix Theory
6. MTG 6345 Algebraic Topology
7. STA 5737 Fundamental and Advanced Data Analytical Methodology with Business Applications
8. ANG 5468 Anthropology of the Body (split level)

College of Sciences course revisions

1. DIG 6817 Contemporary Topics in Interactive Media
   - Update topics in course description
2. MAP 6385 Applied Numerical Mathematics
   - Updating topics
3. MAT 5712 Scientific Computing
   - Updating topics

College of Sciences course continuation

1. STA 5176 Introduction to Biostatistics

College of Sciences course deletions

1. CPO 6067 Comparative Courts
   - Gender Studies Graduate Certificate (electives)
2. CPO 6785 Political and Economic Inequality in Comparative Perspective
   - Security Studies PhD (electives)
   - Social Justice in Public Service Graduate Certificate (electives)
3. GEO 6472 World Political Geography
   - Course not in any program
4. INR 6405 International Environmental Law
   - Course not in any program

5. INR 6716 Politics of International Trade Policy
   - Course not in any program
6. POS 5209 Civic Engagement
   - Course not in any program
7. POS 6127 State Politics
   - Course not in any program

College of Sciences certificate addition

1. Survey Research Graduate Certificate

College of Sciences program revision

1. Security Studies PhD
   - Reduce number of elective credit hours from 27 to 24 by reducing the number of unrestricted electives from 12 to 9 credit hours

Committee	Graduate Curriculum Committee

Notes	

Total Proposals	27

College of Business Administration - QMB 7565 Applied Statistical Business Decision Models

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 Business Administration

Unit / Department / College: *
Department of Economics

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: *
QMB

Code: * 7565

Course Title: *	Applied Statistical Business Decision Models

Full Title: *	QMB 7565 Applied Statistical Business Decision Models

Course Description:
Logic and procedures used in research and data evaluation in the business sciences applying advanced statistical models to decision-making problems.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):
Admission to Business doctoral program; ECO 6416 or equivalent; 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:	Course has not been offered in 5 years or more

Attachment

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

Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	Department of Economics

Course OID	

Course Type	Quantitative Methods in Business

Status	◉ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group	

Acad Org	

Career	

Impact Report for QMB 7565

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	QMB 7565 - Applied Statistical Business Decision Models
Prerequisite(s):	FIN 7816 - Investment Theory
Programs	Business Administration PhD, Finance Track

College of Health Professions and Sciences - Graduate Program Termination - Global Health and Public Affairs Graduate Certificate

2021-2022 Graduate Program Termination

General Catalog Information

Select *Program* below.

Program Type:* ● Program
○ Shared Core

Proposal Type:* Graduate Program Termination

Read before you begin

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

IMPORT curriculum data from the Catalog by clicking ⬇ **in the top left corner.**
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

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

IMPORTANT NOTE: This form is to be used to **TERMINATE** degree programs, tracks, or certificate programs.

This is a formal procedure for removing a program from the BOG Academic Program Inventory and its relevant CIP Code. In relevant proposals, it will also remove the certificate from the instituational Academic Program Inventory. **Please review the following information to determine if a Differentiated Admission Cycle, Suspending, or Terminating is the correct curricular proposal at this time.**

<u>DIFFERENTIATED ADMISSION CYCLE proposals</u> are used for a temporary halt of all new admission in the relevant degree program or track within a degree program. *This serves as the* **first step** *in evaluating the health and viability of the program.* This form indicates the program is potentially progressing toward suspension. Depending on the type of differentiated admission cycle proposed, programs might still be able to admit new students or transfer in new students. The deafult admission cycle is admitting students one term per academic year. There are four types of differentiated admission cycles available.

> **Two term hiatus** - Admit students only one time per academic year.
> **One year hiatus** - Take a one year break from admitting students.
> **Two year hiatus** - Take a two year break from admitting students.
> **Three year hiatus** - Take a three year break from admitting students.

After the proposed differentiated admission cycle ends, the program will have to re-apply to continue the differentiated cycle longer otherwise the program will revert back to its original admission cycle. **It is important to note here that the Differentiated Admission Cycle proposal is an internal UCF academic action. No formal request is being made to the BOG.**

Possible scenarios:

You have a graduate degree that admits students every term in an academic year. You want to slow down admission because you are considering some curricular changes to the program. So you only want to admit students in one term in the next academic year. This would require the completion of a differentiated admission cycle proposal.

You have a graduate program that admits students once every fall semester. You want to stop admission so you can step back and consider the viability of the degree. So you don't want to admit any new students for three years as you consider your programmatic options. You would still continue to work with any currently enrolled students. This would require the completion of a differentiated admission cycle proposal.

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

<u>SUSPENSION proposals</u> are used for a temporary halt of all new enrollment in the relevant program, track, or certificate. In this proposal, you have more serious questions about the viability of the program and are on a more clear path to termination. *Academic units can suspend a program for up to 9 consecutive semesters.* During the "suspension" period, currently enrolled students can continue toward completion of the relevant program or students can be directed toward other programs. A teach-out plan is required. Program suspension paperwork will be required and submitted to the BOG. At the end of the suspension period, programs can move forward with terminating the program or make efforts to re-instate enrollments by submitting a reactivation proposal.

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

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.

2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.   4) Resources are no longer sufficient to deliver a high- quality program.

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

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.

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

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

College: *	College of Health Professions and Sciences

Unit / Department / College: *	Dean's Office

Is this a degree program? *	⚪ Yes 🔘 No

Name of program: *	Global Health and Public Affairs Graduate Certificate

Program Termination Term and Year: *	Summer 2021

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

Brief Description of the program: *	Interdisciplinary graduate certificate previously housed in the College of Health and Public Affairs.

Brief Rationale for the termination: *	The Graduate Certificate in Global Health and Public Affairs was created as an interdisciplinary certificate with participation from all graduate programs in the College of Health and Public Affairs. With the elimination of COHPA and the reorganization of its programs into multiple colleges, the certificate is no longer viable. Comparable certificates in both CCIE and CHPS could be developed if appropriate.

The only course unique to the certificate is PAF 6720 Graduate Seminar in Global Health and Public Affairs Research, which belongs to the Public Affairs PhD program in CCIE. They are aware of this program deletion.

The CHPS Graduate Council voted to approve the dismissal in Fall 2019. However, the final student in the certificate program withdrew from a required class in Fall 2019 and asked to complete it in Fall 2020. That student completed the certificate requirements and graduated in Fall 2020. |
| **Type "N/A" in this text box** * | |

Impact on Current Students

Confirm that there are no students currently enrolled in the program? *	⦿ Yes

Attachments

Program Termination

To terminate all degree programs within a given CIP code, at a given level (i.e., master's, specialist, doctorate, professional program), attach the Board of Governors Academic Degree Program Termination Form, along with all required information. This can be found on the Graduate Council website within the Curriculum Committee link at: https://graduatecouncil.ucf.edu/curriculum-committee/. Once termination is approved through the Board of Trustees and Board of Governors, a full degree proposal would be required to offer the program in the future. Termination of a Certificate Program or Degree Track does not require any notification to the BOT or the BOG.

Termination Materials *	⦿ Attached

Administration Use Only

College of Community Innovation and Education - Grad Course Addition - HIM 6998 MS Healthcare Informatics Orientation

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 Community Innovation and Education

Unit / Department / College:*
Department of Health Management and Informatics

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

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Full Title:* HIM 6998 MS Healthcare Informatics Orientation

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

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Department Chair Phone Number:* 706-338-0976

Dept Chair Email:* su-i.hou@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:*	
HIM	

	Number:* 6998

Course Title:*	MS Healthcare Informatics Orientation

30 Character Abbreviation:*	Internship Orientation

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

Course Description (25 word limit)*	An orientation course designed to ensure students fully prepare for, identify, and secure an appropriate masters-level healthcare informatics internship.

Grading Scheme:*	Satisfactory/Unsatisfactory

Prerequisite(s):	Admission to M.S. in Health Care Informatics 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

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Credit Hours:* 1

Instruction Time:* 30

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 0

Total Engagement Hours:* 30

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

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.	3

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 prepare the student for succeful completion of internship. Since internship is critical for success in the field.

What grad programs/tracks require or recommend this course for graduation?	Masters of Science in Healthcare Informatics

What will be the source of students?*	Masters of Science in Healthcare Informatics

What is the estimated annual enrollment?*	50

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	None

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

Department of Health Management & Informatics
College of Health & Public Affairs, University of Central Florida
SYLLABUS
HIM 6998: MS Healthcare Informatics Orientation (1.0 Units)

Instructor:	Steven Ton, MS Health Informatics	Term:	Fall 2021
Office:	528 W. Livingston St, Ste 401, Orlando Florida 32801	Class Meeting Days:	Canvas Online
Phone:	407-823-5328	Class Meeting Hours:	Canvas Online
E-Mail:	steven.ton@ucf.edu	Class Location:	TBD
Preferred:	Direct email preferred		
Office Hours:	Tuesday: 9:00-12:00pm Thursday: 9:00–12:00pm Wednesday: Online by appointment only		

I.   Welcome!

Welcome to the MS Healthcare Informatics Internship Orientation course! My name is Steven Ton and I am the internship director for the Department of Health Management and Informatics within the College of Community Innovation and Education. I have the privilege to serve as your instructor for this course. It is my pleasure to work with each of you this semester. I am excited to help you maximize your hands-on internship experience where you will apply the vast knowledge, skills and competencies you have acquired throughout your informatics program in health informatics or health IT role in a designated healthcare facility of your choosing.

II.   Course Overview

This is an orientation/preparation course designed for MS-HCI students who intend on completing course HIM6947 – MSHCI Internship next semester. It is intended to provide MSHCI students with the necessary information and resources to successfully identify, apply and secure an ideal informatics / health IT internship. Students will be required to submit several documents and forms (e.g., resumes and letters of recommendation), review professionalism materials to prepare themselves for working in professional environments, provide weekly internship search updates via the Canvas discussion forum and receive final approval for the internship upon the successful completion of all requirements. Students who receive final approval are permitted to enroll in HIM6947 – MSHCI Internship.

III.   Required Texts, Materials, and Software

We will be using an information system from InPlaceSoftware ("https://www.inplacesoftware.com/ (Links to an external site.)") to help identify, secure and manage your UCF affiliated internship. Students will access InPlace via a secure link. The URL is: https://centralflorida-us.inplacesoftware.com (Links to an external site.)

You will receive an email notification to your UCF Knights email address containing instructions on how to access InPlace Software. **There is a technology fee of $55.00 for using InPlace**. This fee is due **AFTER** your internship is secured and confirmed. Therefore, this fee is typically imposed at the end of the semester and not at the beginning. There is no charge for using InPlace Software if you do not secure an internship and advance to HIM6947.

There are no other required textbooks or materials for this course.

IV.   Course Objectives

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

1. describe their unique interests and goals for internships and post-graduation careers

2. produce a competitive resume and multiple letters of recommendation

3. identify professional opportunities that meet their unique interests and successfully apply and secure those opportunities

4. articulate the requirements of and successfully enroll in HIM6947 – MSHCI Internship course

5. articulate the importance of professionalism in the workplace and conduct themselves in a manner that is consistent with the high professional standards of a health informaticist professional and represent the very best of UCF.

V.   Office Hours

I will hold in-person office hours during on **Monday 9:00-12:00pm** and **Thursday 9:00am – 12:00pm**. I prefer that students make an appointment prior to their visit. This will allow me time to prepare for the meeting and to ensure we maximize our time together. Please send an email or call to schedule a meeting so that we can discuss the best strategy to achieving your success. I will always send you a calendar invite for pre-scheduled meetings.

I will also hold **Online office hours for on Wednesdays from 9:00am-5pm** that will be conducted using a pre-agreed communication method such as Canvas Chat, Canvas Conference, Microsoft Lync or other synchronous communication technology. Online office hours are by appointment only and must be scheduled in advance and confirmed by me by calendar invite.

I will attempt to accommodate students who cannot meet during these hours. In effect, I am available to you every day via email and telephone. I will always try to respond within 24 hours on business days and 48hours during the weekends. It is my goal to ensure your success.

VI.   Methods of Contact:

- Office: UCF Downtown 528 W. Livingston Street, Orlando Florida 32801

- Telephone: 407-823-5328

- Email: Steven.Ton@ucf.edu

Please email directly from your Knights email account and do not use Canvas. This helps me track emails from students and ensures prompt response time.

- Skype for Business: Steven.ton@ucf.edu

- Important Information Regarding COVID19

VII.   Official Grades

This is a 1-unit Satisfactory / Unsatisfactory course. Failure to receive a satisfactory in this course will be noted on your transcript and will also prevent you from enrolling in HIM 6947 – HCI Internships

VIII.   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.pdfLinks to an external site.. 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 RuleLinks to an external site. 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 (Links to an external site.))

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 to discuss specific accommodations for this or other courses.

IX.   Internship Placements – It is YOUR RESPONSIBILITY

My office is here to assist students with their efforts to identify, apply and secure their own internships. Students are 100% are responsible for identifying, applying and securing their own internship. Failure to secure an approved internship that focuses on health informatics and/or health IT will result in an unsatisfactory grade in this course and will prevent your enrollment in HIM6947.

I repeat, it is the student's responsibility to put forth all efforts to secure an internship. Failure will prevent you from passing this course and will prevent subsequent enrollment in HIM6947.

X.   Important Internship Requirements

I.   Internships with Current Employer:

Students may complete their internships at their current place of employment. This must be understood and approved by me.   I will communicate with the preceptor to avoid any opportunity of double-dipping or confusion between the student's role as an employee and intern. The preceptor will be required to produce, in writing on company letterhead, a statement detailing the student's role as an intern to be 100% separate and distinct from the student's role as an employee of the organization. This requires the student to work in a different department under the supervision of a different supervisor. Violations of this will result in an F in the course.

II.   New Hire:

If the student acquires new employment roughly during the time of the internship, this employment may be regarded as a paid internship and may be counted towards the student's internship hours with instructor approval. I will review each scenario on a case-by-case basis.

III.   Internships with Family:

Interns are prohibited from completing internships in any organization where there is family ownership.   Likewise, internship "preceptors" may not be family members. This is a conflict of interest. Violations will result in an F in the course.

IV.   Non-Clinical Internship Requirement:

Interns are prohibited from engaging with patients during any clinical procedure. Likewise, interns are prohibited from practicing any "hands-on" patient care. If you are asked to complete any type of patient care, please notify me immediately.

V.   Internship Commitment:

Be aware that, by enrolling in and accepting an internship, the student is committing to fulfilling the requirements of the internship, including the completion of at least 240hours of internship service. Once an obligation is made with an internship site, the student is expected to complete the internship. If a student fails to meet the required number of "working hours" in the organization, the student may receive an "F" grade in HIM6947.

Be advised that quitting an internship during the semester will not be tolerated and may result in a failing grade in HIM6947.

VI.   The Process of Securing an Internship

Securing a suitable internship can prove to be an arduous process. It involves a high degree of self-reflection, effort, and persistence. Below you will find the steps necessary to secure an internship and satisfy the requirements of my orientation.

The key steps in securing an internship are:

1. **Read this Syllabus carefully before doing anything else.**

2. **Review the Internship Orientation located in Module 0 in Webcourses.**

    • This provides you with an overview of the internship process, to include orientation and HIM6947.

3. **Complete the Student Questionnaire.**

    • This questionnaire captures important information about you so that we can best assist you in your internship search efforts.

4. **Schedule a Conference with me**

   - You are required to have at least one (1) conference with me so that I may meet and interact with you, get to know you and to guide you through this process. I routinely ask for follow up conferences to discuss progress.

   - While I highly advise that we meet in person, we can also schedule virtual meetings using Webcourses Conferences.

   - For in-person meetings, I can accommodate 3 students in my office at once and you are welcome to schedule a group meeting with your fellow students.

5. **Keep Me Updated**

   - At all stages of this process, it is important that I know of your progress and struggles.

   - There will be five (5) official internship search updates that you will provide via Webcourses discussions. Additional details can be found in the "Internship Search Updates" section

   - In addition, please feel free to reach out to my office anytime for guidance and clarification.

   - DO NOT let more than 2 weeks pass without touching base with my office.

6. **Identify Appropriate Internship Sites**

   - Based upon your interests, career goals, availability and other criteria, you should have a good idea of what you are looking for with respect to internship sites.

   - A list of pre-approved and affiliated organizations is available for your review within Webcourses.

   - New sites must become approved and affiliated with UCF prior to your internship. Approval and contracting could take months, so best to plan ahead.

   - If the site is outside of the State of Florida, contacting typically takes an additional month. Please plan accordingly.

7. **Prepare your Documents**

   - Resumes

   - Cover Letters

   - Letters of Recommendation

   - Immunization Records (TB, Hep B sequence, Flu Shots are most common)

   - Verification Letter from my office (this is helpful to set you apart from others)

8. **Apply to Internships**

- Do not apply directly to internship sites without my approval. Some of our partners require that all applications are initially processed by my office.

- I will let you know if your site allows for direct application.

9. **Interviews**

- Some sites will require telephone and in-person interviews. While this can be nerve-racking, it serves to prepare you for real-world job hunting and the interviewing process.

- Many opportunities will be competitive, meaning that you will be competing against other individuals, students from other universities as well as students in this class.

- The most qualified candidates will be selected.

10. **Offers and Rejections**

- If you are offered a position/internship, please notify me immediately to discuss next steps. I typically would like to see you receive multiple offers and to explore which offer is best for you. Ultimately, the choice is yours.

- If you receive a rejection, embrace this as a growth opportunity. Thank your interviewer for their time and consideration. Send a card if possible. Learn from the experience. Do better next time!

11. **Securing a Preceptor**

- Once you have an internship, you need to secure a preceptor. The preceptor serves as your supervisor, guide, and mentor during your internship. He/she will be my point of contact and will also evaluate you on your performance.

- Ensure that you know precisely who your preceptor will be.

- Have your preceptor sign the "Preceptor Acknowledgment Form" which details their role as your preceptor, captures their contact information and outlines the project that you will complete during your internship.

12. **Defining a Project**

- It is important during your 240 hours of internship service that you complete a significant and meaningful health informatics and/or health IT related project.

- Working closely with your preceptor early to identify and plan for your project is crucial in establishing a worthwhile and achieving internship project.

13. **Complete Paperwork**

- There will be plenty of paperwork to complete, which may include but not limited to:

- Affiliation Agreements for organizations not already working with UCF.

- Additional applications

- Confidentiality agreements

- Onboarding documents

- Training

- Background screenings

- Drug Tests

14.Receive final approval

- Once you have secured your internship site and have submitted all required forms to Webcourses, I will review your internship site, preceptor, proposed project, affiliation agreement and if all is in order, will issue your final approval.

- Final approval also means that you will receive a satisfactory grade for this orientation and that you are approved to enroll in HIM6947– MSHCI Internship in the following semester, where you will commence with your internship.

VII.   Internship Search Updates

To ensure students remain on track with searching for securing an internship, there will be (7) official updates throughout the semester regarding the students' efforts and search outcomes. Failure to provide updates or failure to produce the necessary effort will jeopardize your final internship approval and may prevent your enrollment in HIM6947.

VIII.   Grade Dissemination

Graded assessments 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/Links to an external site..

I.   UCF Core Syllabus Statements

IX.   Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/rocLinks to an external site.. 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 an 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 (Links to an external site.)>.

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 (Links to an external site.)>.

X.   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.pdfLinks to an external site.>. 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/zgradeLinks to an external site.>.

XI.   Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.eduLinks to an external site./> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

XII.   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.htmlLinks to an external site.>.

- 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-UCFLinks to an external site.> (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.eduLinks to an external site.> 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 (Links to an external site.)>).

XIII.   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.eduLinks to an external site.> 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.

XIV.   Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdfLinks to an external site.>

XV.   Religious Observances

Students must notify their instructor in advance if they intend to miss class for religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdfLinks to an external site.>.

XVI.   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.

XVII.   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.

II.   Course Policies

XVIII.   Attendance Policy:

This is an online course and attendance will not be taken.

XIX.   Classroom Devices:

There is no class component for this course.

XX.   Diversity and Inclusion:

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and

appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions. I will not tolerate personal attacks or demeaning comments of any kind. Violations may result in your removal from the course with a failing grade.

XXI.   Rules/Protocols of Communication (online etiquette aka "netiquette")

You are required to follow the following rules in this course:

1. Before posting in a forum, always make sure your posting has no grammar, punctuation or spelling errors. You may do this by copying and pasting the text into Microsoft Word, and pasting it back to the posting area.

2. 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.

3. No shorthand notation or acronyms (such as "TTYL", " LOL", or "IMO") may be used at any time for this course. I feel it is unprofessional to use and is ambiguous for those unfamiliar with the acronym. Furthermore, please use smiley sparingly.

XXII.   Email (Knightsmail) Policy

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly. See www.knightsemail.ucf.edu for further information.

Students must make a point to check their email daily. I may send email to your official UCF Knights email address either directly or through the Canvas email system. I check my email throughout the week and make it a point to respond within 2 days during the work week.

XXIII. Extra Credit Policy:

There will be no extra credit offered in this course.

XXIV.   Incomplete Grade Policy:

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.

XXV.   Internet:

You must have a reliable internet connection to successfully complete this course. It is your responsibility to ensure you have a secure and reliable internet connection.

XXVI.   Laptop and Mobile Device Usage:

I encourage your use of laptop and mobile computing devices. Healthcare is rapidly becoming a high tech industry and the use of these devices is both necessary and practical. However, please comply with the unique requirements set forth by your internship site.

XXVII.   Late Work Policy:

Late work will not be accepted. There are no make-ups for any assessments or submissions. No exceptions will be made.

XXVIII.   Webcourses:

This course is conducted entirely on Webcourses and students are expected to log in and review Webcourses on a daily basis. Webcourses is also known and referred to as Canvas.

XXIX.   Professionalism Policy:

The purposes of this policy are to promote excellence and integrity in all of our activities; to assure that all persons are treated with respect, dignity and courtesy; and to promote constructive communication and collaborative work. I value professional conduct and take professionalism seriously. Professionalism includes demonstrating excellence, integrity, respect, compassion, accountability and responsibility for one's behavior. **There is no excuse for a lack of professionalism.**

Students must be cognizant that they are representatives of the College of Health and Public Affairs and ultimately the University of Central Florida. Therefore, students must maintain professionalism at all times and will conduct themselves in a professional manner in all of their interactions with personnel from their internship site. This includes all communications not limited to in person interactions, emails, telephone calls, conference calls, virtual meetings, memos or text messages. Additionally, students will conduct themselves in a professional manner in all of their interactions with UCF faculty and staff, members of the public and the University community and with each other.

Violations will result in the student's removal from the course. Removal from this course will result in a failing grade and possibly removal from the program and a report submitted to the Office of Student Conduct for disciplinary action.

Examples of possible violations:

- Being disrespectful or disruptive
- Any form of insubordination
- Being unresponsive or intentionally difficult to communicate with
- Exhibiting any form of discrimination

- Any use of profanity

- Falsifying or misrepresenting work

- Excessive tardiness or scheduling issues

- Engaging in any unethical or immoral activities

- Blaming others or retaliatory behavior

- Asking for special treatment, i.e., extensions for assignments and assessments, asking for bumping up grades.

I reiterate that I take professionalism and conduct seriously and will not tolerate any form of disrespect or improper behavior.

XXX.   Turinitin.com:

We will not be using Turnitin.com for this course.

XXXI.   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.

XXXII.   Expectations of Students

- Be prompt in reporting to all assignments. Be at your best – always!

- Professional attire (including student badge), and demeanor is expected at all times.

- If at any time you cannot be present at the scheduled time due to illness or unforeseen circumstances, please telephone the supervisor and arrange to make up the time. You must also notify me immediately.

- Arrange with the Affiliation Supervisor for regular conferences and the final Evaluation Report.

- Provide weekly updates in the Canvas.

- Absences for holidays occurring during the affiliation are at the discretion of the Affiliation Supervisor.

XXXIII.   Important Dates to Remember:

Please refer to the UCF academic calendar for specific important dates, located at: calendar.ucf.edu

College of Community Innovation and Education - Grad Course Revision - HIM 6947 Healthcare Informatics Internship

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
	Varadraj Gurupur
	✚ **Grad Course Revision**

| Grad Course Revision |

College:*	College of Community Innovation and Education

Unit / Department / College:*	Activity Log
	Varadraj Gurupur
	✚ **Department of Health Management and Informatics**

| Department of Health Management and Informatics |

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** **Varadraj Gurupur** **+ HIM** [HIM]
Code:*	**6947**

Course Title:* ~~MS HEALTHCARE INFORMATICS INTERNSHIP~~ MS Healthcare Informatics Internship

30 Character Abbreviation:* **HCI Internship**

Full Title:* HIM 6947 Healthcare Informatics Internship

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

Department Chair Phone Number:* **706-338-0976**

Dept Chair Email:* **su-i. hou@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:* **Experiential learning course where students apply skills and competencies to solve real-world health care informatics projects of substantive value. Students must complete required hours under the supervision of an internship site preceptor.**

Prerequisite(s): **HIM 6998, HIM 5118C, HIM 6122C and HIM 6123C.**

Corequisite(s): ~~None~~

Does this proposal include revisions to prerequisites?*	**Activity Log** **Varadraj Gurupur** **+ Yes** ◉ Yes ○ No

Grading Scheme:	Activity Log

Varadraj Gurupur

+ 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:*	**2**

Instruction Time:*	**30**

Lab/Studio/Field Work Hours:*	**240**

Out-of-Class Hours:*	**0**

Total Engagement Hours:*	270

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** **Varadraj Gurupur** **+ 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** **Varadraj Gurupur** **+ No**

○ Yes ◉ No

List undergraduate split-level course:	

Term of Offering

When will the course be offered?	**Activity Log** **Varadraj Gurupur** **+ 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** **Varadraj Gurupur** **+ Required Course**

◉ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	**We are ~~re-didtributing~~ re-distributing the total 3 credit hours to allocate one unit for the orientation and 2 credit hours for this course. Therefore, we are now submitting this proposal for revision due to the change in credit hours.** **Added HIM 6998 to pre-reqs.**
What grad programs/tracks require or recommend this course for graduation?	**Master of Science in Healthcare Informatics**
If not a major requirement, what will be the source of students?	**This course is a major requirement**
What is the estimated annual enrollment?	**50**

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

Detail Discussion	**None**

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**
	Varadraj Gurupur
	+ I have completed all relevant parts of the form.
☑ I have completed all relevant parts of the form.	

Attached

Activity Log
Varadraj Gurupur
+ **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

Department of Health Management & Informatics
College of Health & Public Affairs, University of Central Florida
SYLLABUS
HIM6947: HEALTHCARE INFORMATICS INTERNSHIP (2.0)

Instructor:	Steven Ton, MS Health Informatics	Term:	Spring 2022
Office:	DPAC 401	Class Meeting Days:	Webcourses Online
Phone:	407-823-5328	Class Meeting Hours:	Webcourses Online
E-Mail:	steven.ton@ucf.edu (Preferred)	Class Location:	https://webcourses.ucf.edu/courses/1344328
Office Hours:	Monday: 9:00-4:30pm		
	Thursday: 9:00–12:00pm		
	Wednesday:1:00-3pm		
	online by appointment only		

I. Welcome!

Welcome to the Healthcare Informatics Internship program! My name is Steven Ton and I am the internship director for the department of Health Management and Informatics within the College of Health and Public Affairs. I have the privilege to serve as your instructor for this course. It is my pleasure to work with each of you this semester. I am excited to help you maximize your hands-on internship experience where you will apply the vast knowledge, skills and competencies you have acquired in your HCI program to solve informatics problems in our healthcare industry.

II. University Course Catalog Description

HIM 6947: HEALTHCARE INFORMATICS INTERNSHIP (2 credit hours)
A supervised placement of students in approved settings. Students must complete a number of required internship hours and a project under the supervision of a designated preceptor. Course available only in spring semester.

III. Course Overview

The HCI Internship is a mandatory course within the HCI program. This course requires students to think critically about real-world issues and apply what they have learned in their coursework to these issues. The HCI Internship program allows a student to work within the confines of a real healthcare organization (such as county health departments, hospitals, long-term care facilities, government-funded agencies, medical groups, insurance companies, etc.) in order to gain valuable, hands-on experience working on real health care informatics issues.

The HCI Internship is intended to provide the student with hands-on experiences not readily available from classroom situations, such as:

1. functioning as a professional member of a health care organization
2. assuming responsibility for various informatics based projects and programs
3. developing a relationship with a mentor who can provide professional and career guidance
4. adding breadth and depth to one's personal, professional, and academic portfolio

IV. Course Prerequisites

The graduate Healthcare Informatics program is a lock-step program. Therefore, the prerequisite coursework includes all prior courses leading up to the internship course. This includes the mandatory zero-credit internship orientation course that must be completed in the semester immediately before the internship semester.

V. Required Texts and Materials

There are no required textbooks or materials for this course.

VI. Course Objectives

At the conclusion of this course, the student should be able to:

- articulate the importance and role of the health informaticists working in today's healthcare arena
- successfully design, conduct and complete a graduate level health informatics project that is deemed meaningful and significant to a real world healthcare organization
- deliver an executive style presentation to a panel of experts and peers under tight time constraints
- apply acquired skills, knowledge and competencies to future scenarios as a professional health informaticist

VII. Office Hours

I will hold in person office hours during on Tuesdays 9:00-4:30pm and Fridays 9:00am – 12:00pm. I prefer that students make an appointment prior to their visit. This will allow me time to prepare for the meeting and to ensure we maximize our time together. Please send an email or call to schedule a meeting so that we can discuss the best strategy to achieving your success. I will always send you a calendar invite for pre-scheduled meetings.

I will also hold Online office hours on Wednesdays from 9:00am-5pm that will be conducted using a pre-agreed communication method such as Webcourses Chat, Webcourses Conference, Microsoft Lync or other synchronous communication technology. Online office hours are by appointment only and must be scheduled in advance and confirmed by me by calendar invite.

I will attempt to accommodate students who cannot meet during these hours. In effect, I am available to you every day via email and telephone. I will always try to respond within 24 hours on business days and 48hours during the weekends. It is my goal to ensure your success.

Methods of Contact:
- Office: 528 W. Livingston Street, Ste 401, Orlando Florida 32801
- Telephone: 407-823-5328
- Email: Ton@ucf.edu

Please email directly from your Knights email account and do not use Canvas. This helps me track emails from students and ensures prompt response time.

- Skype for Business: ton@ucf.edu

I will attempt to accommodate students who cannot meet during these hours. It is my goal to ensure your success.

VIII. Webcourses

Webcourses is UCF's online learning management system ("LMS") - (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your classmates. Under the "Discussion" section, you will have designated forum sections for weekly internship updates, student introductions and the cyber cafe. Students are required to check Webcourses every day for updates from classmates and from the instructor.

IX. **Important Internship Requirements**

Internships with Current Employer:
Students may complete their internships at their current place of employment. This must be understood and approved by the instructor. The instructor will communicate with the preceptor to avoid any opportunity of double dipping or confusion between the student's role as employee and intern. The preceptor will be required to produce, in writing on company letterhead, a statement detailing the student's role as an intern to be 100% separate and distinct from the student's role as an employee of the organization. This requires the student to work in a different department under the supervision of a different supervisor. Violations of this will result in an F in the course.

If the student acquires new employment roughly during the time of the internship, this employment may be considered as a paid internship and may be counted towards the student's internship hours with instructor approval. The instructor will review each scenario on a case-by-case basis.

Internships with Family:
Interns are prohibited from completing internships in any organization where there is family ownership. Likewise, internship "preceptors" may not be family members. This is a conflict of interest. Violations will result in an F in the course.

Non-Clinical Internship:
Interns are prohibited from engaging with patients during any clinical procedure. Likewise, interns are prohibited from practicing any "hands-on" patient care. If you are asked to complete any type of patient care, please notify me immediately.

Be aware that, by enrolling in and accepting an internship, the student is committing to fulfilling the requirements of the internship, including the completion of 240 hours of internship service. Once an obligation is made with an internship site, the student is expected to complete the internship. If a student fails to meet the required number of "working hours" in the organization, the student may receive an "F" grade.

Quitting the internship during the semester will not be tolerated and may result in a failing grade.

X. **Student Responsibilities and Requirements**

Please read the following student responsibilities and requirements carefully. Violations of the following may result in termination of your internship and a failing grade in this internship course.

As an intern, you are required to:
1) **Dress appropriately.** Standards of professional dress will be established by each individual internship site. Students are required to follow the dress code of their internship site. Avoid extreme or distracting make-up, beard length, and jewelry. The following is not considered appropriate attire.
   a) Jeans, shorts/pants with holes, flip-flops, tank-tops, shorts of inappropriate/unprofessional length or spandex shorts
   b) Interns may be sent home if the site or preceptor deems the dress or appearance is inappropriate.
   c) Proper hygiene and cleanliness is expected for all interns.

2) **Not smoke** when on site.

3) **Be punctual**. Inform your preceptor and internship director if you must be absent or late. Follow internship site procedures for illness or other absences.
   a) Sign in and out if required.

4) **Verify documentation**. Ensure that your internship site has all the materials and documentation that they require of you (i.e. proof of vaccinations, certifications) to begin your internship experience.

5) **Respect the confidentiality** of the workplace, its clients and its workers.

6) **Arrange advance meetings** with your preceptor to complete and discuss all required forms. Keep a copy for your own records and upload a copy to Webcourses in the appropriate assignment submission.

7) **Maintain Professional Relationships**. Regard your relationship with your preceptor in the same manner as your relationship with university faculty. Like faculty, they are committed to your learning, development and growth. However, they also hold the authority to terminate your internship.
    a) For all intents and purposes, regard your preceptor as your employer (often the desired outcome and reality if your performance is outstanding.)
    b) **Do not have inappropriate and/or unprofessional relationships** with your preceptor or anyone else associated with your internship.
    c) **Internship with family is prohibited**. You cannot intern at a site that is owned in any way by any family member. Likewise, preceptors cannot be related to you.

8) **Demonstrate personal characteristics appropriate for a professional** with respect to voice, speech, reliability, manner, confidence, enthusiasm, and rapport with others. Expect to be addressed as Mr., Miss, Mrs., or Ms. Likewise, address others using their appropriate and respective titles and with the utmost respect.

9) **Discuss your performance** of assigned duties with your preceptor on a regular basis. Evaluate yourself on the strong and weak parts of your performance. Take the initiative to ask your preceptor for feedback concerning your performance.

10) **Offer to assist in other site activities**. Broad exposure will expand your internship experience and opportunities.
    a) Should other employees at your internship site ask you to perform work, **clear such requests with your preceptor**. If this interferes with your internship, notify your internship director immediately.

11) **Uphold the University of Central Florida's Student Code of Conduct**. Details can be found here: http://osc.sdes.ucf.edu/process/roc

12) Be **positive and enthusiastic** about your internship!

XI.   Required Internship Forms

To receive a passing grade in this course, all students must have the following require forms completed, signed (if applicable) and submitted to Webcourses by the due date. Students who fail to acquire and submit all required forms will have failed to satisfy the course requirements and therefore will receive a failing course grade.

The required forms are:
   a) **Internship Goals Form**:
      i) Students will discuss with their preceptors their goals for their internship and will jointly coordinate efforts to successfully achieve these goals. Form must be signed by both student and preceptor and submitted to Webcourses by the due date.
   b) **Hours Worked – completed via InPlace**:
      i) Complete 240 hours of internship service, to be documented via InPlaceSoftware and signed off by the student's preceptor.
   c) **Student Evaluation – completed via InPlace**:
      i) Complete the Student Evaluation of Internship Site and Preceptor, to be documented via InPlaceSoftware.
   d) **Preceptor Evaluation – completed via InPlace**:
      i) Receive a satisfactory evaluation by your preceptor, to be documented via InPlaceSoftware.

XII.   Where are you interning and what will you be doing discussion

You are required to share details regarding your internship placement. Internship details must include the following:
   • Internship Site Name
   • Organization Type (e.g., hospital, long-term care, community health center, private practice)
   • Internship Address
   • Preceptor's Name and Title
   • Project Description(s)

- Planned start and end dates
- Planned weekly hours
- A quick narrative of your thoughts and expectations regarding the internship

Each discussion post is graded and worth 10pts each.

Total points = 20pts.

XIII. Weekly internship updates

Weekly internship updates are graded and serve to stimulate interest and conversation among students. Student internship schedules are not the same, and therefore during any given week some students will be actively providing internship services while others are not. Nonetheless, **all students are expected to participate in each week's discussion and updates. Failure to participate will result in loss of points**. Each post must be at least 200 words in length.

Participation would include making a concise yet detailed update regarding your internship, or if you have not yet started or have already finished your internship, to share what you are currently working on and/or commenting on another student's update post.

Treat the discussion posts as a professional forum and maintain a high degree of professionalism at all times. Lack of professionalism will result in loss of points. **Disrespect will not be tolerated and may result in your removal from the course**. See review the Professionalism Policy section for more details.

There will be 12 total opportunities to provide internship updates. Each week's discussion will be worth 10 pts. **If you miss an update, you can submit the update after the due date but you will not receive credit for your submission.**

Total Points = 120pts.

XIV. Internship Project

During the course of your 240-hour internship experience, you will be actively developing and completing a graduate level health informatics focused project, to be designed in collaboration with your preceptor and approved by me. This project should be rationally yet creatively developed. This project should be of significant value to the preceptor and to the organization for which you are interning. Your project should be designed for you with the primary intention of facilitating your growth and development in the areas of health informatics and/or health information technology. Upon completion of this project, you should have a work product that can be placed in your portfolio to share with future potential employers.

In the first two weeks of your internship, you should meet with your preceptor to design and discuss the project that you will be completing for the semester. Again, this project must be meaningful and tangible and appropriate for a graduate level senior health informatics student.

Your project can be part of a larger initiative that your host site is completing. Your role, contribution and deliverables must be clearly defined. You should feel significantly challenged by the objectives of your project. You should not, however, feel that the project assigned for your completion is unachievable, inappropriate or does not afford you any growth and development opportunities.

What I am expecting from your internship project:

- high standards consistent of graduate-level work.

- high degree of autonomy and moderate decision making
- heavily focused on healthcare informatics or related health IT projects
- does not involve more than 20% busy work
  - data entry, office work, filing, basic spreadsheet work, checking and sending emails are examples of busy work and cannot constitute more than 20% of your internship service hours.
  - Projects that are clerical in nature, or fail to meet graduate level work requirements will be rejected.
- affords sufficient opportunities to master and demonstrate healthcare informatics competencies
  - Poorly developed projects/presentations will suffer heavy point losses.
  - Projects that do not demonstrate health informatics competencies may be rejected.
- has full approval and oversight by your internship preceptor
- is of significant value and importance to your host site
- can be successfully completed within the 240-hour time frame

Take time and fully develop your project. Seek assistance during the planning stages so that you can come up with a meaningful and impressive informatics project that not only allows you to challenge yourself, but affords you an opportunity to enhance your skills, confidence and resume.

Projects will be graded based on content, organization, creativity, grammar, and most importantly the application of healthcare informatics competencies. All portions of your project must be well-written, clear, and complete. As this is graduate level work, grammatical errors and other avoidable mistakes will be heavily penalized.

At the conclusion of the semester, you will be required to develop and record a video presentation highlighting your unique internship experience. Additional details regarding this presentation is located in the Final Video Presentation section of this syllabus.

XV. Reflection Paper

You are required to draft a 2-page minimum, 3-page maximum internship reflection paper. This is not an academic research paper. Rather, this paper is an opportunity for you to reflect and elaborate on your personal and unique internship experience thus far. This reflection process is intended to help you process and consolidate your experiential learning with the competencies you have acquired throughout your Healthcare Informatics program of study. Also, this process will help ensure the remainder of your internship affords you the best opportunities for growth and development.

To assist you in your reflection, I have provided a template for your use. The template is attached to the end of this syllabus for review as well as attached to the assignment in Webcourses. I highly recommend that you download the Microsoft Word template found in the Webcourses assignment as that already contains all of the structure and formatting required for the internship reflection paper.

You are required to use the provided template and to follow the instructions exactly as prescribed. Below are the general requirements for your internship reflection paper.

Requirements:
Length: At least 2 full pages, maximum of 3 full pages.
Spacing: Double spaced
Font: 12 point, Times New Roman
Margins: 1" margins on all sides

Directions: These same directions will appear in your internship reflection paper template.

- Your last name will appear in the header at the top right-hand corner, followed by "Page – " followed the page number.
- The heading of your paper will follow the following format:

- o **[Internship Reflection Paper Title]**
- o Site Name:[Name of Site] / Preceptor Name & Title:[Name & Title of Preceptor]
- o **by: [Student Name]**
- o Healthcare Informatics MS
- o HIM6947 Term: Spring [Year]
- o Professor: Steven Ton, MSHCI

- • The body of your paper will follow the following format and requirements:
  - o **Personal Reflection:** [In this section, reflect and elaborate on your internship experience thus far. Honestly and succinctly describe what you have learned and how this internship experience has benefited you and your preceptor/host site. Make a statement about whether the internship has strengthened your interest in the healthcare informatics industry and how the internship experience compares to your original perception of the profession. Discuss your progress towards achieving the goals you originally established. If any of your goals have changed, and it is okay if they do, explain why.]

  - o **Challenges and Plans for Success:** [In this section, detail any challenges you have faced or are currently facing and elaborate on the corresponding actions and plans for successfully overcoming those challenges. This is an opportunity for you to demonstrate your ability to objectively assess situations as well as demonstrate your aptitude for problem solving. While you may not be completely successful in resolving all identified issues, nor do I expect you to be able to, the ability to successfully identify and articulate project risks and challenges is key to the success of the project. It is also a highly desirable quality of data analysts, project managers and organizational leaders.]

  - o **Demonstrated Competencies:**
    - o In this section, you should detail the top three (3) healthcare informatics competencies you employed during your internship. Reflect and elaborate on how these competencies are important to the success of your internship project and internship experience. Clearly connect the competencies to specific tasks or elements of your internship.
    - o Write one (1) paragraph for each of your top three applied competencies.

This paper will be graded using the following rubric:

- • Quality of the Personal Reflection section: = 50pts
- • Quality of the Challenges and Plans for Success section   = 30pts
- • Quality of Top 3 Demonstrated Competencies section   = 50pts
- • Overall Quality of Writing; concise, insightful and effective   = 50pts
- • Adhering to the provided template and all requirements   = 25pts
- • Paper is of appropriate length (required 2-3 pages)   = 25pts
- • Appropriate use of spelling and grammar throughout   = 20pts

Total 250pts.

XVI. Final Video PowerPoint and Presentation

You are required to produce and record an executive style video presentation via a pre-recorded Microsoft video PowerPoint that will contain your slides and a webcam recorded video of your presentation delivery. These video presentations will be uploaded to Webcourses for evaluation and sharing with fellow students, UCF faculty, and preceptors.

You may wonder how you will represent 240+ hours' worth of internship experience in 20 minutes, but remember that this is an executive style summary presentation. The idea is to share high-level information to sufficiently describe your host organization, project, project significance, contribution and personal reflection. Do not spend too much time providing specific details but instead, take time to help us understand the VALUE of your internship. The **WHY** and the **RESULTS** are more important than the **HOW**. If your audience is particularly interested in the HOW, they will ask you. This will be accommodated through email and Webcourse discussions.

Keep in mind that this presentation can be used in your professional portfolio. It is therefore in your best interest to record a great presentation that you can share with future employers. **This recorded video presentation is an effective way to showcase your internship, your professionalism, communication and presentation skills.**

General Requirements:

1. Students must record their presentations using **Microsoft PowerPoint 2016 or newer**
2. Presentations **cannot exceed 20 minutes** in total length.
3. Presentations **must include a video of the student** delivering their presentation.
    a. Slides must be designed to accommodate the video of the student's delivery.
    b. The video should not block any content on the slides.

4. Be **appropriate for an executive board**.
    a. Student must be **professionally dressed**
    b. Slides are results driven
    c. Data is concise and effective
    d. Avoid using too many animations and transitions as they distract from the presentation
    e. Do not include photos of your preceptors or host sites without their written permission. Do not violate copyright laws.
    f. Do not put too many words on slides and make your audience read. Remember, you will be guiding us through your slides.
    g. Speak loudly, clearly and slowly.
    h. Show enthusiasm! Presentations that have energy and enthusiasm come across as more confident, effective and enjoyable.
    i. Make eye contact with the audience (look into the camera.)

5. **Is HIGHLY POSITIVE**, accentuating the **VALUE** of your internship.
    a. You should attempt to frame your internship from a positive perspective, one that frames your internship as a highly embraced opportunity for growth and development. How have you become a better professional? What skills and competencies did you develop and refine? How does this experience make you a more competitive and desirable candidate for jobs? Frame it from a professional perspective as you would if you were writing a summary for inclusion in your resume or CV.
    b. This is NOT an opportunity for you to criticize specific aspects of your internship. Your full feedback is captured in your student evaluation of the site and preceptor.

       c.   Remember that this is a RECORDED, WRITTEN and you will be on VIDEO that will be kept on file! Make it positive!

6. Does **not exceed 15 slides**
7. **Presentation includes all FIVE (5) required slides as listed below, clearly labeled** containing the below information.

   1. **Cover Slide** = This is your first slide. Slide must include the following information:
       a.   Your internship Project Title
       b.   Host Site Name
       c.   Your Full Name
       d.   Term Year:
       e.   Healthcare Informatics MS
       f.   University of Central Florida
       g.   Professor: Steven Ton, MSHCI
       h.   Note: You must introduce yourself and your internship in your video recording. Your video must be present in the 1st slide.

   2. **Demonstrated Competencies** (this slide can appear anywhere in your presentation, but is usually most effective after you've described your project and accomplishments.)
       a.   On this slide or few slides (you may use more than 1 if needed), elaborate on any healthcare informatics competencies that you demonstrated or were exposed to during your internship.
       b.   You should also expand on the competencies that you had initially presented on your internship reflection paper

   3. **Significance of the Project Slide** (this slide can appear anywhere in your presentation, but is usually most effective towards the end)
       a.   On this slide, emphasizes the importance of your informatics project. Detail the significance of your project as it applies to the host organization and to you. Try to answer the following questions:
          i.   Why does this project exist?
          ii.   What is the challenge that is being addressed and why?
          iii.   Is the organization losing time, money, both?
          iv.   Why is this project important to you?

   4. **Internship Reflection Slide** (this slide can appear anywhere in your presentation, but is usually most effective towards the end)
       a.   This is your overall reflection of the internship. How did the internship help you grow as a professional? How did your work (the outcome of your project) benefit the host site? What will you do differently now because of the experience?

   5. **Appreciation Slide** (this slide can appear anywhere in your presentation, but is usually most effective towards the end)
       a.   On this slide, you demonstrate your maturity and professionalism by giving credit and appreciation to the individuals who made your internship experience possible. This would include your preceptor, internship coordinators, HR department, UCF faculty, to name a few. Skillfully acknowledging other people's efforts is a great personal quality. It is also an indicator that you true professional, a team player, a thoughtful individual that possesses humility and graciousness.
       b.   "Thank You" messages and acknowledgements are not out of style. I can assure you that these gestures do make a difference in the professional world.

IMPORTANT NOTE: Video presentations are large files. Depending on your internet connection speed, it may take hours to upload your presentation. Please be sure to plan accordingly and ensure your submission is received by Webcourses by the due date.

Includes all require slides and elements	= 50pts
Organization and flow of content	= 25pts
Grammar and Spelling	= 25pts
Style and Design	= 25pts
Application of HCI competencies on projects	= 25pts
Competencies identification and presentation	= 25pts
Effective use of allotted time	= 25pts
Subject Knowledge	= 50pts
Mechanics and Elocution	= 25pts
Enthusiasm	= 25pts
Professionalism	= 25pts
Non Verbal Skills	= 25pts
Appropriate Dress/Attire	= 25pts
Eye Contact	= 25pts

Total 400pts.

Video Presentation Submission:
Presentations are due on the date listed in the course schedule. Presentations will not be accepted once the assignment section has closed. Any late projects will receive a grade of zero.

PROJECTS WILL NOT BE ACCEPTED VIA EMAIL. It is the student's responsibility to upload the assignments via the website's "assignment sections".

If you experience technical difficulties when submitting your project, you must contact me at least 3 working days BEFORE the project is due. (I will not accept "after-the-fact" excuses!)

XVII. Basis for Final Grade

Assessment	Point Value
Syllabus Quiz (1 x 30 points)	30
Introductions (1 x 10 points)	20
Weekly updates (12 x 10 points)	120
Required form – Preceptor Acknowledge Form	25
Required form – Internship Goals Form	50
Required form –Expectations Questionnaire	50
Reflection Paper	250
Video PowerPoint Presentation	400
InPlace – Hours Worked	50
InPlace – Preceptor Evaluation	100
InPlace – Student Evaluation	50
	1125

Grading Scale	Points
A	1013-1125
B	900-1012
C	788-899
D	675-787
F	674 or below

*** Students who fail to provide at least 240 hours of internship service or are terminated from their internship due to misconduct will automatically fail this course. No exceptions will be made.**

***Scores will be issued according to the scale above. No exceptions will be made.**

XVIII. 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.

- Review course Syllabus and complete Syllabus Quiz by Friday 11:59pm of week #1.

XIX. Graded Assessments

Assessments will be conducted entirely online within Webcourses. Assessments will be in the form of submitting required forms via Webcourses, graded syllabus quiz, Reflection Paper submission and Final Project PowerPoint submission. The syllabus quiz will contain multiple choice and True/False questions. There will be no open-ended questions.

The time frame to complete assessments will start and end at specific times. You must ensure that you begin and complete your assessment within the allotted time frame. You cannot begin an assessment until it has started. Once it the designated time frame has ended, you cannot start the assessment.   If the time frame ends during your assessment attempt, you will not be able to save additional answers, posts or replies.

XX. Submitting Forms

Students will be required to submit forms via Webcourses.

- **All forms are considered "required forms." A grade will not be issued until all forms are properly submitted.**
- All forms MUST BE SUBMITTED via the Webcourses "assignment" area. This includes forms that require a Preceptor signature. You are required to scan as a PDF and upload to the appropriate assignment area.
- Each form must be its own, complete, single FILE. Many of the forms have multiple pages. Do not submit each page as separate files, rather the entire form should be saved and submitted as one single file.
- Failure to properly submit any of the forms in PDF format and as its own single file will result in an automatic 20 point deduction for each one of the forms submitted incorrectly.

XXI. Grade Dissemination

Graded assessments 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/.

- Plus/minus grading is not used in this course.
- Grades release: I try to get grades completed and available to students as quickly as possible. However, due to the large volumes students, the turnaround could be up to two weeks after the due date/closing date.

- "72 Hour Grade-Challenge Period"—once grades have been posted, you only have 72 hours to contact me regarding any discrepancies that you think may exist. After 72 hours, it is understood that you agree with your grade for that particular assignment/exam/discussion posting/etc., and no further grade challenges/changes will be considered.

XXII. Risk Management

It is my goal to ensure your safety and success during your internship experience.

Contact me immediately if you:
- cannot attend your internship, e.g., illness, car trouble, emergency
- experience any conflicts with other employees at your internship site
- have problems, questions or concerns not addressed by your preceptor
- you feel uncomfortable or unsafe during your internship
- asked to provide direct patient care to patients

XXIII. Core Policy Statements

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>.
- 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.

XXIV. Ethics Statement & Academic Conduct Policy

Ethics Statement: 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 for an assignment or in the course or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that

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

XXV.   Course Policies (listed alphabetically)

Attendance Policy: Attendance is not taken for this course. However, your attendance at your internship is recorded.

Classroom Devices: This is an online course and does not have any classroom components.

Disability Access: It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Disability Services (SDS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SDS (Ferrell Commons 185; 407-823-2371; sds@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

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

Diversity and Inclusion: In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions. I will not tolerate personal attacks or demeaning comments of any kind. Violations may result in your removal from the course with a failing grade.

Email: In this class, our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. See www.knightsemail.ucf.edu for further information.

Students must make a point to check their email daily. I may send email to your official UCF Knights email address either directly or through the Webcourses email system. I check my email throughout the week and make it a point to respond within 2 days during the work week.

Extra Credit Policy: There will be no extra credit offered in this course.

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.

Internet: You must have a reliable internet connection to successfully complete this course. It is your responsibility to ensure you have a secure and reliable internet connection.

Laptop and Mobile Device Usage: I encourage your use of laptop and mobile computing devices. Healthcare is rapidly becoming a high tech industry and the use of these devices is both necessary and practical.

Late Work Policy: Late work will not be accepted. There are no make ups for any assessments or submissions. No exceptions will be made.

Webcourses: This course is conducted entirely on Webcourses and students are expected to log in and review Webcourses on a daily basis. Webcourses is also known and referred to as Canvas.

Professionalism Policy: The purpose of this policy is to promote excellence and integrity in all of our activities; to assure that all persons are treated with respect, dignity and courtesy; and to promote constructive communication and collaborative work. I value professional conduct and take professionalism seriously. Professionalism includes demonstrating excellence, integrity, respect, compassion, accountability and responsibility for one's behavior. **There is no excuse for a lack of professionalism.**

Students must be cognizant that they are representatives of the College of Public Health and Public Affairs and ultimately the University of Central Florida. Therefore, students must maintain professionalism at all times and will conduct themselves in a professional manner in all of their interactions with UCF faculty and staff, members of the public and the University community and with each other. This includes all communications not limited to in person interactions, emails, telephone calls, conference calls, virtual meetings, memos or text messages.

Violations may result in the student's removal from the course. Removal from this course will result in a failing grade and possibly removal from the program and a report submitted to the Office of Student Conduct for disciplinary action.

Examples of possible violations:
1.   Being disrespectful or disruptive
2.   Any form of insubordination
3.   Being unresponsive or intentionally difficult to communicate with
4.   Exhibiting any form of discrimination
5.   Any use of profanity
6.   Falsifying or misrepresenting work
7.   Excessive tardiness or scheduling issues
8.   Engaging in any unethical or immoral activities
9.   Blaming others or retaliatory behavior
10.   Asking for special treatment, i.e., extensions for assignments and assessments, asking for bumping up grades

   I reiterate that I take professionalism and conduct seriously and will not tolerate any form of disrespect or improper behavior.

Turinitin.com: We will be using Turnitin.com to ensure academic integrity and prevent plagiarism. Turnitin.com is built into Webcourses and will automatically check your submissions for all assessments utilizing this service.

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.

XXVI. Important Dates to Remember:
> Please refer to the UCF academic calendar for specific important dates, located at: calendar.ucf.edu

XXVII. **References:**
- Journal of AHIMA - **http://journal.ahima.org/**
- Florida HFMA - **http://www.floridahfma.org/**
- HealthCare Informatics - **http://healthcare-informatics.com/ME2/Default.asp**
- HIMSS - **http://himss.org/ASP/index.asp**
- Centers for Medicare & Medicaid Services - **http://www.cms.gov/**
- Healthcare IT News - **http://www.healthcareitnews.com/**
- Health Data Management - **http://www.healthdatamanagement.com/**

XXVIII. Tentative Schedule

Date	Assignments Due
Fri January 10th, 2022	**Syllabus Quiz** - Week 1 Requirement due by **NOON** 11:59am
Sun January 12th 2022	• Introductions: Where are you interning and what will you be doing? due by 11:59pm • #1 - Internship Updates (Everyone Must Participate) due by 11:59pm **Required Internship Forms** • Preceptor Acknowledgement Form due by 11:59pm
Sun January 19th 2022	• #2 - Internship Updates (Everyone Must Participate) due by 11:59pm
Sun January 26th, 2022	• #3 - Internship Updates (Everyone Must Participate) by 11:59pm **Required Internship Forms** • Internship Competencies Expectations Form due by 11:59pm • Internship Goals Form due by 11:59pm
Sun February 2nd, 2022	• #4 - Internship Updates (Everyone Must Participate) due by 11:59pm
Sun February 9th, 2022	• #5 - Internship Updates (Everyone Must Participate) due by 11:59pm
Sun February 16th, 2022	• #6 - Internship Updates (Everyone Must Participate) Update due by 11:59pm
Sun February 23rd, 2022	• #7 - Internship Updates (Everyone Must Participate) due by 11:59pm
Sun March 1st, 2022	• #8 - Internship Updates (Everyone Must Participate) Update due by 11:59pm **Required Internship Paper** • Internship Reflection Paper due by 11:59pm
Sun March 8th, 2022	• #9 - Internship Updates (Everyone Must Participate) Update due by 11:59pm

Sun March 15th, 2022	• #10 - Internship Updates (Everyone Must Participate) Update due by 11:59pm
Sun March 22n, 2022	• #11 - Internship Updates (Everyone Must Participate) Update due by 11:59pm
Sun March 29th, 2022	• #12 – Internship Updates (Everyone Must Participate) Update due by 11:59pm
Sun April 19th, 2022	**Submit Video PowerPoint due by 11:59pm** Note: I expect perfection as this can be re-recorded until it is perfect. You may upload multiple versions and I will grade the most recent one BUT not after the due date. **Required Internship Forms** • Hours Worked due by 11:59pm – via InPlace • Preceptor Evaluation due by 11:59pm – via InPlace • Student's Evaluation of Internship due by 11:59pm – via InPlace
	Congratulations! Course Completed!

* Note: The Syllabus and Schedule are subject to revision.

[**Internship Reflection Paper Title**]

Site Name:[Name of Site] / Preceptor Name & Title:[Name & Title of Preceptor]

by: [Student Name]

Healthcare Informatics MS

HIM6947 Term: Spring [Year]

Professor: Steven Ton, MSHCI

Personal Reflection: [In this section, reflect and elaborate on your internship experience thus far. Honestly and succinctly describe what you have learned and how this internship experience has benefited you and your preceptor/host site. Make a statement about whether the internship has strengthened your interest in the health informatics and information management industry and how the internship experience compares to your original perception of the profession. Discuss your progress towards achieving the goals you originally established. If any of your goals have changed, and it is okay if they do, explain why.]

Challenges and Plans for Success: [In this section, detail any challenges you have faced or are currently facing and elaborate on the corresponding actions and plans for successfully overcoming those challenges. This is an opportunity for you to demonstrate your ability to objectively assess situations as well as demonstrate your aptitude for problem solving. While you may not be completely successful in resolving all identified issues, nor do I expect you to be able to, the ability to successfully identify and articulate project risks and challenges is key to the success of the project. It is also a highly desirable quality of data analysts, project managers and organizational leaders.]

Demonstrated Competencies: [In this section, you should detail the top three (3) healthcare informatics competencies you employed during your internship. Reflect and elaborate on how these competencies are important to the success of your internship project and internship experience.

Clearly connect the competencies to specific tasks and elements of your internship project. Write one (1) paragraph for each of your top three applied competencies.]

[Competency #1 Name] [Write one (1) paragraph for each of your top three applied competencies.]

[Competency #2 Name] [Write one (1) paragraph for each of your top three applied competencies.]

[Competency #3 Name] [Write one (1) paragraph for each of your top three applied competencies.]

[Note: You are to replace all the text that is contained within the "[ ]" with your own language. All other information remains intact as it preserves the formatting and layout of this template. You will remove this notice from your final paper.]

College of Community Innovation and Education - Graduate Program Revision - Education PhD, Exceptional Education 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: *
Graduate Program Revision

College: *
College of Community Innovation and Education

Unit / Department / College: *
School of Teacher Education

Unit(s) Housing Program:
Education, PhD., Exceptional Education Track

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:*	Education PhD, Exceptional Education Track

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:	This revision will allow our doctoral students in Exceptional Student Education to complete the existing CECS Mixed Reality Engineering Graduate Certificate (https://catalog.ucf.edu/preview_program.php?catoid=17&poid=8973) courses as electives during their doctoral program. The certificate courses will be added to electives to allow scholars to participate in enhanced collaborative interdisciplinary research. The following 3 courses are included in the certificate: • CAP 5115 - Virtual Reality Engineering **3 Credit Hours** • CAP 6110 - Augmented Reality Engineering **3 Credit Hours** • CAP 6117 - Mixed Reality Project **3 Credit Hours** This proposal is also to add course EEX 7466: Universal Design for Learning: A framework for Exceptional Education Research, 3 credits to electives to diversify the courses available to students in the track.

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: <u>Community Innovation and Education</u>	Degree: PhD
	Department: <u>School of Teacher Education</u>	Option: Dissertation
	Program Website: <u>https://ccie.ucf.edu/teachered/exceptional-student-education/</u>	

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 Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

Step 2

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

Prospective Curriculum*

Track Description

The Exceptional Education track in the Education PhD program is designed to prepare highly competent doctoral-level professionals to assume leadership positions in teaching, research and service in the area of special education.

The Exceptional Education track is a challenging program of study. The program focuses on developing the qualifications to conduct research, implement best practices based on research, and evaluate new programs and projects that serve students with disabilities.

Curriculum

The Exceptional Education track in the Education PhD program requires a minimum of 69 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 15 credit hours of specialization courses, 6 credit hours of internship, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

Total Credit Hours Required: 69 Credit Hours Minimum beyond the Master's Degree

Required Courses: 39 Credit Hours

Core Courses: 24 Credit Hours

IDS 7501 Issues and Research in Education

IDS 7500 Seminar in Educational Research

[After] (variable credit, repeated for a total of 6 credit hours)

EDF 7475 Qualitative Research in Education

EDF 7403 Quantitative Foundations of Educational Research

EDF 7463 Analysis of Survey, Record, and Other Qualitative Data

IDS 7502 Case Studies in Research Design

[Right] or one of the approved research electives from group A:

EDF 7406 Multivariate Statistics in Education

[Right] or one of the approved research electives
      from group B:

Group A

EDF 7406 Multivariate Statistics in Education

EDF 7405 Quantitative Methods II

EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education

EDF 7415 Latent Variable Modeling In Education

EDF 7473 Ethnography in Educational Settings

EDF 7474 Multilevel Data Analysis In Education

EDF 7488 Monte Carlo Simulation Research in Education

SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders

[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar

EDF 7405 Quantitative Methods II

EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education

EDF 7415 Latent Variable Modeling In Education

EDF 7473 Ethnography in Educational Settings

EDF 7474 Multilevel Data Analysis In Education

EDF 7488 Monte Carlo Simulation Research in Education

SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders

[Right] (Communication Sciences Track students only)

CAP 5115 Virtual Reality Engineering CAP

6110 Augmented Reality Engineering CAP

6117 Mixed Reality Project

EEX 7466 Universal Design for Learning (UDL): A framework for Exceptional Education Research

Specialization Courses: 15 Credit Hours

EEX 7936 Current Issues Trends in Special Education

EEX 7527 Professional Writing Grant Writing in Special Education

EEX 7766 Technology Research Training in Special Education

EEX 7428 Personnel Preparation: Special Education

EEX 7320 Program Evaluation and Planning in Special Education

Dissertation: 24 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.

EEX 7980 - Dissertation Research 24 Credit Hours minimum

Internship: 6 Credit Hours

Specialization in this track must include a minimum of 6 credit hours in professional internship.

EEX 7865 Internship in College Instruction in Special Education

EEX 7866 Internship in Practicum Supervision in Special Education

Candidacy

To enter candidacy for the PhD, students must have an overall 3.0 GPA on all graduate work included in the planned program and pass all required examinations. Examinations will be scheduled by the student and major adviser. The associate dean for graduate studies and research must be notified of the date and location of the exam 30 days in advance.Students must be enrolled in the university during the semester an examination is taken.

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

Completion of all course work, except for dissertation hours.
Successful completion of the candidacy examination.
Successful defense of the written dissertation proposal.

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

Submission of an approved program of study.

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

Please note that there may be variations in length of exam time and content based on the respective requirements of each track.

Research in the Specialization—8-hour written examination.
Specialization—3-hour oral 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.
Official, competitive GRE score taken within the last five years.
Three letters of recommendation.
Goal statement.
Resumé
A timed writing sample produced during the interview.
Group interview with faculty. Current doctoral students may also interview applicants.

Application Deadlines

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

Financials

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

Fellowships

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

Contact Info

Graduate Program

Lisa Dieker PhD

Pegasus Professor

ldieker@ucf.edu

Telephone: 407-823-3885

ED 215F

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this 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?   These courses diversify options in the EEX Ph.D. program. Graduate students will have the option to take these courses as electives.

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.

Ph.D. students in Exceptional Education who are interested in the mixed reality certification are likely to enroll in these courses.

EEX 7466: course will be attended by individuals pursuing their Ph.D. who wish to focus on Universal Design for Learning as a theoretical framework for their dissertation and / or future reserach studies.

Year 1

Headcount: 3

SCHs:

Year 2

Headcount: 3	SCHs:

Year 3

Headcount: 3	SCHs:

Indicate likely career or student outcomes upon completion:	Certificate courses will enhance student's abilities to create mixed reality environments for individuals with disabilities and their caregivers. It was discussed with Dr. Joe Laviola Jr. jjl@cs.ucf.edu, who encouragerd this collaborative effort. EEX 7466: Students will have a nuanced understanding of the protocol necessary to implement a UDL curriculum.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 5	**Source of funds:** U.S. DOE Award #H325D180022

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	5	Source of Funds	U.S. DOE Award #H325D180022

| 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: | School of Teacher Education |

Program OID 9080

Program Type | Doctoral |

Degree Type | Doctor of Philosophy |

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Exceptional Student Education Graduate Faculty
Lisa Dieker
Martha Lue Stuart
Suzanne Martin
Matthew Marino
Eleazar Vasquez III
Janice Seabrooks-Blackmore
Rebecca Hines
Maria Reyes
Dan Ezell

Joseph Laviola II
Tue 1/12/2021 12:13 PM
To: Matthew Marino

Matt,

Anyone interested in learning about virtual and augmented reality and how it can be applied to education should consider completing the Graduate Certificate in Mixed Reality Engineering. This certificate is 9 credits and will cover the foundations of virtual and augmented reality application development.

Hope this is sufficient.

Joe

Joseph J. LaViola Jr.
Charles N. Millican Professor of Computer Science
Director, Interactive Computing Experiences Research Cluster
University of Central Florida
Department of Computer Science
Orlando, FL 32816-2362
Phone: 407-882-2285
Fax: 407-823-5419
URL: www.eecs.ucf.edu/~jjl

...

College of Community Innovation and Education - Curriculum & Instruction, MEd

2021-2022 Graduate Program Admissions Hiatus

General Catalog Information

Select *Program* below.

Program Type*
- ◉ Program
- ○ Shared Core

Proposal Type:*
Program Admissions Hiatus Form

Read before you begin

FILL IN all fields. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ▶ in the top left corner.

IMPORTANT NOTE: This form is to request a hiatus in admissions when a program is over-enrolled. The admissions hiatus allows the opportunity for a program to get back to a managable level. A unique form should be used for each request per program or track. If you have a degree program that has 3 tracks, then you would need to fill out this form for each track you are wanting an admission's hiatus. If in the future, another hiatus is needed, please complete another form at that time. The process can be renewed a maximum of three times.

This form is not to be used for a program that has intentions of suspending or terminating in the future. **Please review the following forms to determine if they are the correct curricular proposal to use at this time: Differentiated Admission Cycle, Suspension, or Termination.**

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

College*
College of Community Innovation and Education

Unit / Department / College :*
Learning Sciences & Educational Research

Name of program or track:*
Curriculum & Instruction, MEd

Proposed Effective Term and Year:*
summer 2021

Admissions Hiatus Period: *

- ( ) One semester hiatus within one academic year
- (•) Two semester hiatus within one academic year
- ( ) One academic year hiatus

Brief Description of the program or track: *

The Master of Education (MEd) program in Curriculum and Instruction is designed for professionally certified and experienced educators who want to extend their influence beyond the walls of the classroom and improve their knowledge and skills in the area of leadership. Students also engage in the development of expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels.

Brief Rationale for the Admissions Hiatus: *

Extremely low enrollments for past few years. We are evaluating the need for the program based on a number of external circumstances.

Proposal is for Curriculum and Instruction Med (all tracks): Art Education Track; Curriculum Leadership Track; Educational Technology Track; Gifted Education Track; Global, International and Comparative Education Track; Intervention Specialist Track; Supporting High Needs Populations Track.

Type "N/A" in this text box *

Administration Use Only

Catalog Ownership:

Program OID

Program Type

Degree Type

Status * (•) Active-Visible ( ) Inactive-Hidden

College of Sciences - Grad Course Addition - CPO 6758 Politics of Authoritarian Regimes

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:*	MA Program	PhD Program

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:*	CPO 6758 Politics of Authoritarian Regimes

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

Department Chair Phone Number:*	4078232608	Dept Chair Email:*	kerstin.hamann@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:*		Number:*	6758
	CPO		

Course Title:*	Politics of Authoritarian Regimes

30 Character Abbreviation:*	Pol of Authoritarian Regimes

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

Course Description (25 word limit)*	Introduction to the politics of authoritarian regimes. Review of academic work on how autocrats stay in power and the characteristics of political contention in authoritarian states.

Grading Scheme:*	
	ABCDF

Prerequisite(s):	Admission to a 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.

<u>**Credit Hour Design Options**</u>

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

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

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

Repeat for credit?*	○ Yes ◉ No

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

Term of Offering

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

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	Fills department demand for course targeting graduate students to review growing trend in authoritarianism and research in political science related to this trend.

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

What will be the source of students?*	Political Science M.A. Students. Security Studies PhD students. Senior Scholar undergraduate political science students.

What is the estimated annual enrollment?*	10

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

Detail Discussion

See attached.

The Political Science Department has received consent from Economics, Communications, and History. Anthropology and Sociology were notified but did not respond to the email sent them regarding the course proposal.

From: Michael Caputo
Sent: Friday, February 15, 2019 11:54 AM
To: Kerstin Hamann
Subject: Re: New graduate course proposal - Authoritarian Regimes
Good Morning Kerstin,
The Department of Economics does not have any concerns regarding the proposed course. Importantly, it
does not overlap with any of our course offerings. The Department fully supports the proposed course.

From: Melissa Dodd
Sent: Tuesday, February 19, 2019 8:23 AM
To: Kerstin Hamann
Cc: Timothy Sellnow ; Robert Littlefield
Subject: Re: New graduate course proposal - Authoritarian Regimes
Dear Kerstin,
The Nicholson School has no conflict with this graduate course.
Best wishes for the new course!
Melissa
--
Melissa D. Dodd, Ph.D., APR
Associate Professor, Advertising-Public Relations
Assistant Director of Academic Programs
Nicholson School of Communication and Media
University of Central Florida

From: Peter Larson
Sent: Tuesday, February 26, 2019 3:23 PM
To: Kerstin Hamann
Subject: RE: New graduate course proposal - Authoritarian Regimes
Good afternoon Kerstin,
History has no objections to this course. We'd like to reserve the right to offer a course on the topic
from a historical perspective on the slim chance that someone may want to cover the topic, but I
don't see that happening anytime soon.
Best,
Peter
Peter L Larson, PhD
Chair, Department of History

From: Kerstin Hamann

From: Kerstin Hamann
To: Peter Larson; Robert Littlefield; John Schultz; Elizabeth Mustaine; Michael Caputo
Cc: Kyrie Ottaviani
Subject: New graduate course proposal - Authoritarian Regimes
Date: Friday, February 15, 2019 9:34:30 AM
Attachments: authoritarian_politics_syllabus.pdf

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian
Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course
proposal.

Many thanks,

Kerstin

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

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

PeopleSoft

Academic Organization	

Academic Group	

Career	

Print in Catalog	

Effective Date	

Lab Fee	

CRSE_ID	

CPO 6758: Politics of Authoritarian Regimes

Fall 2021 - Time TBD

Instructor: Konstantin Ash (Konstantin.Ash@ucf.edu)   Office Hours: TBD

Prerequisites: Admission to a graduate degree-seeking
program or C.I. or instructor approval.

Course Description

More than half of the world's population is governed by authoritarian regimes in one form or an-other. The goal of this course is to understand how such regimes come about, how they stay in power and to clear up misconceptions about authoritarian government that may be advanced in the popular consciousness.

There are several additional learning goals for the course. **First,** the readings the readings are intended for you to gain a broad understanding of research on authoritarian regimes and be able to engage with the topic as fellow researchers. Many of the works we will read are either classics or represent the state-of-the-art in the field. **Second,** as graduate students and potential future practitioners in the field, it is vital for you to engage critically with the work already done, thus, we will do our best to not only understand the readings, but to find flaws in them and potential avenues for improvement in future research. **Third,** It is vital that, again, as researchers, you are able to produce your own research that both engages with prior work on authoritarian regimes AND clearly improves upon that work in some capacity. This is why you will be required to develop a research paper in this class through several set deadlines. As we are on a semester system, we have the advantage of being able to delve deeper and develop more complete research products.

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Assignments

RESEARCH PAPER

Students will be expected to complete a research paper during the course. The research paper should take the form of an academic article that students could conceivably submit for publication and/or submit to a conference. In order to facilitate the smooth flow of research throughout the semester, there will be several deadlines for developing the paper:

- September 28 @ 11:59p. Submit research question and *at least* five articles or books that have answered the same research question or a similar question.

- October 19 @ 11:59p. Submit critical literature review that incorporates previous articles or books, as well as other relevant or suggested articles or books, along with your answer to your research question, which should take up the theory.

- November 9 @ 11:59p. Submit hypotheses based on your theory and ways you envision testing the hypotheses. This could include, but is not limited to, qualitative case study methods, survey methods or large-N statistical analysis. If using qualitative methods, please outline which cases you are selecting and why they are appropriate. If using quantitative methods, please identify potential data sources or feasible original ways of gathering data within the next month.

Please submit the above three assignments to me through e-mail. The only boundary for this article is that it must, in some conceivable fashion, fall in the realm of the study of authoritarian regimes.

Original work for this type of paper is preferred, but please talk to me if you would like to continue on working on a project you have submitted for a previous class (I will probably like to see what you have done in advance) or if you would like to continue on something you've been working on independently as a side project (this is more acceptable and even encouraged). I must approve the use of projects from a previous class *before* the research question deadline for the assignment.

Multiple submissions to this class and another class you're taking this semester are discouraged. More in-depth empirical work must be conducted (beyond the scope of the paper you would have written for just this class) for this to be acceptable. Please consult with me for further information before submitting a research question.

The research paper is due on **Saturday, December 14 @ 12:00p**. If you conduct empirical statistical tests (i.e. descriptive statistics, regressions, etc.) you must include the data you used and the regression code so I may replicate your analysis.

DISCUSSION PAPERS

For **two** of the weeks after week 1, students are expected to submit discussion papers and then lead discussion that week. The discussion papers should be 4-5 page **critical analyses** of **at least** three of the required or recommended readings from the assigned week. As part of a critical analysis, students should include a **brief** summary of an author's argument or research design, a passage on how the papers fit together as part of the broader research agenda for that week and a broader passage on aspects of either/both the papers or the broader research agenda that the student believes could be improved upon.

In addition to the paper, students writing papers in a particular week are expected to write **3-5** questions that are intended to provoke discussion in the class and to briefly discuss their findings and present the discussion questions during class in the relevant week.

Summaries of the readings alone submitted as discussion papers will receive at least a letter grade penalty. Please coordinate with your classmates to ensure that you are not writing a paper on the same readings if two people are writing discussion papers on the same week.

PARTICIPATION

Since this is a graduate seminar, participation is integral for the smooth flow of the course. My role is not to lecture or even present the readings to a great extent, but to facilitate discussion among yourselves. This means that your participation is necessary for the class, both in relaying the topics of the assigned readings and then analyzing and criticizing the arguments and empirical approaches in those readings.

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.

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.

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, 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.

- 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).

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/5.020ReligiousObservance

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 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 to discuss specific accommodations for this or other courses.

GRADE BREAKDOWN

Research Paper – 40%
Discussion Papers – 20% each
Participation – 20%

Course Schedule and Readings

Each week's courses will follow the same structure. There are required readings that should be done before each class and recommended readings that you should look at if you are either the discussant for that week or writing a research paper on a subject that broaches the week. This is also a good list to have for future literature reviews on papers related to politics of authoritarian regimes.

WEEK 1 (AUGUST 27) - DEFINING AUTHORITARIANISM

Required Reading:

- Geddes, Barbara. 1999. What do We Know about Democratization after Twenty Years. Annual Review of Political Science 2: 115-144.

- Juan J Linz and Alfred Stepan. 1996. Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe. 38-55

- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapter 2.

WEEK 2 (SEPTEMBER 10) - TYPES OF AUTHORITARIAN REGIMES: SINGLE PARTY

Required Reading:

- Brownlee, Jason. Authoritarianism in an Age of Democratization. Cambridge University Press, 2007. Introduction and Chapter 1.

- Smith, Benjamin, 2005. Life of the party: The origins of regime breakdown and persistence under single-party rule. World politics, 57(3), pp.421-451.

- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapter 6.

- Magaloni, Beatriz. 2006. Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico. New York: Cambridge University Press: Introduction and Chapter 1.

Recommended Reading:

- Malesky, Edmund, and Paul Schuler. "The Single-Party Dictator's Dilemma: Information in Elections without Opposition." Legislative Studies Quarterly 36, no. 4 (2011): 491-530.

- Levitsky, Steven R., and Lucan A. Way. "Beyond patronage: Violent struggle, ruling party cohesion, and authoritarian durability." Perspectives on Politics 10, no. 4 (2012): 869-889.

WEEK 3 (SEPTEMBER 17) - TYPES OF AUTHORITARIAN REGIMES: PERSONALIST AND MILITARY RULE

Required Reading:

- Milan Svolik. 2012. The Politics of Authoritarian Rule. Cambridge University Press. Chapters 3 and 5.

- H. E. Chehabi and Juan J. Linz. 1998. A Theory of Sultanism: A Type of Nondemocratic Rule. In Sultanistic Regimes, eds. H. E. Chehabi and Juan J. Linz. pp 2-25

- Polese, Abel, and Slavomir Horak. "A tale of two presidents: personality cult and symbolic nation-building in Turkmenistan." Nationalities Papers 43, no. 3 (2015): 457-478.

- Powell, Jonathan. "Determinants of the Attempting and Outcome of Coups d'etat." Journal of Conflict Resolution 56, no. 6 (2012): 1017-1040.

- Remmer, K.L., 1989. Neopatrimonialism: The politics of military rule in Chile, 1973-1987. Comparative Politics, 21(2), pp.149-170.

Recommended Reading:

- Marinov, Nikolay, and Hein Goemans. "Coups and democracy." British Journal of Political Science 44, no. 4 (2014): 799-825.

- Geddes, Barbara, Erica Frantz, and Joseph G. Wright. "Military rule." Annual Review of Political Science 17 (2014): 147-162.

- McMahon, R. Blake and Branislav Slantchev. 2015. The Guardianship Dilemma: Regime Security through and from the Armed Forces. American Political Science Review.

WEEK 4 (SEPTEMBER 24) - TYPES OF AUTHORITARIAN REGIMES: COMPETITIVE AUTHORITARIANISM

Required Reading:

- Steven Levitsky and Lucan Way. Competitive Authoritarianism. 2010. Chapters 1-2.

- Schedler, Andreas. "Electoral authoritarianism." The Dynamics of Unfree Competition. Ed. Andreas Schedler. Boulder: Lynne Rienner, 2006. 77-94.

- Lust-Okar, Ellen. "Elections under authoritarianism: Preliminary lessons from Jordan." Democratization 13, no. 3 (2006): 456-471.

- Menaldo, Victor. 2012. The Middle East and North Africa's Resiliant Monarchs. Journal of Politics. 74.3

- Truex, Rory. "Consultative authoritarianism and its limits." Comparative political studies 50, no. 3 (2017): 329-361.

Recommended Reading:

- Zakaria, Fareed. "The rise of illiberal democracy." Foreign Affairs. 76 (1997)

- Schedler, Andreas. "The menu of manipulation." Journal of democracy 13, no. 2 (2002): 36-50.

- Brownlee, Jason. "Portents of pluralism: How hybrid regimes affect democratic transitions." American Journal of Political Science 53, no. 3 (2009): 515-532.

WEEK 5 (OCTOBER 8) - REGIME TRANSITION: WHEN DO DEMOCRACIES BECOME AUTOCRACIES

Required Reading:

- Kapstein, Ethan B., and Nathan Converse. Why democracies fail. Journal of Democracy 19, no. 4 (2008): 57-68.

- Houle, Christian. 2015. Ethnic Inequality and the Dismantling of Democracy: A Global Analysis. World Politics.

- Maeda, Ko (2010). Two modes of democratic breakdown: A competing risks analysis of democratic durability. The Journal of Politics 72(4), 1129-1143.

- Bermeo, Nancy. On democratic backsliding. Journal of Democracy 27.1 (2016): 5-19.

- Levitsky, Steven, and Lucan Way. The myth of democratic recession. Journal of Democracy 26, no. 1 (2015): 45-58.

- Slater, Dan. Democratic careening. World Politics 65, no. 4 (2013): 729-763.

Recommended Reading:

- Gibler, Douglas M and Kirk A Randazzo (2011). Testing the effects of independent judiciaries on the likelihood of democratic backsliding. American Journal of Political Science 55(3), 696-709.

WEEK 6 (OCTOBER 15) - REGIME TRANSITION: WHEN DO AUTOCRACIES BECOME DEMOCRACIES

Required Reading:

- Inglehart, Ronald, and Christian Welzel. Modernization, cultural change, and democracy: The human development sequence. Cambridge University Press, 2005. Chapter 1.

- Luebbert, G.M. 1987. "Social Foundations of Political Order in Interwar Europe." World Politics.

- Daron Acemoglu and James A. Robinson. Economic Origins of Dictatorship and Democracy Cambridge: Cambridge University Press, 2006, chs. 1-2.

- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, The Logic of Political Survival. Cambridge, MA: MIT Press, 2003. Chapter 3.

- Bratton, M. and Nicolas van de Walle. 1997. Democratic Experiments in Africa. Regime Transitions in Comparative Perspective. New York: Cambridge University Press. Chapter 1.

- Przeworski, A. Democracy and the Market: Chapter 2.

Recommended Reading:

- Mancur Olson, "Dictatorship, Democracy, and Development," American Political Science Review 87: 567-76.

- Moore Jr., B. 1966. Social Origins of Dictatorship and Democracy. Boston: Beacon Press: Chapters 7-9

- Boix, C. Democracy and Redistribution (Cambridge) Chs 1-2.

- Paul Dower, Evgeny Finkel, Scott Gehlbach, Steven Nafziger. 2018. "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms" American Political Science Review. 112 (1): 125-147.

- Samuel P. Huntington. The Third Wave: Democratization in the Late Twentieth Century. Norman: University of Oklahoma Press, 1991.

- Mancur Olson, Power and Prosperity. New York: Basic Books, 2000.

- Hirschman, A. 1978. "Exit, Voice, and the State." World Politics 31(1): 90-107.

WEEK 7 - (OCTOBER 22) REPRESSION IN AUTHORITARIAN REGIMES

Required Reading:

- Wintrobe, Ronald. 1998. The Political Economy of Dictatorship. Cambridge University Press. Chapter 2.

- Gerschewski, J., 2013. The three pillars of stability: legitimation, repression, and co-optation in autocratic regimes. Democratization, 20(1), pp.13-38.

- Wedeen, Lisa. 1998. Acting "As If': Symbolic Politics and Social Control in Syria, Comparative Studies in Society and History, 40(3): 503-523

- Chestnut Greitens, Sheena. Dictators and their secret police: Coercive institutions and state violence. Cambridge University Press, 2016. Chapter 2.

- Arturas Rozenas and Yuri Zhukov. 2019. Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger' American Political Science Review.

- Bishara, Dina. "The politics of ignoring: Protest dynamics in late Mubarak Egypt." Perspectives on Politics 13, no. 4 (2015): 958-975.

Recommended Reading:

- Fariss, Christopher. 2014. Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability. American Political Science Review.

- Escriba-Folch, Abel. "Repression, political threats, and survival under autocracy." International Political Science Review 34, no. 5 (2013): 543-560.

- Hassan, Mai. "The strategic shuffle: Ethnic geography, the internal security apparatus, and elections in Kenya." American Journal of Political Science 61, no. 2 (2017): 382-395.

WEEK 8 - (OCTOBER 29) POLITICAL INSTITUTIONS IN AUTHORITARIAN REGIMES

Required Reading:

- Gandhi, Jennifer 2008, Political Institutions Under Dictatorship. Cambridge University Press. Chapters 2 and 3

- Lust-Okar, Ellen. 2005. Structuring Conflict in the Arab World: Chapters 2-3

- Meng, Tianguang, Jennifer Pan, and Ping Yang. "Conditional receptivity to citizen participation: Evidence from a survey experiment in China." Comparative Political Studies 50, no. 4 (2017): 399-433.

- Tsai, Lily L. "Solidary groups, informal accountability, and local public goods provision in rural China." American Political Science Review 101, no. 2 (2007): 355-372.

Recommended Reading:

- O'Donnell, G. 1973. Modernization and Bureaucratic Authoritarianism. Berkeley: University of California Berkeley.

- Boix, Carles and Milan Svolik. 2013. "The Foundations of Limited Authoritarian Government: Institutions and Power-sharing in Dictatorships." Journal of Politics

- Bellin, Eva. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective," Comparative Politics vol. 36, no. 2 (January): 139- 157

- Malesky, Edmund and Paul Schuler. 2010. Nodding or Needling: Analyzing Delegate Responsiveness in an Authoritarian Parliament. American Political Science Review, 104(3): pp. 482-502.

WEEK 9 - (NOVEMBER 5) ECONOMIC DEVELOPMENT IN AUTHORITARIAN REGIMES

Required Reading:

- Wintrobe, Ronald. 1998. The Political Economy of Dictatorship. Cambridge University Press. Chapters 6 and 14.

- Wright, Joseph, 2008. Do authoritarian institutions constrain? How legislatures affect economic growth and investment. American Journal of Political Science, 52(2), pp.322-343.

- McFaul, M. and Stoner-Weiss, K., 2008. The Myth of the Authoritarian Model-How Putin's Crackdown Holds Russia Back. Foreign Affairs, 87, p.68.

- Haber, Stephen and Victor Menaldo. 2010. "Do Natural Resources Fuel Authoritarianism? a Reappraisal of the Resource Curse" American Political Science Review. 105(1).

- Bruce Bueno de Mesquita, Alastair Smith, Randolph M. Siverson, and James D. Morrow, The Logic of Political Survival. Cambridge, MA: MIT Press, 2003. Chapter 4.

Recommended Reading:

- Michael L. Ross, 2001. Does Oil Hinder Democracy?, World Politics 53 (April 2001), 325-61

- Olson, M. 2000. Power and Prosperity New York: Basic Books: Chapters 1-4

WEEK 10 - POLITICS OF PATRONAGE IN AUTHORITARIAN REGIMES

Required Reading:

- Magaloni, Beatriz. 2006. Voting for Autocracy: Hegemonic Party Survival and its Demise in Mexico. New York: Cambridge University Press: Chapters 3 and 4.

- Blaydes, Lisa. 2011. Elections and Distributive Politics in Mubarak's Egypt. Cambridge University Press. Chapters 1 and 6.

- Van de Walle, Nicolas. 2007. "Meet the new boss, same as the old boss? The evolution of political clientelism in Africa." In Patrons, Clients, and Politics: Patterns of Democratic Accountability and Political Competition, edited by Herbert Kitschelt and Steven I. Wilkinson. Cambridge: Cambridge University Press.

- Shih, Victor, Christopher Adolph, and Mingxing Liu. "Getting ahead in the communist party: explaining the advancement of central committee members in China." American Political Science Review 106, no. 1 (2012): 166-187.

Recommended Reading:

- Geddes, Barbara and John Zaller. 1989. Sources of Popular Support for Authoritarian Regimes. American Journal of Political Science 33(2): 319-347

- Susan Rose-Ackerman, Corruption and Government. Cambridge: Cambridge University Press, 1999.

WEEK 11 - (NOVEMBER 12) MEDIA IN AUTHORITARIAN SETTINGS

Required Reading:

- Pearce, K.E. and Kendzior, S., 2012. Networked authoritarianism and social media in Azerbaijan. Journal of Communication, 62(2), pp.283-298.

- King, G., Pan, J. and Roberts, M.E., 2013. How censorship in China allows government criticism but silences collective expression. American Political Science Review, 107(2), pp.326-343.

- Gunitsky, Seva. "Corrupting the cyber-commons: Social media as a tool of autocratic stability." Perspectives on Politics 13, no. 1 (2015): 42-54.

- Peisakhin, Leonid, and Arturas Rozenas. "Electoral effects of biased media: Russian television in Ukraine." American Journal of Political Science 62, no. 3 (2018): 535-550.

- Kern, Holger Lutz, and Jens Hainmueller. "Opium for the masses: How foreign media can stabilize authoritarian regimes." Political Analysis 17, no. 4 (2009): 377-399.

- Enikolopov, Ruben, Maria Petrova, and Ekaterina Zhuravskaya. "Media and political persuasion: Evidence from Russia." American Economic Review 101, no. 7 (2011): 3253-85.

Recommended Reading:

- King, G., Pan, J. and Roberts, M.E., 2017. How the Chinese government fabricates social media posts for strategic distraction, not engaged argument. American Political Science Review, 111(3), pp.484-501.

- Rod, Espen Geelmuyden, and Nils B. Weidmann. "Empowering activists or autocrats? The Internet in authoritarian regimes." Journal of Peace Research 52, no. 3 (2015): 338-351.

WEEK 12 - (NOVEMBER 19) PROTEST IN AUTHORITARIAN REGIMES

Required Reading:

- Rasler, Karen. "Concessions, repression, and political protest in the Iranian revolution." American Sociological Review (1996): 132-152.

- Lohmann, Susanne. 1994. "Dynamics of informational cascades: the monday demonstrations in Leipzig, East Germany, 1989-1991." World Politics 47: 42-101.

- Kuran, Timur (1991). "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." World Politics 44: 7-48.

- Brancati, Dawn. 2014. Pocketbook Protests: Explaining the Emergence of Pro-Democracy Protests Worldwide. Comparative Political Studies

- Lorentzen, Peter L. Regularizing rioting: Permitting public protest in an authoritarian regime. Quarterly Journal of Political Science 8, no. 2 (2013): 127-158.

- Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." American Political Science Review, 107(3), 574-592.

- Rosenfeld, Bryn, 2017. Reevaluating the Middle-Class Protest Paradigm: A Case-Control Study of Democratic Protest Coalitions in Russia. American Political Science Review, 111(4), pp.637-652.

Recommended Reading:

- Steinert-Threlkeld, Zachary. 2017. Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring. American Political Science Review

- Hollyer, James R., Rosendorff, B. Peter and James Vreeland. 2015. Transparency, Protest, and Autocratic Instability. American Political Science Review.

- Scott, James. 1985. Weapons of the Weak. Yale University Press: Chapter 8

- Idean Salehyan and Brandon Stewart. 2016. Political Mobilization and Government Targeting: When Do Dissidents Challenge the State? Comparative Political Studies

- Radnitz, Scott, 2010. Weapons of the wealthy: Predatory regimes and elite-led protests in Central Asia. Cornell University Press.

- Tucker, Joshua .A. (2007) Enough! Electoral Fraud, Collective Action Problems, and PostCommunist Colored Revolutions. Perspectives on Politics, 5(3), pp. 535- 551.

- Pearlman, Wendy. "Emotions and the Microfoundations of the Arab Uprisings." Perspectives on Politics 11, no. 2 (2013): 387-409.

- Ulfelder, Jay. "Contentious collective action and the breakdown of authoritarian regimes." International Political Science Review 26, no. 3 (2005): 311-334.

WEEK 13 - AUTHORITARIAN GOVERNMENTS AND POLITICAL VIOLENCE

Required Reading:

- Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency and Civil War" American Political Science Review: 475-90.

- Fjelde, Hanne. "Generals, Dictators, and Kings: Authoritarian Regimes and Civil Conflict, 1973–2004." Conflict Management and Peace Science 27, no. 3 (2010): 195-218.

- Zhukov, Yuri M."Population resettlement in war: Theory and evidence from Soviet archives." Journal of Conflict Resolution 59, no. 7 (2015): 1155-1185.

- Petersen, Roger D. Resistance and Rebellion: Lessons from Eastern Europe. Cambridge University Press. Chapter 2.

- Wilson, Matthew C., and James A. Piazza. "Autocracies and terrorism: Conditioning effects of authoritarian regime type on terrorist attacks." American Journal of Political Science 57, no. 4 (2013): 941-955.

- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism in dictatorships." The Journal of Politics 74, no. 3 (2012): 810-826.

Recommended Reading:

- Aksoy, Deniz, David B. Carter, and Joseph Wright. "Terrorism and the Fate of Dictators." World Politics 67, no. 3 (2015): 423-468.

- Hegre, Havard. "Toward a democratic civil peace? Democracy, political change, and civil war, 1816–1992." American political science review 95, no. 1 (2001): 33-48.

NO CLASS NOVEMBER 26, WORK ON FINAL PAPERS

WEEK 15 - (DECEMBER 3) STUDENT PRESENTATIONS

RESEARCH PAPER DUE SATURDAY DECEMBER 14 @ 12:00P THROUGH WEBCOURSES

Questions to answer while reading an academic article or book (maybe in this order)[1]

- What is the point of the article?

- What is the author's agenda?

- Is the author trying to explain something? What is it?

- What have other people said about the subject the author is trying to explain?

- Does the author contribute anything beyond what these other people have said?

- What broader research agenda is the author adding to?

- What broader research agenda is the author trying to get rid of?

- What is the author's argument to explain this outcome?

- What claims does the author use to bridge his/her explanation of the outcome with the outcome itself?

- What assumptions does the author make in making these claims?

- How does the author test the claims that he/she made?

- Is this the best possible way to test these claims? Why or why not?

- Does the author test the theory in the appropriate place/time?

- Does the author's test adequately take alternative explanations into account?

- Does the author's test adequately account for biases, such as endogeneity, selection or ecological inference?

- What are the author's findings?

- Are the findings generalizable to other cases?

- How do the findings affect our understanding of the author's research agenda? Other research agendas?

- Has the author convinced you that his/her explanation for the chosen outcome is better than what others have done?

---

[1]It's also good practice to do this with your own work.

Dear Melissa,

Thanks very much for your support.

Best,
Kerstin

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

From: Melissa Dodd <Melissa.Dodd@ucf.edu>
Sent: Tuesday, February 19, 2019 8:23 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Cc: Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>
Subject: Re: New graduate course proposal - Authoritarian Regimes

Dear Kerstin,

The Nicholson School has no conflict with this graduate course.

Best wishes for the new course!

Melissa

--
Melissa D. Dodd, Ph.D., APR

Associate Professor, Advertising-Public Relations
Assistant Director of Academic Programs
Nicholson School of Communication and Media
University of Central Florida
#407-823-4539
Melissa.dodd@ucf.edu

Nicholson School of Communication and Media
UNIVERSITY OF CENTRAL FLORIDA

From: Robert Littlefield <Robert.Littlefield@ucf.edu>
Date: Friday, February 15, 2019 at 10:17 AM
To: Timothy Sellnow <Timothy.Sellnow@ucf.edu>, Melissa Dodd <Melissa.Dodd@ucf.edu>
Subject: Fwd: New graduate course proposal - Authoritarian Regimes

Sent from my iPhone

Begin forwarded message:

> **From:** Kerstin Hamann <Kerstin.Hamann@ucf.edu>
> **Date:** February 15, 2019 at 8:33:11 AM CST
> **To:** Peter Larson <Peter.Larson@ucf.edu>, Robert Littlefield
> <Robert.Littlefield@ucf.edu>, John Schultz <John.Schultz@ucf.edu>, Elizabeth
> Mustaine <libby@ucf.edu>, Michael Caputo <mcaputo@ucf.edu>
> **Cc:** Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
> **Subject: New graduate course proposal - Authoritarian Regimes**
>
> Good morning,
>
> The Political Science department is proposing a new graduate course on the Politics of
> Authoritarian Regimes. The syllabus is attached. Please let me know if you have any
> concerns regarding this course proposal.
>
> Many thanks,
> Kerstin
>
>
> **Kerstin Hamann, Ph.D.**
> Pegasus Professor & Chair
> Department of Political Science
> Phone: 407.823.2608

Hello Michael,

Thank you for your swift and positive response. And I very much appreciate your constructive comments on a few things to add – thanks a bunch!

Best,
Kerstin

From: Michael Caputo <mcaputo@ucf.edu>
Sent: Friday, February 15, 2019 11:54 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: Re: New graduate course proposal - Authoritarian Regimes

Good Morning Kerstin,

The Department of Economics does *not* have any concerns regarding the proposed course. Importantly, it does *not* overlap with any of our course offerings. The Department fully supports the proposed course.

I do have two (marginal) remarks on the syllabus:

1. I did not see a statement of the prerequisites, if any, for the proposed course.
2. It did not see a statement as to whom the course is pitched. It says a lot about research, so it seems pitched at Ph.D. students, but the professor may have something else in mind.

My experience on university committees that examine new course proposals suggests that a few astute committee members will look for such information, so it is better to provide it rather than have those questions raised in the meeting.

Good luck,

Michael

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Date: Friday, February 15, 2019 at 9:33 AM
To: Peter Larson <Peter.Larson@ucf.edu>, Robert Littlefield <Robert.Littlefield@ucf.edu>, John Schultz <John.Schultz@ucf.edu>, Elizabeth Mustaine <libby@ucf.edu>, Michael Caputo <mcaputo@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: New graduate course proposal - Authoritarian Regimes

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

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

Hello Peter,

Thanks for your support, and we are fine with History offering a course on the historical aspects of authoritarian regimes in the future.

Many thanks,
Kerstin

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

From: Peter Larson <Peter.Larson@ucf.edu>
Sent: Tuesday, February 26, 2019 3:23 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: New graduate course proposal - Authoritarian Regimes

Good afternoon Kerstin,

History has no objections to this course. We'd like to reserve the right to offer a course on the topic from a historical perspective on the slim chance that someone may want to cover the topic, but I don't see that happening anytime soon.

Best,
Peter

Peter L Larson, PhD
Chair, Department of History
University of Central Florida

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

From: Kerstin Hamann
Sent: Friday, February 15, 2019 9:33 AM
To: Peter Larson <Peter.Larson@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Elizabeth Mustaine <libby@ucf.edu>; Michael Caputo

Good morning,

The Political Science department is proposing a new graduate course on the Politics of Authoritarian Regimes. The syllabus is attached. Please let me know if you have any concerns regarding this course proposal.

Many thanks,
Kerstin

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

College of Sciences - Grad Course Addition - IDS 6621 Approaches to Network Analysis and Applications

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:*	School of Politics, Security, and International Affairs	MA Program
	PhD Program	

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:*	IDS 6621 Approaches to Network Analysis and Applications

Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Jacopo Baggio, Wei Zhang

Department Chair Phone Number:*	4078232608	Dept Chair Email:*	kerstin.hamann@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: * IDS	**Number:** * 6621

Course Title: * Approaches to Network Analysis and Applications

30 Character Abbreviation: * Network Analysis and Apps

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

Course Description (25 word limit) * This course is co-organized between social and computer scientists. It covers basic network concepts, best practices in collecting and analyzing network data and interdisciplinary/multidisciplinary applications.

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.

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

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

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

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?*	The course has been added to promote the interdisciplinary nature of network analysis and make sure that all students participating in the certificate have a common understanding on network analysis and applications. In fact, the course will be co-taught between social and computer sciences making promoting thus research questions and area at the intersection of multiple disciplines.
What grad programs/tracks require or recommend this course for graduation?	Network Analysis and Applications Certificate
What will be the source of students?*	MA and PhD students across UCF in the beginning, with the possibility to increase the source beyond UCF in the future, depending on how the overall certificate is received.
What is the estimated annual enrollment?*	8

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	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 |

PeopleSoft

| Academic Organization | |

| Academic Group | |

| Career | |

| Print in Catalog | |

| Effective Date | |

| Lab Fee | |

| CRSE_ID | |

IDS 6621: Approaches to Network Analysis and Applications

Department: School of Politics, Security and International Affairs, and Department of Computer Science

Term: TBD, **Credit Hours:** 3

Class Time and Location: TBD

Class mode: TBD –

Instructors: Dr. Jacopo A. Baggio, Dr. Wei Zhang

Office Hours: TBD

Office Locations: TBD

Please send course-related communication via webcourses. Any questions not related to the course can be sent by email. All communication will be answered in 24 hr (except during holidays). Communication initiated Friday after 5pm may not receive a reply until Monday.

SYLLABUS DISCLAIMER:

All parts of this syllabus can be amended by the instructor given students' educational needs and assessment. Any change to the syllabus will be announced via webcourses.

Course Motivation

Networks are ubiquitous; they can be found at every turn, from alliance formation to opinions, from rivers to species migration, from proteins to computers and the internet, from trade to disease spreading, from friendship to co-working and innovation. How entities (people, countries, proteins, species, landscapes, etc.) are linked to each other often affects how processes unfold (i.e. the resilience of food-webs, the spread of information on the internet, the ability to reduce or facilitate contagions and trade, or how opinions and ideas are shared). In other words, structure influences process, and thus the underlying network structure (how things are linked to each other) affects overall system behavior. Network structure thus helps us understand individual components and their collective behavior.

Course Description

This course is co-organized and taught by a team of social and computer scientists in order to highlight the inherent interdisciplinary nature of network analysis.

Basic concepts in network science, issues and best practices in collecting data and performing network analysis. Applications from multiple fields including: landscape ecology, social networks, diffusion of strategy and opinions, social-ecological networks, epidemiology, and computing.

Student Learning Outcomes

A student who has passed the course will be able to:

General Knowledge
   a) Explain the meaning of networks, network classes and basic network metrics and their uses.
   b) Apply network analysis in research, showing the relationship between structure and function in selected systems.
   c) Explain basic network properties of social, technical, and ecological systems

Applied Knowledge

   a) Collect network data, demonstrating best practices and explaining any relevant issues
   b) Write scripts to perform network analysis in Python and R
   c) Perform hands-on network analysis
   d) Use computational thinking for solving network-based problems

Students will be evaluated via:

   - Weekly discussions and exercises
   - Two presentations (can be group presentation)
   - One Final Essay (can be multi-authored)

Expectations

It is expected that students read the material provided. Students should engage with **all the material provided and are strongly encouraged to search for additional materials**. In other words:

   - Read the text assigned, think and critically assess the readings.
   - Search for papers assigned and other that are important for your essay / presentation.
   - Prepare for and participate in the weekly discussions/presentations and do the weekly exercises.
   - Turn in the assignments on time.

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 we 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.

Requirements

To successfully complete this class, you need access to a PC (either desktop or laptop) and the following software:
- Microsoft Office Excel or equivalent
- Microsoft Office Word or equivalent
- Microsoft Office Power Point or equivalent
- PDF Reader
- Either (or both)
  - Python 3 - https://www.python.org/download/releases/3.0/ -
  - you can use the command line or spyder: https://www.spyder-ide.org
    - If you use your own install of Python 3, then you will also need basic Python packages related to networks: NetworkX, python-igraph
  - R: https://www.r-project.org
  - you can use the command line or RStudio: https://rstudio.com
    - If you use your own install, then you will also need basic R libraries related to networks: sna, igraph, statnet

For Students interested in optional topics, software targeted to student interest is recommended (i.e. computational modelling software such as NetLogo).

Developing your own research topics is welcome, but not required. If you have a specific research topic you want to work on, final and mid-term projects will be centered on your own research topic. Otherwise the instructors will assign you a specific project to work on.

Grades

A maximum of 100 points is given in this course. You will be evaluated via weekly presentations and exercises, 2 project presentations and 1 final essays.

Essay and project presentation will assess your ability to critically think and engage with the material proposed as well as searching for material other than the one presented in class. Weekly presentations and exercises are built to assess your continuous progress.

Late assignments and make-up work policy: Make-up work are only allowed for medical reasons or for UCF excusable events.(see below)

Late assignments: Late not-excused assignments will be penalized 1 point every 6 hours, after 48hr passed the deadline, assignments will not be accepted and evaluated 0 points.

Details of the presentations and essays will be discussed via Webcourses@UCF (Canvas) conversation boards and/or during office hours.

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) and valid medical reasons. If this participation conflicts with your course assignments, we 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 at least one week ahead of time to notify me of upcoming needs.

Course Activities

Weekly Presentation/Discussion: (10 points)

During the course you will be required to discuss/present on a specific paper. Discussion takes the following form:

- One student will discuss a topic/papers assigned,
- One student will be tasked with being the discussant of the topic/papers assigned
- One student will be responsible for taking notes of the presentation and discussion and submit the notes of the discussion on Webcourses@UCF and share it with the class

Discussions should:

Critically assess the topic assigned. You can use a power point or not. You are encouraged to search for critiques/validation of the topic/papers assigned. Generally you should outline the relative strengths or weaknesses of the paper. As a guide, you can think of trying to concentrate on the following questions:

- What question is being addressed?
- What is the method/approach? (Data, case study, experiment, model, pure theory etc.)
- What is the motivation? (why do we care?)
- What method are they using – more in detail -? (case study, experimental protocol, type of modelling, specific statistical model, discourse analysis, quoting etc...)
- Is the method appropriate?
- What assumptions underlie the methods chosen?
- Do the assumptions match the world we see?

- Before reading about what analysis/methods the authors will use, determine what method you would use to answer the paper research question?
- After reading about what analyses/methods the authors proposed, what are the advantages and limitations compared to the method you proposed?
- Do the authors' analysis/methods make sense? Will it answer the question in? How is it limited (e.g., what assumptions are made in the analysis)?
- How were the results derived or computed?
- Can you reproduce the results? Do they seem consistent with what one would expect given the methods of the study?
- Do the authors interpretations of the results make sense? Are the interpretations too broad?
- Do all figures and equations and tables in the results make sense? What are their interpretations?
- Does the paper answer the main research question? (see introduction)
- If yes, how? If not, why?
- Are the results put into context? (broader literature?)
- How are the results limited? What could be done to improve or build on the results?

Weekly Exercises: (20 points)

You will be assigned specific exercises each week. These exercises are centered on learning how to work with Python/R and analyzing networks in Python/R

Project related assignments:

Both presentation and the final project can be the result of either individual or group work. Groups can not be bigger than 4 individuals per group. If the presentation/final paper are done in group (multi-authored), author contributions must be clearly stated: for example: X and Y designed the research, X collected and gathered the data, Y analyzed the data, X and Y wrote the paper. Further, all authors will have to present part of the presentation. If an author can not present he/she will not get credits for that specific presentation.

First Project Presentation (20 points) – open to faculty and other students.

The first presentation should include a research question you are interested in (or problem statement), assumptions and data you plan to use. The presentation should be on the topic of your choice but related to assess structural system properties (i.e. network analysis).

You should make appropriate references to the literature and clarify assumptions underlying your choices. You should be able to also present how you intend to proceed to address the research question/problem statement you are proposing.

Remember:

- Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a point penalty).
- Topic of the presentation is a topic of your choice, but it should be related to your final project.

- The first presentation should aim to clarify: Literature (theories/frameworks), research question and assumptions as well as data you intend to use for your final project paper.

Second Project Presentation (20 points) – open to faculty and other students.

The second presentation should actually be akin your final paper and should present it, as you would at a conference. Hence this presentation implies that you will have a specific motivation for the research you are presenting, a clear problem statement/research question, a clear background, clear methods and analysis as well as results and discussion and implications of your project paper.

Remember:

- Presentation cannot be longer than 15 minutes (and they will be timed, going over time will result in a penalization in points).
- Topic of the presentation should be related to your final project and build of your first presentation.
- This second presentation should aim to present your final paper. Hence you should be able to coherently argue on the topic of your choice.

Final Paper (30 points)

The final project is due the last week of class (or week 16)

- The final project can be discussed with Dr. Baggio or Dr. Zhang at any time during the course. You will be able to work on the topic of your choice (especially if you already have a specific topic in mind). If you do not have any topic in mind, you can choose any topic covered during the course or you will be assigned one.
- The final project has to showcase your ability to coherently write a paper that, if done well, can lead to a "submit quality" publication to a peer-review journal. It has to involve a network-based analysis of a topic of your choice that you have learned during the semester.
- The final project can be a group project. If multiauthored, author contributions must be clearly stated: for example: X and Y designed the research, X collected and gathered the data, Y analyzed the data, X and Y wrote the paper.
- Your final project must consist of a thoughtful analysis on a topic of your choice:
- The final research project paper should contain a brief literature review on the topic you are working on, description of the analysis and justifying your choices and assumptions, results, limitations, discussion and conclusion.
- Together with the final paper you must turn in the Python/R code you used to analyze the data as well as the dataset you used.
- You need to cite at least 10 peer-reviewed articles that deal with the topic of your choice.
- APA citation style is required as well as proper citations.

The paper must be at least 2000 words, not to exceed 3500 words.

Assignment breakdown for final grade

Continuous Learning	Presentation/Discussion	10 points
	Weekly Exercises	20 points
Project Presentations	First project Presentation	20 points
	Second project Presentation	20 points
Final Paper	Essay	30

Activity Submissions

Assignments will be submitted via Webcourses@UCF.

Grading

(G represents your numerical grade)

Letter Grade	Points
A	93 < G <100
A-	88 < G ≤93
B	80< G ≤88
C	70< G ≤80
D	60≤ G ≤70
F	60 < G

Consult the latest Graduate catalogue (here: http://catalog.ucf.edu) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Extra Credit: NO extra credit will be offered during this course.

Course Schedule

This course schedule as well as the syllabus can change depending on class educational needs. Some topics / skills may require more time than envisioned and in such cases the course schedule will be adjusted. Students are required to search and download the readings assigned. All readings are considered mandatory. All readings can be found via the UCF library or using appropriate search engines such as google scholar, web of science, science-direct between others.

General Readings: the following papers, books and book chapter do not refer to a specific weekly topic but are useful for the whole course. These readings are not required, but recommended. The last book, albeit an introduction, also introduces python.

- o Albert, R., & Barabási, A.-L. (2002). Statistical mechanics of complex networks. *Reviews of Modern Physics*, 74(1), 47-97.
- o Boccaletti, S., Latora, V., Moreno, Y., Chavez, M., & Hwang, D.-H. (2006). Complex networks: Structure and dynamics. *Physics Reports*, 424(4-5), 175-308.
- o da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks: A survey of measurements. *Advances in Physics*, 56(1-2), 167-242.
- o Newman, M. E. J. (2003). The structure and function of complex networks. *SIAM review*, 45(2), 167-256.
- o Barabasi A.-L.: Network Science Book online http://barabasi.com/networksciencebook/
- o Menczer, Filippo, Santo Fortunato, and Clayton A. Davis. (2020). *A First Course in Network Science*. Cambridge, UK: Cambridge University Press.
- o Junker, B. H., & Schreiber, F. (2011). *Analysis of biological networks* (Vol. 2). John Wiley & Sons. (Chapter 3&4)

Week 1:
- **Introduction to the course.** What we will do, what is expected, what are the aims and objectives and the philosophy behind the teaching of this course. Introduction to Networks and the story behind them.
- **Technical: Introducing Python:** how to install python and python packages, what is python, what are the basics concept of scripting in python?
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**

  - o Borgatti S., Mehra, A., Brass, D.J., Labianca, G. (2009). Network Analysis in the Social Sciences, *Science* 323, 892-895.
  - o Watts, D. J. (2004). The "New" Science of Networks. Annual Review of Sociology, 30, 243-270.
  - o Albert, R., & Barabási, A.-L. (2002). Statistical mechanics of complex networks. *Reviews of Modern Physics*, 74(1), 47-97.
  - o Amaral, L. A. N., & Ottino, J. M. (2004). Complex networks: Augmenting the framework for the study of complex systems *The European Physical Journal B*, 34(2), 147-162.

o Erdös, P., and A. Rényi. 1959. "On Random Graphs." *Publicationes Mathematicae* 6: 290–297. doi:10.2307/1999405.

Week 2:
- **General: Network Metrics:** Centrality, distance, and clustering: the most common network metrics used, and how can we interpret them?
- **Technical: Basics of Python programming:** How to write simple statements in python.
  - **Assignment:** Write simple statements in Python
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
  - Everett M, Borgatti SP (2005) Extending centrality. Models and Methods in Social Network Analysis, eds Carrington P, Scott J, Wasserman S (Cambridge Univ Press, Cambridge, UK), pp 57–76.
  - da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks: A survey of measurements. *Advances in Physics*, 56(1-2), 167-242 -> *Read part* 1, 2, 3, 4, 5, 6, and 9
  - Newman, M. E. J. (2002). Assortative Mixing in Networks. *Physical Review Letters*, 89(20), 208701.208701-208701.208704.
  - Garlaschelli, D. 2004. "Universality in Food Webs." *European Physical Journal B* 38 (2): 277–285. doi:10.1140/epjb/e2004-00120-3.
  - Baggio, Jacopo A., Kehinde Salau, Marco A. Janssen, Michael L. Schoon, and Örjan Bodin. 2011. "Landscape Connectivity and Predator-Prey Population Dynamics." *Landscape Ecology* 26 (1): 33–45.

Week 3:
- **General: Network Metrics II:** Communities, eigenvector: other important network metrics and their interpretation.
- **Technical: Basics of Python 2:** logic of programming: if-then-else statements
  - **Assignment:** Exercises on if-then else statements
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
  - Newman, M. E. (2006). Modularity and community structure in networks. Proceedings of the national academy of sciences, 103(23), 8577-8582.
  - Blondel, Vincent D., Jean Loup Guillaume, Renaud Lambiotte, and Etienne Lefebvre. 2008. "Fast Unfolding of Communities in Large Networks." *Journal of Statistical Mechanics* 2008 (10): 1–12. doi:10.1088/1742-5468/2008/10/P10008.
  - Rossetti, Giulio, and Rémy Cazabet. 2018. "Community Discovery in Dynamic Networks: A Survey." *ACM Computing Surveys*. doi:10.1145/3172867.
  - Traag, V A, L Waltman, and N. J. van Eck. 2019. "From Louvain to Leiden: Guaranteeing Well-Connected Communities." *Scientific Reports* 9 (1): 1–12. doi:10.1038/s41598-019-41695-z.

Week 4:
- **General: Network Metrics III:** Markov chain and PageRank algorithm
- **Technical: Basics of Python 3:** for and while loops
  - **Assignment:** Exercises on for and while loops
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
  - da Fontoura Costa, L., Rodrigues, F. A., Travieso, G., & Villas Boas, P. R. (2007). Characterization of complex networks : A survey of measurements. *Advances in Physics*, 56(1-2), 167-242 -> *Read part* 7,10,11,12
  - Fortunato, Santo, and Darko Hric. 2016. "Community Detection in Networks: A User Guide." *Physics Reports* 659. Elsevier B.V.: 1–44. doi:10.1016/j.physrep.2016.09.002.
  - Zhou, D., & Burges, C. J. (2007, June). Spectral clustering and transductive learning with multiple views. *In Proceedings of the 24th international conference on Machine learning* (pp. 1159-1166).

Week 5:
- **General: Network Classes:** What are network classes? Why are the important?
- **Technical: Basics of Python 4:** working with matrix in Python
  - **Assignment:** Exercises on matrix representation
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**

  - Barabási, A.-L., & Albert, R. (1999). Emergence of Scaling in Random Networks. *Science*, 286(5439), 509-512.
  - Barabasi, A.L. and Bonabeau, E. (2003) Scale-free networks. *Scientific American*, 50- 59.
  - Watts, D. J., & Strogatz, S. H. (1998). Collective dynamics of 'small-world' networks. *Nature*, 393 (6684), 440-442.
  - Latora, V., & Marchiori, M. (2001). Efficient Behavior of Small-World Networks. Physical Review Letters, 87(19), 198701-198701 198701-198704.
  - Pastor-Satorras, R., & Vespignani, A. (2001). Epidemic spreading in scale-free networks. *Physical review letters*, *86*(14), 3200.
  - Albert, R., Jeong, H., & Barabási, A.-L. (2000). Error and attack tolerance of complex networks. *Nature*, 406(6794), 378-382.

Week 6:
- **General: Collecting Network data**: how we gather network data? What are the different techniques that we can use? What are the typical questions you would like to ask if using survey?
- **Technical: NetworkX:** Upload your own data in NetworkX
  - **Assignment:** upload data in specific formats (dataset will be provided) in NetworkX
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings (on applications)**

o   Schiffer, Eva, and Jennifer Hauck. 2010. "Net-Map: Collecting Social Network Data and Facilitating Network Learning through Participatory Influence Network Mapping." *Field Methods* 22 (3): 231–249. doi:10.1177/1525822X10374798.
o   Heckathorn, Douglas D., and Christopher J. Cameron. 2017. "Network Sampling: From Snowball and Multiplicity to Respondent-Driven Sampling." *Annual Review of Sociology* 43 (1): 101–119. doi:10.1146/annurev-soc-060116-053556.
o   Friesen, Sarah K., Rebecca Martone, Emily Rubidge, Jacopo A. Baggio, and Natalie C. Ban. 2019. "An Approach to Incorporating Inferred Connectivity of Adult Movement into Marine Protected Area Design with Limited Data." *Ecological Applications* 29 (4): e01890. doi:10.1002/eap.1890.
o   Ferguson, Jake M., John B. Hopkins, and Briana H. Witteveen. 2018. "Integrating Abundance and Diet Data to Improve Inferences of Food Web Dynamics." *Methods in Ecology and Evolution* 9 (6): 1581–1591. doi:10.1111/2041-210X.13001.
o   Zanin, M., D. Papo, P. A. Sousa, E. Menasalvas, A. Nicchi, E. Kubik, and S. Boccaletti. 2016. "Combining Complex Networks and Data Mining: Why and How." *Physics Reports* 635. Elsevier B.V.: 1–44. doi:10.1016/j.physrep.2016.04.005.

Week 7:
- **General: Real world applications I – reviews of applications**
- **Technical: Using NetworkX to analyze multiple networks.**
  o   Assignment: Analyze networks in a loop (data will be provided)
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
  o   Costa, L. D. F., Oliveira Jr, O. N., Travieso, G., Rodrigues, F. A., Villas Boas, P. R., Antiqueira, L., ... & Correa Rocha, L. E. (2011). Analyzing and modeling real-world phenomena with complex networks: a survey of applications. *Advances in Physics*, *60*(3), 329-412.
  o   Baggio, Rodolfo, Noel Scott, and C Cooper. 2010. "Network Science – a Review with a Focus on Tourism Network Science – a Review with a Focus on Tourism." *Annals of Tourism Research* 37: 802–827.
  o   Mariani, Manuel Sebastian, Zhuo Ming Ren, Jordi Bascompte, and Claudio Juan Tessone. 2019. "Nestedness in Complex Networks: Observation, Emergence, and Implications." *Physics Reports* 813. Elsevier B.V.: 1–90. doi:10.1016/j.physrep.2019.04.001.
  o   Borgatti, Stephen P., Ajay Mehra, Daniel J. Brass, and Giuseppe Labianca. 2009. "Network Analysis in the Social Sciences." *Science* 323 (5916): 892–895. doi:10.1126/science.1165821.
  o   Barthélemy, Marc. 2011. "Spatial Networks." *Physics Reports* 499 (1–3). Elsevier B.V.: 1–101. doi:10.1016/j.physrep.2010.11.002.
  o   Sayles, Jesse, Maria Mancilla Garcia, Matthew Hamilton, Steven Alexander, Jacopo Baggio, A. Paige Fischer, Karin Ingold, Gwendwr Meredith, and Jeremy Pittman. 2019. "Social-Ecological Network Analysis for Sustainability Sciences: A Systematic Review and Innovative Research Agenda for the Future." *Environmental Research Letters*, May, 1–5. doi:10.1088/1748-9326/ab2619.

Week 8:
- **General: Real world applications II – social-ecological networks**
- **Technical: NetworkX 2:** Analyzing networks!
  - **Assignment:** Analyze the networks uploaded last week and interpret the results.
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings**
  - Bodin, S. M. Alexander, J. Baggio, M. L. Barnes, R. Berardo, G. S. Cumming, L. E. Dee, et al. 2019. "Improving Network Approaches to the Study of Complex Social–Ecological Interdependencies." *Nature Sustainability*. Nature Publishing Group. doi:10.1038/s41893-019-0308-0.
  - Bodin, Ö. (2017). Collaborative environmental governance: Achieving collective action in social-ecological systems. *Science*, *357*(6352), eaan1114.
  - Sayles, J. S., & Baggio, J. A. (2017). Social–ecological network analysis of scale mismatches in estuary watershed restoration. *Proceedings of the National Academy of Sciences*, 114(10), E1776-E1785.
  - Baggio, J. A., BurnSilver, S. B., Arenas, A., Magdanz, J. S., Kofinas, G. P., & De Domenico, M. (2016). Multiplex social ecological network analysis reveals how social changes affect community robustness more than resource depletion. *Proceedings of the National Academy of Sciences*, *113*(48), 13708-13713.
  - Bodin, Ö., Robins, G., McAllister, R. R., Guerrero, A. M., Crona, B., Tengö, M., & Lubell, M. (2016). Theorizing benefits and constraints in collaborative environmental governance: a transdisciplinary social-ecological network approach for empirical investigations. *Ecology and Society*, *21*(1).

Week 9:
- **General: Real world applications III – technical networks**
- **Technical: Summary**: a recap of what we have learned so far.
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
  - Zhou, D., Bousquet, O., Lal, T. N., Weston, J., & Schölkopf, B. (2004). Learning with local and global consistency. In *Advances in neural information processing systems* (pp. 321-328).
  - Li, C., & Li, H. (2008). Network-constrained regularization and variable selection for analysis of genomic data. *Bioinformatics*, *24*(9), 1175-1182.
  - Ma, H., Zhou, D., Liu, C., Lyu, M. R., & King, I. (2011, February). Recommender systems with social regularization. In *Proceedings of the fourth ACM international conference on Web search and data mining* (pp. 287-296).
  - Zhou, D., Huang, J., & Schölkopf, B. (2007). Learning with hypergraphs: Clustering, classification, and embedding. In *Advances in neural information processing systems* (pp. 1601-1608).
  - Zhang, W., Chien, J., Yong, J., & Kuang, R. (2017). Network-based machine learning and graph theory algorithms for precision oncology. *NPJ precision oncology*, *1*(1), 1-15.

Week 10:
- **First project presentation**

Week 11:
- **General: Spreading on networks**: What is the relationship between spreading of phenomena and the underlying network?
- **Technical: Networks and Diffusion in Python:** How to assess the relationship between network properties (metrics) and diffusion (or spreading) of ideas, strategies, epidemics, policies etc...
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
    - Centola, Damon. (2010). The Spread of Behavior in an Online Social Network Experiment. *Science* 329: 1194-1197.
    - Centola, D. and Macy, M.W. (2007). Complex contagion and the weakness of long ties. *American Journal of Sociology*, 113(3):702-734
    - Shalizi, Cosma Rohilla and Andrew C. Thomas. 2011. Homophily and Contagion Are Generically Confounded in Observational Social Network Studies. *Sociological Methods & Research* 40(2): 211–239.
    - De Domenico, M., Granell, C., Porter, M. A., & Arenas, A. (2016). The physics of spreading processes in multilayer networks. *Nature Physics*, *12*(10), 901-906.
    - Baggio, J.A., and V. Hillis. 2018. "Managing Ecological Disturbances: Learning and the Structure of Social-Ecological Networks." *Environmental Modelling & Software* 109 (August). Elsevier: 32–40. doi:10.1016/j.envsoft.2018.08.002.

Week 12:
- **General: Summary: Multilayer networks**
- **Technical**: Analysis of multiplex networks in Python.
    - **Assignment:** Analyze and interpret the results of the dataset provided using
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**

    - Buldyrev, S. V., Parshani, R., Paul, G., Stanley, H. E., & Havlin, S. (2010). Catastrophic cascade of failures in interdependent networks. *Nature*, 464, 1025-1028.
    - Mucha, P. J., Richardson, T., Macon, K., Porter, M. A., & Onnela, J. P. (2010). Community structure in time-dependent, multiscale, and multiplex networks. *science*, *328*(5980), 876-878.
    - De Domenico, M., Solé-Ribalta, A., Cozzo, E., Kivelä, M., Moreno, Y., Porter, M. A., ... & Arenas, A. (2013). Mathematical formulation of multilayer networks. *Physical Review X*, 3(4), 041022.
    - Kivelä, M., Arenas, A., Barthelemy, M., Gleeson, J. P., Moreno, Y., & Porter, M. A. (2014). Multilayer networks. Journal of complex networks, 2(3), 203-271.
    - Brummitt, Charles D, Raissa M D'Souza, and E A Leicht. 2012. "Suppressing Cascades of Load in Interdependent Networks." *Proceedings of the National Academy of Sciences of the United States of America* 109 (12): E680-9. doi:10.1073/pnas.1110586109.

Week 13:
- **General: Community detection in multilayer networks**
    - **Assignment:**
- **Weekly Presentation**: choose one of the papers below and present/discuss it
- **Readings:**
    -
    - Zhou, D., Huang, J., & Schölkopf, B. (2005, August). Learning from labeled and unlabeled data on a directed graph. In *Proceedings of the 22nd international conference on Machine learning* (pp. 1036-1043).
    - Marbach, D., Costello, J. C., Küffner, R., Vega, N. M., Prill, R. J., Camacho, D. M., ... & Collins, J. J. (2012). Wisdom of crowds for robust gene network inference. *Nature methods*, *9*(8), 796.
    - Zhang, W., Ota, T., Shridhar, V., Chien, J., Wu, B., & Kuang, R. (2013). Network-based survival analysis reveals subnetwork signatures for predicting outcomes of ovarian cancer treatment. *PLoS computational biology*, *9*(3).
    - Chuang, H. Y., Lee, E., Liu, Y. T., Lee, D., & Ideker, T. (2007). Network-based classification of breast cancer metastasis. *Molecular systems biology*, *3*(1).

Week 14:
- **Individual/Group Project, working in class**

Week 15:
- **Presenting your Project**

University Services and Resources

COVID - 19 Related Policies

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 to discuss specific accommodations for this or other courses.

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, 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.
- 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 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 your instructor to discuss your circumstances.

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.

Kyrie,

Please add to the documentation.

Thank you,
Kerstin

From: Gary Leavens <Leavens@ucf.edu>
Sent: Wednesday, December 2, 2020 8:46 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: Network certificate

Hi Kerstin,

The department of Computer Science approves of this course proposal, thanks.

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Wednesday, December 2, 2020 8:42 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>; Xin Li <Xin.Li@ucf.edu>; Gary Leavens <Leavens@ucf.edu>; Doug Goodman <Doug.Goodman@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: FW: Network certificate

Dear Chairs,

As you are aware, Jacopo Baggio is submitting the proposal for the graduate certificate in Network Analysis and Applications for approval. Part of the proposed certificate is a new introductory course on network analysis, which we are also submitting. I have attached the syllabus. Please let me know if you have any concerns or if you approve.

Many thanks,
Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs

FYI,
Kerstin

From: Xin Li <Xin.Li@ucf.edu>
Sent: Wednesday, December 2, 2020 9:24 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: Network certificate

Hi Kerstin,

Math has no concern and best of luck for th new certificate program!

Best,
Xin

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Wednesday, December 2, 2020 8:42 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>; Xin Li <Xin.Li@ucf.edu>; Gary Leavens <Leavens@ucf.edu>; Doug Goodman <Doug.Goodman@ucf.edu>
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Many thanks,
Kerstin

Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs

The course looks like a good addition to the certificate program. SPA fully endorses the course.

Doug

Doug Goodman, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
Office: 407.823.1991
doug.goodman@ucf.edu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

ARMOR UP, KNIGHTS.
☑ **Wear a face covering.**
☑ **Wash your hands.**
☑ **Practice physical distancing.**
ucf.edu/coronavirus

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Date: Wednesday, December 2, 2020 at 8:42 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>, Xin Li <Xin.Li@ucf.edu>, Gary Leavens <Leavens@ucf.edu>, Doug Goodman <Doug.Goodman@ucf.edu>
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Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs

FYI,
Kerstin

From: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Sent: Thursday, December 3, 2020 9:27 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: Re: Network certificate

Kerstin,

Statistics has no objection to the proposed course.

Cheers!

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

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Wednesday, December 2, 2020 1:08 PM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: RE: Network certificate

Thank you, Shunpu.
Kerstin

From: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Sent: Wednesday, December 2, 2020 10:40 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>; Xin Li <Xin.Li@ucf.edu>; Gary Leavens <Leavens@ucf.edu>; Doug Goodman <Doug.Goodman@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
Subject: Re: Network certificate

I will forward it to the curriculum committee for review.

Shunpu

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Wednesday, December 2, 2020 8:42 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>; Xin Li <Xin.Li@ucf.edu>; Gary Leavens
<Leavens@ucf.edu>; Doug Goodman <Doug.Goodman@ucf.edu>
Cc: Kyrie Ottaviani <Kyrie.Ottaviani@ucf.edu>
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Kerstin Hamann, Ph.D.
Pegasus Professor & Director
School of Politics, Security, and International Affairs

College of Sciences - Grad Course Addition - MAP 6193 Mathematical Introduction to Deep Learning

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 Mathematics

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:* MAP 6193 Mathematical Introduction to Deep Learning

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

Department Chair Phone Number:* 407-823-5984

Dept Chair Email:* xin.li@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: *	MAP	**Number:** *	6193

Course Title: * Mathematical Introduction to Deep Learning

30 Character Abbreviation: * Math Intro Deep Learning

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

Course Description (25 word limit) * Covers feed-forward and convolutional neural networks, loss functions, gradient descent optimization and selected topics from the current research literatures.

Grading Scheme: * ABCDF

Prerequisite(s): MAT 5712 Scientific Computing, 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):

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?*	Deep learning has been used in automatic speech recognition, image recognition, visual art processing, drug discovery and toxicology, bioinformatics and many more scientific field. It closely connects multiple areas in mathematics as approximation theory, sparse tensors, optimal control, numerical analysis, random algorithms. The course will be perfect for graduate students in the math, statistics and computer science to learn mathematical foundation of deep learning. Several faculty members in the math department work on the field for many years and they are very active experts on mathematics of deep learning. Students taking this course can start working on research problems under their supervision.

What grad programs/tracks require or recommend this course for graduation?	math phd/master program

What will be the source of students?*	mathematics, statistics and data science, computer science

What is the estimated annual enrollment?*	15

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

Detail Discussion	Math department has contacted with Chair of Department of Statistics and Data Science, and Chair of Department of Computer Science. They have no objection to the course proposal. Their no-objection email will be included in the attached files.

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

PeopleSoft

Academic Organization	

Academic Group	

Career	

Print in Catalog	

Effective Date	

Lab Fee	

CRSE_ID	

MAP 6193 Fall 2021

A Mathematical Introduction to Deep Learning

Course Description

The course covers feed-forward and convolutional neural networks, loss functions, gradient descent optimization and selected topics from the current research literature.

Prerequisite and Co-requisite courses

MAT 5712: Scientific Computing or C.I.

Instructor, Time and Location

- **Name:** Gerrit Welper
- **Office:** MSB 320
- **Office Hours:** TBA
- **Telephone:** 407-823-1740
- **Email:** gerrit.welper@ucf.edu, please use the subject line `[DNN2020]` ...
- **Time & Location:** TBA

This course is offered in the P (Face-to-Face) modality. Classroom attendance is expected.

Course Scope and Purpose

The first part of the course contains an overview of deep neural networks, including activation functions, convolutional layers and several architectures such as feed-forward, recurrent networks, ResNets and GANs. The introduction also considers common loss functions and network training with back-propagation and gradient descent.

In the second part of the course, we consider selected mathematical foundations and applications of deep learning, including classical results and contemporary research. Possible areas are:

1. Optimization: classical NP-hardness results, recent work on convergence guarantees for over-parametrized networks and connections of ResNets to optimal control theory.

2. Approximation: Universal function approximation theorems and recent quantitative bounds on the approximation effectiveness for certain function classes.

3. Application of neural networks in scientific computing, e.g. for parametrized PDEs.

The current state of the art evolves quickly and offers connections to multiple areas in mathematics as approximation theory, sparse tensors, optimal control, numerical analysis, random algorithms, etc.

Student Learning Outcomes

1. Students will be able to implement and train simple neural networks.

2. Students will know classical results about neural network theory.

3. Students will obtain some insight into the current state of the art on neural nethork theory.

Course Schedule

Week 1	Perceptrons, non-linear activation functions, feedforward neural networks
Week 2	Convolutions and convolutional neural networks
Week 3	Cross entropy, KL divergence
Week 4-6	Gradient descent and related optimization methods
Week 7	Neural network architectures (Recurrent networks, ResNet, GANs)
Week 8	Regularization
Week 9	NP-hardness of neural network training
Week 10	Global minima in linear networks
Week 11	Global minima in over-parametrized networks
Week 12	ResNets and optimal control theory
Week 13	Universal function approximation
Week 14	Approximation rates and applications in numerical PDEs
Week 15	Student project presentations

Grading Procedures

Project

Each student (or groups of two students) will be assigned two course projects. One involves writing a code (Python + Tensorflow/Pytorch) to test a neural network on a publicly available data set. The second consists of reading a previously unknown research paper and presenting it in class.

Grading Scheme

The final grade will be determined from the two projects, each having a weight if 50%. The grades are determined from the weighted average by the following key:

A	B	C	D	F
$100 - 90\%$	$90 - 80\%$	$80 - 70\%$	$70 - 60\%$	$< 60\%$

Course Materials and Resources

Textbooks

- Y. Nesterov: *Lectures on Convex Optimization*, Springer, 2018.

- G. G. Lorentz, M. Golitschek, Y. Makovoz: *Constructive Approximation: Advanced Problems*, Springer-Verlag Berlin Heidelberg, 1996.

- T. M. Cover: *Elements of Information Theory*, 2nd Edition, Wiley-Interscience, 2006.

- Goodfellow, Bengio, Courville: *Deep Learning*, MIT Press, 2016.

Research Papers

The course contains results that are not yet available in textbook format. Corresponding research literature will be announced during the course.

Academic Integrity: Tutoring Services

There is growing evidence of inappropriate use of "tutoring services" in taking course examinations. In response to this evidence, the Department of Mathematics of the University of Central Florida will monitor the use of online tutoring services during both the midterm and final examinations period. Evidence of inappropriate use by students will be forwarded to the university's Division of Student Conduct and Academic Integrity of the Office of Student Rights and Responsibilities for further disciplinary consideration.

UCF Core Syllabus Statements

Academic Integrity

Students should familiarize themselves with UCFs 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 elses 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, Instructors PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the students own academic work.

5. Plagiarism: Using or appropriating anothers work without any indication of the source, thereby attempting to convey the impression that such work is the students 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 UCFs 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 ones 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.

Lets 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 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.

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.

1. Ienumerate an emergency, dial 911 for assistance.

2. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guides physical

location and review the online version at `http://emergency.ucf.edu/emergency_guide.html`.

3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

4. 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`.

5. 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.

6. Students with special needs related to emergency situations should speak with their instructors outside of class.

7. 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.

1. 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.

2. 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`.

Misc

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.

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 Universitys 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.

Zoom

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 will be scheduled through Webcourses@UCF and should appear on your calendar.

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 at `https://cdl.ucf.edu/support/webcourses/` if you have any technical issues accessing Zoom.

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 to discuss specific accommodations for this or other courses.

FW: dnn course

Gary Leavens <Leavens@ucf.edu>

Fri 11/20/2020 4:45 PM

To: Qiyu Sun <Qiyu.Sun@ucf.edu>
Cc: Mark Heinrich <heinrich@ucf.edu>; Damla Turgut <Damla.Turgut@ucf.edu>

🔗 1 attachments (133 KB)
dnn.pdf;

Hi Qiyu Sun,

Thanks for sending that. The department of Computer Science still has no objection to this course.

    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

From: Qiyu Sun <Qiyu.Sun@ucf.edu>
Sent: Thursday, November 19, 2020 2:20 PM
To: Gary Leavens <Leavens@ucf.edu>
Subject: dnn course

Dear Professor Leavens,

The Math graduate program intend to propose a new course, A Mathematical Introduction to Deep Learning.
The syllabus has been adjusted based on comments by Statistics Department to avoid possible overlapping with courses in your department.

I have contacted with you last semester about this course proposal with no objection from your side. I write to see whether it is still fine for the revision of the course proposal and whether you can support us to submit this new course proposal.

best regards

Qiyu Sun

Professor and Graduate Coordinator

Department of Mathematics

University of Central Florida

Orlando, FL 32816

Web: http://sciences.ucf.edu/math/qsun/

Web for the Math Graduate Program: https://sciences.ucf.edu/math/graduate/

Email: qiyu.sun@ucf.edu

Phone: 407-8234839

Re: dnn course

Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Thu 11/19/2020 1:29 PM
To: Qiyu Sun <Qiyu.Sun@ucf.edu>

Qiyu,

Statistics has no objection to the proposed course "A Mathematical Introduction to Deep Learning."

Best,

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

From: Qiyu Sun <Qiyu.Sun@ucf.edu>
Sent: Thursday, November 19, 2020 9:40 AM
To: Shunpu Zhang <Shunpu.Zhang@ucf.edu>
Subject: dnn course

Dear Shunpu,

The Math graduate program intend to propose a new course, A Mathematical Introduction to Deep Learning.
The syllabus has been adjusted based on your comment to avoid possible overlapping with courses in your department.

Can you take a look to see whether you can support us to submit this new course proposal.

best regards

Qiyu

Professor and Graduate Coordinator
Department of Mathematics
University of Central Florida

Orlando, FL 32816
Web: http://sciences.ucf.edu/math/qsun/
Web for the Math Graduate Program: https://sciences.ucf.edu/math/graduate/
Email: qiyu.sun@ucf.edu
Phone: 407-8234839

College of Sciences - Grad Course Addition - MAP 6387 Numerical Linear Algebra

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 Mathematics

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:* MAP 6387 Numerical Linear Algebra

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

Department Chair Phone Number:* 407-823-5984

Dept Chair Email:* xin.li@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: * MAP	**Number:** * 6387

Course Title: * Numerical Linear Algebra

30 Character Abbreviation: * Numerical Linear Algebra

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

Course Description (25 word limit) * Prepares students to understand fundamentals of numerical linear algebra and its algorithms, optimization and statistics, and machine learning algorithms with applications.

Grading Scheme: * ABCDF

Prerequisite(s): MAT 5712 Scientific Computing, MAP 6385 Applied Numerical Mathematics, or C.I

Corequisite(s): The students should be very comfortable with applying the theorems from Calculus, Linear Algebra concepts and using MATLAB or Fortan as a programming language.

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.

<u>**Credit Hour Design Options**</u>

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

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

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

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?*	Courses in numerical analysis is in high demand, as many of students in the math master/phD program seek jobs on applied mathematics and data science after their graduation. Several faculty members are hired recently years working on numerical analysis and data science. The department plans to build a strong team on numerical analysis and data science.

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

What will be the source of students?*	Math PhD/Master program

What is the estimated annual	10

enrollment?*

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

Detail Discussion

This is an advanced math course, mainly for students in the Math PhD program. There is no course duplication across the campus. In this way, the new course proposal is not discussed with other departments on the campus.

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

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

MAP6387 3(3,0)
FALL 2021

NUMERICAL LINEAR ALGEBRA

General Information

Instructor Information

- **Name:** Carlos Borges
- **Office:** MSB 420
- **Office Hours:** 10:00-12:30 MW and by appointment.
- **Telephone:** 407.823.5250
- **e-mail:** Carlos.Borges@ucf.edu [use the subject line MAP6387 in the e-mail]

Course Information

- **Term:** Fall 2021
- **Course Number and Section:** MAP6387
- **Course Name:** Numerical Linear Algebra
- **Credit Hours:** 3
- **Class Meeting Days:** Monday and Wednesday
- **Class Meeting Time:** 4:30pm - 5:50 pm
- **Credit Location:** CB1 320
- **Course Modality:** P
- **Withdrawal deadline:** To be determined

Course Description

This course provides simultaneously an introduction to numerical linear algebra and its algorithms, concepts of optimization and statistics with the intent to prepare the students to understand and develop machine learning algorithms, especially concerning applications to deep learning and numerical networks.

Course Scope and Purpose

The aim of this course is to teach students concepts and numerical algorithms in linear algebra, basic concepts in optimization and statistics and the use of those algorithms and concepts in developing machine learning algorithms with applications in data science. The topics covered are Chapters 1–7 of the textbook Linear Algebra and Learning from Data by Gilbert Strang.

Prerequisite and Co-requisite courses

The prerequisites for this course are MAT 5712, or equivalent or C.I. The students should be very comfortable with applying the theorems from Calculus, Linear Algebra concepts and using MATLAB as a programming language.

Course Meeting

This course is offered in the P (Face-to-Face) modality. This course will meet .

<div align="center">STUDENT LEARNING OUTCOMES</div>

(1) Students will be able to derive, analyze and implement numerical methods for linear algebra;
(2) Students will be able to understand optimization and statistics concepts;
(3) Students will be able to understand and develop machine learning algorithms, including deep learning and neural networks;
(4) Students will be able to apply the algorithms from linear and the concepts of optimization and statistics to develop machine learning algorithms to extract information from data sets;

Midterm exam will assess outcome 1 and 2. Final Project will assess outcome 1, 2, 3 and 4.

<div align="center">WITHDRAWAL DEADLINE</div>

To be available (semester dependent).

<div align="center">TEXTBOOK</div>

The required text for this course is the book *Linear Algebra and Learning from Data (1st edition)* by G. Strang. It is published by Wellesley-Cambridge Press. The 13 digit ISBN for this book is 978-0692196380.

Suplemental material. The suggested(not require) texts for this course are the books:

- *Matrix Computations (Johns Hopkins Studies in the Mathematical Sciences) 4th edition* by G. H. Golub and C. F. Van Loan. It is published by Johns Hopkins University Press. The 13 digit ISBN for this book is 978-1421407944.
- *Numerical Linear Algebra 1st Edition* by L. N. Trefethen and D. Bau III. It is published by SIAM: Society for Industrial and Applied Mathematics. The 13 digit ISBN for this book is 978-0898713619.

The instructor will post links to academic articles in WebCourses during the course as it seems fit for the subject.

Software for Projects and Assignments. During this course the students will receive assignments that will require writing code to solve mathematical problems. The students should **only** write code in **MATLAB** for their assignments. The examples that will be presented in class will be in MATLAB.

On-line Course Materials. All course content is available through WebCourses on MyUCF. Lecture notes, assignments, code (written in MATLAB) for computer projects, announcements, changes to the syllabus, links to MATLAB tutorials, and other materials will be posted on the course web page. Students will be held responsible for keeping informed.

<div align="center">TECHNICAL SUPPORT</div>

If you experience problems with any on-line aspect of the course, please contact online support at UCF (http://online.ucf.edu/support/). Please leave detailed messages about your problem, including course prefix and section number, as well as the date the lecture was recorded, if pertinent.

<div align="center">COMPLAINTS</div>

Any complaints should first be brought to my attention. If, having done this, the issue remains unresolved, then you may make an appointment to speak with the Chair of the Department of Mathematics, or contact the Department Secretary in MSB 207.

<div align="center">**Course Requirements and Student Evaluation**</div>

Recording Academic Activity. All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January . Failure to do so will result in a delay in the disbursement of your financial aid. The Academic Activity in this course is a quiz that is on WebCourses. Please access and complete this quiz as soon as possible. This quiz will be worth 1 point.

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Homework Assignments. There will be tentatively 8 Homework assignments to evaluate the progress of the students. The instructor will choose random problems to grade in each assignment set (all the students will have the same problems graded). Each assignment will be graded out of 10. The two lowest grades in the homework assignments will be dropped, while the other 6 grades will have the same weight in the calculation of the final homework assignment grade. The final homework assignment grade will count towards 30% of your grade. Details of assignments are posted on the WebCourses web page.

Final Project. There will be a Final Project assigned during the semester. The students will be divided in groups of three to work on the Final Project. The project will be composed of three parts: three presentations, a final report, and the code produced for your project. The first presentation will be given after the choice of the project(3 weeks into the semester) with the outline of the projects and its objectives. The second presentation will be given after the break to check on the progress of the project and possible changes and corrections. The final presentation will be given in the week of finals and will comprise all the work done in the project and the final product obtained. All the presentations are mandatory and count towards the final project grade. The project will be graded out of 100 points and it will count towards 40% of your grade.

Submission of Homework Assignments and Final Project. The Student's Homework assignment solutions and projects should be submitted online using WebCourses. The homework assignments should be submitted in a single PDF file, and the file name must include the students last name and the name of the assignment (Ex: BorgesHW1.pdf). The report for the project should be submitted in a single PDF file, and the file name must include the students last name and the name of the project (Ex: BorgesProject.pdf). The code for your project must be compressed and submitted in a ZIP file, and the file name must include the students last name and the name of the project name (Ex: BorgesProject.zip). Please, do not send me compiled code only source files.

If you have any problems to scan and submit your assignment online, please contact me.

Midterm Exam. There will be one in-class Midterm exam given during the semester on XXXXXXX. This exam will be graded out of 100 points and it will count towards 30% of your grade. The mid-term exam is closed book and closed notes.

Make-up exam. Make-up examinations will only be given upon prior arrangement with the instructor in those cases of students that meet the criteria established in University policy for those students who are absent while representing the University, while observing a religious holiday, or absent due to court-imposed legal obligations.

Assessment and Grading Procedures. The table shows the weight distribution for each assignment:

Assignment	Percentage
Record Academic Activity	1%
Midterm Exam	30%
Homework Assignments	30%
Final Project	40%
Total	101

Grade scale. Grading will be according to the following:

Grade	Points
A	$90 - 101$
B	$75 - 89$
C	$60 - 74$
D	$50 - 59$
F	< 50

Plus and minus grading will not be utilized in this course. This course is not authorized for a grade of NC and this grade is not available in this class.

Tentative Course schedule

WEEK	TOPIC	Sections
I	Matrix fundamentals, Orthogonal Matrices	I.1–3, I.5
II	Eigenvalues, Eigenvectors, SPD Matrices and SVD	I.6–8
III	Norms of vectors and matrices, Best Low Rank Matrix and Final Project (Initial Presentation)	I.9–11
IV	Numerical Linear Algebra, Least-squares problem	II.1-3
V	Randomized Linear Algebra, low rank changes and Woodbury formula for the inverse	II.4, III.1
VI	Rapidly decaying singular values, interlacing eigenvalues	III.2–3
VII	Mean, Variance, Probability and Inequalities of Statistics	V.1–3
VIII	Minimum Problems : Convexity and Newton's Method and Lagrange Multipliers and Linear Programming	VI.1–3
IX	Gradient Descent and Stochastic Gradient Descent, **Mid-term Exam**	VI.4–5
X	Spring Break	
XI	Final Project (Mid-term presentation), Basics of Deep Neural Networks	VII.1
XII	Construction of Deep Neural Networks	VII.1
XIII	Convolutional Neural Nets	VII.2
XIV	Backpropagation and the Chain Rule	VII.3
XV	Special Topics in Neural Networks at the discretion of the instructor	
XVI	Final Project (Final Presentation)	

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 Statement

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

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

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For more information about Academic Integrity, students may consult The Center for Academic Integrity
http://www.academicintegrity.org/icai/assets/FVProject.pdf
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"
http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule
http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf
UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see
http://goldenrule.sdes.ucf.edu/zgrade

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone: 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Fully online course sections (W, V) 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.

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

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 http://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

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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.

Religious Observances

It is practice of the University of Central Florida to reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of exams and work assignments. A student who desires a religious holiday of his or her religious faith and to be allowed to make up work due on those days must notify the instructor **in writing by the end of Friday, January 17, 2020.**

College of Sciences - Grad Course Addition - MAS 6116 Introduction to Random Matrix Theory

2021-2022 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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 Mathematics

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:* MAS 6116 Introduction to Random Matrix Theory

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Abey Lopez-Garcia

Department Chair Phone Number:* 407-823-5984

Dept Chair Email:* xin.li@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:*	MAS		Number:*	6116

Course Title:* Introduction to Random Matrix Theory

30 Character Abbreviation:* Intro Random Matrix Theory

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

Course Description (25 word limit)* Introduction to random matrices, Wigner matrices and the Wigner semicircle law, Gaussian ensembles, orthogonal polynomials, eigenvalue distributions.

Grading Scheme:* ABCDF

Prerequisite(s): MAA 5210 Topics in Advanced Calculus and MAS 5145 Advanced Linear Algebra and Matrix Theory, 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):

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?*	This course introduces students on random matrix theory. Several important results and techniques in random matrix theory have been extensively used and developed in current search, such as data analysis, approximation theory and numerical analysis . Several faculty members in the math department work on random matrices and related fields. After taking this course, students can start working on research problems under their supervision.

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

What will be the source of students?*	Math Phd program

What is the estimated annual	8

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

Detail Discussion

No duplication across the campus. This is a pure math course, no discussion with other departments before submitting this proposal.

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

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

MAS6116 Introduction to Random Matrix Theory
Department of Mathematics, UCF

Course Description

Introduction to random matrices, Wigner matrices and the Wigner semicircle law, Gaussian ensembles, orthogonal polynomials, eigenvalue distributions.

Prerequisite and Co-requisite courses

MAA 5210 Topics in Advanced Calculus and MAS 5145 Advanced Linear Algebra and Matrix Theory, or C.I.

Instructor, Time and Location

- **Name:** Abey Lopez-Garcia
- **Office:** MSB 411
- **Office Hours:** TBA
- **Telephone:** 407-823-5700
- **Email:** abey.lopez-garcia@ucf.edu
- **Time & Location:** TBA

This course is offered in the P (Face-to-Face) modality. Classroom attendance is expected.

Course Scope and Purpose

Random matrix theory is the study of matrices whose entries are random variables. This course introduces students to this theory, presenting several important results and techniques that are extensively used and developed in current research. Different ensembles of random matrices will be analyzed, with special interest in the study of their spectral properties.

Some of the topics we will study are: Wigner ensembles and the Wigner semi-circle law, the Gaussian Unitary and Orthogonal ensembles (GUE and GOE), determinantal point processes and orthogonal polynomials, and spacing distributions in the bulk and edge of the spectrum for Gaussian ensembles. A detailed description of the course content is given below.

In this course we will make emphasis on the power of certain techniques from probability theory and complex analysis when applied to the study of random matrices, such as the moment method, the Stieltjes transform method, and the theory of orthogonal polynomials.

Student Learning Outcomes

By the end of the course, students will be familiar with the following topics and methods:
1) Wigner random matrices.
2) Wigner semicircle law and distribution.
3) The moment method and the Stieltjes transform method to prove Wigner's law.
4) The semicircle distribution and its connection with Catalan numbers and Dyck paths.
5) The Gaussian Unitary Ensemble and associated distribution of eigenvalues.
6) The Gaussian Orthogonal Ensemble and associated distribution of eigenvalues.
7) Hermite orthogonal polynomials and determinantal formulas for marginal probabilities in GUE.
8) Fredholm determinants.
9) The sine kernel and spacing of eigenvalues in the bulk of the spectrum of GUE.
10) The Airy kernel and spacing of eigenvalues at the edge of the spectrum in GUE.

By the end of the course, students should be able to explore by themselves more advanced literature on the subject.

Course Schedule

Week 1	Review of probability theory
Week 2	Eigenvalues of Hermitian matrices, singular values of non-Hermitian matrices
Week 3	Wigner ensembles and the Wigner semi-circle law
Week 4	Proof of Wigner's law using the Stieltjes transform method
Week 5	Proof of Wigner's law using the moment method
Week 6	Combinatorial aspects of the semi-circle distribution
Week 7	Gaussian ensembles
Week 8	Joint probability distribution of eigenvalues in GUE and GOE
Week 9-10	Hermite polynomials, and applications to Gaussian ensembles
Week 11	Determinantal point processes and orthogonal polynomials
Week 12	Introduction to Fredholm determinants
Week 13	The method of steepest descent for integrals
Week 14	The sine kernel and spacing of eigenvalues in the bulk of the spectrum of GUE
Week 15	The Airy kernel and spacing of eigenvalues at the edge of the spectrum in GUE

Student Evaluation

There will be homework assignments every week. Homework assignments will represent 60% of the final grade.

There will be one midterm test and one final comprehensive test, with a weight of 20% each. The content of the tests is essentially based on the homework assignments.

The grades are determined from the weighted average by the following key:

A	B	C	D	F
$100 - 90\%$	$90 - 80\%$	$80 - 70\%$	$70 - 60\%$	$< 60\%$

Course Materials and Resources

Lecture notes written by the instructor will be provided to students. These lecture notes have been prepared based on the following references:

1) G.W. Anderson, A. Guionnet, and O. Zeitouni, *An Introduction to Random Matrices*, Cambridge Studies in Advanced Mathematics, 118, Cambridge University Press, 2010.
2) P. Deift, *Orthogonal Polynomials and Random Matrices: a Riemann-Hilbert approach*, Courant Lecture Notes in Mathematics, 3, Courant Institute and AMS, 1999.
3) T. Tao, *Topics in Random Matrix Theory*, Graduate Studies in Mathematics, 132, AMS, 2012.
4) M. Krishnapur, *Random Matrix Theory*, Lecture Notes, 2017.

The authors of references 1), 3), and 4), have made their works freely accessible on the internet.

Academic Integrity: Tutoring Services

There is growing evidence of inappropriate use of "tutoring services" in taking course examinations. In response to this evidence, the Department of Mathematics of the University of Central Florida will monitor the use of online tutoring services during both the midterm and final examinations period. Evidence of inappropriate use by students will be forwarded to the university's Division of Student Conduct and Academic Integrity of the Office of Student Rights and Responsibilities for further disciplinary consideration.

Student Academic Activity

All faculty members are required to document students' academic activity and engagement at the beginning of each course. In order to document that you began this course, you will need to complete an activity in Webcourses@UCF during the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The information relative to the activity will be communicated to you by email and/or described in class. For more details, see `http://finaid.ucf.edu/academic-activity/`.

Communication

All official class communications will be sent to the Knights email addresses, or through Webcourses. Students are responsible for checking their Knights email accounts and Webcourses regularly and for the information contained in their instructors' emails. Students should contact faculty exclusively via Knights email or via the Webcourses email; emails sent from a different email account will not be answered. All communication between student and instructor and between student and student should be respectful and professional. Make sure the emails you send contain your name and a subject related to the topic you are writing about.

UCF Core Syllabus Statements

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.

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.

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.
(1) In case of an emergency, dial 911 for assistance.
(2) 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`.
(3) Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
(4) 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`.

(5) 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.

(6) Students with special needs related to emergency situations should speak with their instructors outside of class.

(7) 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.

(1) 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.

(2) 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`.

Miscellaneous Statements

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.

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.

Zoom

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course may use Zoom for some synchronous (real time) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

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 at `https://cdl.ucf.edu/support/webcourses/` if you have any technical issues accessing Zoom.

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, see
`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 to discuss specific accommodations for this or other courses.

College of Sciences - Grad Course Addition - MTG 6345 Algebraic Topology

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 Mathematics

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: *	MTG 6345 Algebraic Topology

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

Department Chair Phone Number: *	407-823-5984	**Dept Chair Email:** * xin.li@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:* MTG	**Number:*** 6345

Course Title:* Algebraic Topology

30 Character Abbreviation:* Algebraic Topology

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

Course Description (25 word limit)* Topics of this course include fundamental group, singular and cellular homology, cohomology rings, Poincare duality, homotopy groups.

Grading Scheme:* ABCDF

Prerequisite(s): MTG 4302 Introduction to Topology and MAS 4301 Abstract Algebra I, 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.

<u>**Credit Hour Design Options**</u>

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

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

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

Repeat for credit?*	○ Yes ● No

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

Term of Offering

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

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ● Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ● No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will provide construction of primary algebraic invariants, computational methods, and wide applications of the invariants. This course together with MAA6416 Topology, will be eventually used the one candidacy sequence. Topology is a geometry where we relax lengths and angles in a space. To detect the shape of a space (up to continuous deformation), algebraic topology associates various algebraic invariants (such as groups or rings) to each space. One of the invariants, persistent homology, is the main measurement of the shape of data in Topological Data Analysis. Two faculty memebers are excellent researcher in algebraic topology. After taking this course, students could start working on research problems under their supervision.
What grad programs/tracks require or recommend this course for graduation?	math PhD program
What will be the source of students?*	math PhD program

What is the estimated annual enrollment?*	8

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

Detail Discussion	No duplication and conflicts across the campus. As it is a pure math course, the program does not discuss with other departments on the campus before submitting this course proposal.

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

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

MTG 6345 – Algebraic Topology
Department of Mathematics, UCF
Fall 2021

Instructor: Junho Lee

Office/Phone: MSB 103/407-823-4310

Email: junho.lee@ucf.edu (put "Topology" in the subject line)

Office Hours: TBA

Class Meetings: TBA

Credit Hours/Course Modality: 3 credit hours/P (face-to-face)

Prerequisites: MTG 4302 and MAS 4301, or C.I.

Textbooks: *Algebraic Topology* by Allen Hatcher.

References:

- *Topology and Geometry* by Glen Bredon.
- *Homotopical Topology* (2nd edition) by Anatoly Fomenko and Dmitry Fuchs

Course Description. The fundamental group, singular and cellular homology, cohomology rings, Poincaré duality, homotopy groups.

Course Scope. This course is an introduction to algebraic topology. The algebraic topology associates various algebraic invariants to a space, which are groups or rings. We will study basic algebraic invariants such as the fundamental group, singular and cellular homology, singular cohomology, and higher homotopy groups. Instead of detailed proofs, this course will focus on ideas of theorems, calculational examples, and applications of the invariants.

Student Learning Outcomes. Students will be able to:

1. Calculate basic algebraic invariants in algebraic topology.
2. Use calculations of algebraic invariants to prove topological results.
3. Apply methods and results in algebraic topology to problems in other area of mathematics.

Course schedule.

Weeks 1 – 3	The fundamental group (Sections 1.1 and 1.2)
Weeks 4 – 7	Homology (Sections 2.1 and 2.2)
Weeks 8 – 11	Cohomology (Sections 3.1 and 3.2)
Weeks 12 – 13	Poincaré duality (Section 3.3)
Weeks 14 – 15	Homotopy groups (Sections 4.1 and 4.2)

Attendance. Attendance will be taken every class.

Homework. There will be weekly homework. Homework and other study outside of class may take about 10 hours a week. Students are encouraged to collaborate on homework but must write their own solutions.

Final. The final exam will be take-home. The exam should be done alone.

Grading. The course grade will be based on attendance (10%), homework (50%), and final exam (40%). The grading scale is:

Course Grade	A	B	C	D	F
Percentage	100 to 90	< 90 to 80	< 80 to 70	< 70 to 60	< 60

Plus and minus grading will not be utilized in this course.

Student Academic Activity Requirement. All faculty members are required to document students' academic activity and engagement at the beginning of each course. In order to document that you began this course, please complete the registration quiz by the end of the first week of clesses. Failure to do so will result in a delay in the disbursement of your financial aid.

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- 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`.

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.

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 Universitys 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.

Zoom. 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 will be scheduled through Webcourses@UCF and should appear on your calendar.

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 at `https://cdl.ucf.edu/support/webcourses/` if you have any technical issues accessing Zoom.

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 to discuss specific accommodations for this or other courses.

College of Sciences - Grad Course Addition - STA 5737 Fundamental and Advanced Data Analytical Methodology with Business Applications

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 5737 Fundamental and Advanced Data Analytical Methodology with Business Applications

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Alexander V. Mantzaris

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:* 5737

Course Title:* Fundamental and Advanced Data Analytical Methodology with Business Applications

30 Character Abbreviation:* Applied Analytics for Business

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

Course Description (25 word limit)* The applications of data analytics for business. Emphasis is made on students being able to use the techniques in a variety of situations.

Grading Scheme:* ABCDF

Prerequisite(s): STA 5104, or CI.

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.

<u>**Credit Hour Design Options**</u>

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:*	6

Instruction Time:*	6

Lab/Studio/Field Work Hours:*	0

Out-of-Class Hours:*	12

Total Engagement Hours:*	18

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

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?*	This course will allow the students to cover the material of STA5735 and STA5736 in a single semester rather than in 2 semesters. It will accelerate their learning trajectory.

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

What will be the source of students?*	Business school

What is the estimated annual enrollment?*	25

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

[STA 5737] – [Fundamental and Advanced Data Analytical Methodology with Business Applications] [Spring 2021] – [6 Credit Hours]

INSTRUCTOR:	Alexander V. Mantzaris
PHONE:	407-823-3631
OFFICE LOCATION:	TC II 211C
OFFICE HOURS:	TBA
E-MAIL:	alexander.mantzaris@ucf.edu
Withdrawal Deadline:	**10/01/2020**
HOLIDAYS:	**UCF listed holidays**
SPECIAL NOTES:	**Non-registered students cannot attend the classes.**

LEARNING OBJECTIVES:

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

- Learning Objective 1: Use R software effectively for fundamental statistics including data manipulation
- Learning Objective 2: Regression
- Learning Objective 3: Learning how to assess the performance of a regression model, and interpolations
- Learning Objective 4: Modeling using Tree Based Algorithms; Random Forest, Decision Trees, and Ensemble Methodology
- Learning Objective 5: Preparing Structure Data for Modeling and rich data visualization
- Learning Objective 6: Variable selection
- Learning Objective 7: Real world dataset explorations
- Learning Objective 8: Clustering methodologies
- Learning Objective 9: Learning how to assess the performance of a classification model
- earning Objective 10: Use R software effectively for statistics including data manipulation, abstractions, and practices for sharing code and results.
- Learning Objective 11: Time-series
- Learning Objective 12: Further Clustering techniques
- Learning Objective 13: XGBoost
- Learning Objective 14: JSON data processing
- Learning Objective 15: Database basics
- Learning Objective 16: Neural Networks
- Learning Objective 17: Case studies
- Learning Objective 18: Deep learning introduction

Note: Software will use R within notebooks and Rstudio. Class instruction will distribute Jupyter notebooks.

COURSE DESCRIPTION:

This course will explore the use of some powerful tools for analyzing datasets in real world situations encountered in business. Today's data driven management decision making requires people in managerial positions to be more than aware of data analytics from a conceptual point of view. This course will be focused upon the practical use of data analytics from an introduction of the basics to a level of familiarity with the range of key tools used in today's enterprises. The focus will be on making the student capable to use and apply the methods with an understanding of their operation without focusing on concepts that do not translate directly into actionable directions.

   The field of data analytics draws from a variety of fields with the goal of being able to produce greater insight from exploring datasets and databases for associations which could not be inspected by eye. Over the years certain tools have become acknowledged and established in the field as being essential. From a subset of the tools, most practical applications can be tackled and those will be presented to students in a practical intuitive setting.

   There will be examples and cases studies presented with the goal of making the use case model of the methodologies clear and to demonstrate their use in business and enterprise. A focus will be made on how to interpret results produced and how to explain them to others in simple layman terms.

Prerequisite: STA 5104

PURPOSE OF THE COURSE:

Business analytics can be seen as a subset of the greater range of datascience which extends as a field now over many uses of analytics. It is common for someone starting to have concepts solidified but not as much the understanding of a practical real world implementation and this course aims to bridge that gap. By reducing that gap it is expected and hoped that interviews which involve a discussion or live demonstrations will be more easily handled as they provide a greater degree of certainty that the applicant has sufficient familiarity of the field.

This course will familiarize the student with many key methodologies of business analytics and the contexts for when to be use them. Core statistical concepts will be explored with a hands on approach that will bypass formalisms that do not directly assist their future usage. Experience with a key data science languages will allow the student to see how fundamental workflows exist and reduce the barriers in learning new tools in the future by examining the concepts. The assignments will provide the basic experience to be able to understand data analytics pipelines used in commercial explorations. The purpose is to enable students to use these techniques to tackle a wide range of practical objectives in real world applications of analytics/datascience.

After completion of the course students will be able to load a variety of datasets and analyze them with different data analytics methodologies, produce results, and explain the outputs to a wide

audience. They will know how to work with 'Jupyter notebooks' and how to share code and the results. There will be an exercise on how to concisely present and explain the results of a mini-project performed individually.

REQUIRED MATERIALS (provided to you through the EDC):

Required Text
- Lecture Notes from the instructor
- Introduction to Statistical Learning with R by James, Gareth, Witten, Daniel

ACADEMIC INTEGRITY:

All students are expected to abide by the University's Code of Student Conduct.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information.

GRADING SCALE:

LETTER GRADE	PERCENTAGE
A	90.0-100 %
B	80.0-89.9%
C	70.0-79.9%
D	69.0-69.9%
F	Less than 59.9%

GRADING PROCEDURES:

ASSIGNMENT	% OF GRADE
Homework Assignments (6x)	60%

Project slides (2x)	10%
Project presentation (2x)	10%
Project report (2x)	10%
Exam	10%

Assignments submitted after the deadline will receive a 10% reduction for each day.

Note: Syllabus subject to change based on needs of students, University, and instructor. *All material covered in class, regardless of whether material is listed, is fair to be tested*.

DISABILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Active Duty Military Statement

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.

Course Delivery

Week 1   Introduction to R, jupyter notebooks, using a cloud platform and basic hypothesis testing with the T-test

Week 2   Linear regression models and importing datasets. Comparing regression models, p-values, and AIC

Week 3   Multiple regression models, F-test, and variables selection. Chisqr test, 1-Way

ANOVA

Week 4   2-Way ANOVA, LASSO regression, Log-plots, exponential regression, and
                dummy variables.

Week 5   Interactions, logistic regression, Decision Trees, and Random Forests.

Week 6   K-Means clustering, DBSCAN, Affinity propagation, V-measure

Week 7   Project Presentations

Week 8   Functions and encapsulation in R. Time series techniques

Week 9   Adaboost and gradient boosted trees, XGBoost

Week 10   Applications of XGBoost, SQL basics

Week 11   Introduction to using SQL with databases

Week 12   JSONs for No-SQL

Week 13   Neural networks and Deep neural networks

Week 14   Class Labs

Class sessions will be face-to-face for approximately half of the scheduled classes. However, students have the option to participate in synchronous (i.e., live and real-time) remote instruction (via Zoom) in the event they do not feel well or are experiencing COVID-19 symptoms for each class. If you attend a class remotely, please activate your video, but mute your audio until you speak to reduce background noise. You can log in to the live Zoom sessions via Webcourses and I will provide detailed instructions via Webcourses.

Per UCF requirements, we will switch entirely to synchronous remote instruction (via Zoom) and there will be no face-to-face class sessions following the Thanksgiving holiday. In addition, depending on any evolving university health guidelines, we will pivot entirely to synchronous remote instruction (via Zoom) if necessary and I will adjust the course accordingly as well as communicate any adjustments as soon as possible via Webcourses.

COVID-19 Policies

The latest information for UCF students, faculty, and staff about COVID-19 is available at https://www.ucf.edu/coronavirus/

· If you attend a face-to-face class session, face coverings are required to be worn and you will have to maintain six feet of physical distancing from each other. If you are not able to abide by

these requirements, please attend the synchronous remote session instead. IF YOU ATTEND A FACE-TO-FACE CLASS WITHOUT WEARING A MASK AND DO NOT SHOW YOUR INSTRUCTOR A VERIFIABLE MEDICAL EXCUSE FOR NOT WEARING ONE, YOU WILL HAVE TO LEAVE THE CLASSROOM IMMEDIATELY.

· You must not attend a face-to-face class session if you are ill or experiencing symptoms of COVID-19, or if any person living in the same residence is sick with COVID-19 symptoms. CDC guidance as to COVID-19 symptoms is found here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html. If you feel well enough, please attend the synchronous remote session instead.

· If you have tested positive for COVID-19, stay home and do not return to a face-to-face session until you meet the criteria to discontinue home isolation https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html. In the event this occurs, please notify all professors of all of your classes. If you well enough, please attend the synchronous remote session instead.

· All students and faculty and staff members should notify UCF that they have tested positive for COVID-19 by calling the UCF COVID Line at 407-823-2509. This will ensure that robust tracing of cases at UCF has started and will help the university identify and contain potentially impacted populations.

· If I (your instructor) am ill or experiencing symptoms of COVID-19, or if any person living in my residence is sick with COVID-19 symptoms, or has tested positive for COVID-19, I will switch to synchronous remote instruction (via Zoom) for a period of 14 days or for the remainder of the term. If I have to switch from face-to-face to remote instruction, I will notify the Office of Graduate Programs and post a Webcourses announcement as soon as possible after making the decision to present class remotely.

COPYRIGHT

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*NOTE: For additional sample syllabi information, including copy ready syllabi clauses related to using Webcourses, Turnit in, etc., please visit UCF's Faculty Center for Teaching & Learning: http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php#ethics

College of Sciences - Grad Course Split Level - ANG 5468 Anthropology of the Body

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: *	PhD Program

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: *	ANG 5468 Anthropology of the Body

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

Department Chair Phone Number: *	4078232227

Dept Chair Email: *	john.schultz@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: *	ANG

Code: *	5468

Course Title:*	Anthropology of the Body

30 Char. Abbreviation - must begin with ST:*	Anthropology of the Body

Course Description (25 word limit)*	Critically examines the body from the perspective of cultural anthropology.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or consent of 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.

Credit Hours:*	3

Instruction Time:*	3

Instruction Time:	~~9~~

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 ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	⚪ Required Course 🔘 Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	⚪ Yes 🔘 No

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

Justification for Split-Level Course Addition

What is the rationale for the split-level class?*	This new split-level course will provide both undergraduate and graduate students with an opportunity to critically examine "the body" – as a category, experience, and material form – from an ethnographic and theoretical perspective. This course will contribute to the Department of Anthropology's general undergraduate curriculum, as well as the Medical Anthropology Minor and Global Health Certificate. It will also add an elective to the graduate curriculum, one that could be taken by M.A. and Ph.D. students from any of the three sub-disciplines, especially the growing number of graduate students interested in

medical anthropology.	

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

What will be the source of students?*	Existing anthropology MA and Phd students

What is the estimated annual enrollment?*	5

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* | To familiarize students with ways in which the body is differentially experienced, managed, and understood in various contexts: Attendance and participation in lecture-based classes Weekly reading quizzes (30%) Midterm Exam (20%) Final Exam (20%)

To expose students to key areas of concern in the anthropology of the body: To expose students to key areas of concern in the anthropology of the body

To instigate critical thinking about the body in both the classroom and students' everyday lives: Participation in lecture-based classes Research Paper (1600-2000 words) (30%)

To encourage the development and advancement of students' own research projects and agendas as they pertain to the body: Research Paper (1600-2000 words) (30%) |
|---|---|

| Common Graduate Elements* | To familiarize students with ways in which the body is differentially experienced, managed, and understood in various contexts: Attendance and participation in both lecture-based classes and seminar discussions (20%)

To expose students to key areas of concern in the anthropology of the body: Attendance and participation in both lecture-based classes and seminar discussions (20%)

To instigate critical thinking about the body in both the classroom and students' everyday lives: Participation in seminar discussions (20%) Leading seminar discussions (10%) Reading Reflections (weekly) (30%) Final Paper (5000-6000 words) (40%)

To encourage the development and advancement of students' own research projects and agendas as they pertain to the body: Final Paper (5000-6000 words) (40%) |
|---|---|

Unique graduate elements*	NA

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 assignemnt 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*	Attendance and participation in lecture-based classes Weekly reading quizzes (30%) Midterm Exam (20%) Final Exam (20%) Research Paper (1600-2000 words) (30%)

Graduate Assessment and % of grade*	Attendance and participation in both lecture-based classes and seminar discussions (20%)

Unique Graduate Elements and % of grade*	Participation in seminar discussions (20%) Leading seminar discussions (10%) Reading Reflections (weekly) (30%) Final Paper (5000-6000 words) (40%)

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 include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

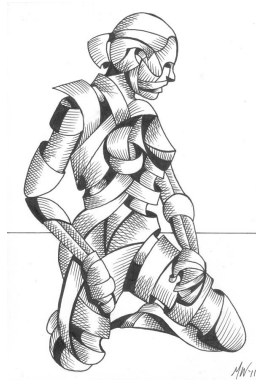|	
Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.

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

ANTHROPOLOGY OF THE BODY

ANG 5468
Section 0001

Spring 2022
Day/Time TBD
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Day/Time TBD

Course Description

When writing about the human body, author Bill Bryson insisted that "we pass our existence within this wobble of flesh and yet take it almost entirely for granted." This course is an effort to take the body seriously by giving it proper analytic attention. Drawing on work from cultural and medical anthropology and adjacent fields, we will explore "the body" as a culturally and historically contingent category, a site for identification and alteration, and a material locus of performance and practices. Course materials will cover a range of topics that affect and intersect with the body, including race, gender, nationalism, disability, surveillance, and commodification, in multiple contexts, such as Italy, Bangladesh, Japan, Israel, Eastern Europe, and the United States. By engaging with key areas of anthropological inquiry on these and other topics, this course will allow us to critically examine how culture, politics, and economics shape the body and how it is experienced.

Public Course Description

Critically examines the body from the perspective of cultural anthropology

Prerequisites

Admission to Anthropology MA, Integrative Anthropological Sciences Ph.D., or Consent of Instructor

Student Learning Objectives

This course has four learning objectives: 1) to familiarize you with some of the ways in which the body is differentially experienced, managed, and understood in various contexts; 2) to expose you to key areas of concern in the anthropology of the body; 3) to instigate critical thinking about the body in both the classroom and your everyday lives; and 4) to encourage the development and advancement of your own research projects and agendas as they pertain to the body.

Class Structure

This course has two important components: lectures and seminar discussions. You are required to attend weekly lectures, which will also be attended by undergraduate students enrolled in ANT 4XXX (Anthropology of the Body). Lectures will cover material assigned to both graduate and undergraduate students. Additionally, you are required to participate in weekly seminar discussions with your fellow graduate students. These discussions are opportunities for you to engage in more in-depth analysis of the course material, including readings assigned only to graduate students.

Course Requirements

Attendance

Attendance for this course is required. You are allowed **two unexcused absences** (one lecture, one seminar) during the semester. You must let Dr. Harris know <u>in advance</u> of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one lecture and one seminar. If you are absent for **more than twice** without a legitimate excuse, you will lose attendance points.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**.

In the seminars, discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create <u>a plan</u> to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create this plan. Your discussion plan must be <u>emailed to Dr. Harris</u> no later than **12:00pm on the day of class**. Discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

Reading Reflections

You will write short reflections on the required readings for each week (500-600 words plus bibliography, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations). Your Reading Reflections must be submitted via Webcourses by **11:59pm on the evening prior to the seminar discussion**. To receive full credit, Readings Reflections should be insightful pieces that comment on the content of the texts and draw connections between them, **not just summaries**. Failure to submit your Reading Reflections by the 11:59pm deadline will lower your grade. You will write 14 Reading Reflections, but your lowest Reading Reflection grade will be dropped at the end of the semester.

Final Paper

You will write a final paper that incorporates your research interests with topics and readings discussed in this course. This paper is an opportunity for you to go beyond course material to examine cultural anthropological literature about the body not discussed in class. However, you will be required to incorporate some course material. Your paper must be 5000-6000 words plus bibliography, double-spaced, 1" margins on all sides, Times New Roman 12-point font, Chicago Style (author-date version) citations. Dr. Harris will provide more information on the specific requirements on this paper later in the semester.

Grading Structure

Reading Reflections (13 out of 14)	30% of total grade
Final Paper	40% of total grade
Attendance and participation	30% of total grade (10% for attendance, 10% for seminar leadership, 10% for participation)

Grading Scale

You will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Course Policies

Respectful Behavior

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B," and so on. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

- *Unauthorized assistance*. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Plagiarism*. Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is your own.
- *Falsifying or misrepresenting* your own academic work.
- *Multiple submissions*. Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it <u>will not be tolerated</u> in this course and will carry <u>serious consequences</u>. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter

Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

Student Accessibility

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 Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her 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, Dr. Harris, 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. You should be aware of your surroundings and familiar with the following basic safety concepts:
- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email 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 Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in

advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

Religious Observance

You must notify Dr. Harris <u>in advance</u> if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Obtaining Notes for Missed Lectures

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is <u>your responsibility</u> to obtain notes from a classmate for that lecture.

Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **the first Friday of the semester**. This quiz includes a few questions about this syllabus. This quiz is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The following book is required for this course:

- Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

The required book is available for purchase at the student bookstore. Several additional readings are also required and available electronically on the Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login at https://webcourses.ucf.edu, go to Courses, and select ANGXXXX-22Spring 0M010001. Technical support for Webcourses is available at webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

- TOPIC: Syllabus and course overview

Week 2

- TOPIC: The Symbolic Body

Reading
Reflection #1

- LECTURE READINGS: Douglas, Mary. 1970. *Natural Symbols: Explorations in Cosmology.* London: Routledge. (Ch. 5: The Two Bodies – pg. 69-87)

    Scheper-Hughes, Nancy, and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1(1): 6-41.

- SEMINAR READINGS: Martin, Emily. 1992. "The End of the Body?" *American Ethnologist* 19(1): 121-140.

    Turner, Terence. 2012. "The Social Skin." *HAU: Journal of Ethnographic Theory* 2(2): 486-504.

Week 3

- TOPIC: The Lived Body

Reading
Reflection #2

- LECTURE READINGS: Gordon, Deborah R. 1990. "Embodying Illness, Embodying Cancer." *Culture, Medicine and Psychiatry* 14: 275-297.

    Low, Setha M. 1994. "Embodied Metaphors: Nerves as Lived Experience." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 139-162. Cambridge: Cambridge University Press.

- SEMINAR READINGS: Csordas, Thomas J. 1990. "Embodiment as a Paradigm for Anthropology." *Ethos* 18(1): 5-47.

    Pink, Sarah. 2011. "From Embodiment to Emplacement: Re-thinking Competing Bodies, Senses, and Spatialities." *Sport, Education, and Society* 16(3): 343-355.

Week 4

- TOPIC: The Monitored Body

Reading
Reflection #3

- LECTURE READINGS: Fotopoulou, Aristea, and Kate O'Riordan. 2017. "Training to Self-Care: Fitness Tracking, Biopedagogy, and the Healthy Consumer." *Health Sociology Review* 26(1): 54-68.

Lupton, Deborah. 2016. *The Quantified Self.* Cambridge: Polity. (Ch. 3: "An Optimal Human Being": The Body and Self in Self-Tracking Cultures – pg. 64-87)

Meador, Clifton K. 1994. "The Last Well Person." *New England Journal of Medicine* 330(6): 440-441.

- SEMINAR READINGS: Browne, Simone. 2009. "Digital Epidermalization: Race, Identity, and Biometrics." *Critical Sociology* 36(1): 131-150.

  Foucault, Michel. 1979. *Discipline and Punish: The Birth of the Prison.* New York: Vintage Books. (The Body of the Condemned – pg. 3-31, Docile Bodies – pg. 135-169, Panopticism – pg. 195-228)

Week 5

Reading Reflection #4

- TOPIC: The "Fat" Body

- LECTURE READINGS: Becker, Anne. 1994. "Nurturing and Negligence: Working on Others' Bodies in Fiji." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 100-115. Cambridge: Cambridge University Press.

  Greenhalgh, Susan. 2012. "Weighty Subjects: The Biopolitics of the U.S. War on Fat." *American Ethnologist* 39(3): 471-487.

  Popenoe, Rebecca. 2005. "Ideal." In *Fat: The Anthropology of an Obsession*, edited by Don Kulik and Anne Meneley, 9-28. New York: Penguin.

  West, Lindy. 2016. *Shrill: Notes from a Loud Woman.* New York: Hachette Books. (Ch. 8: Hello, I Am Fat – pg. 86-107)

- SEMINAR READINGS: Bordo, Susan. 2004. *Unbearable Weight: Feminism, Western Culture, and the Body.* Berkeley: University of California Press. (Reading the Slender Body, pg. 185-213)

  Lupton, Deborah. 2018. *Fat.* London: Routledge. (Ch. 4: The Transgressive Fat Body -pg. 47-69)

Week 6

Reading Reflection #5

- TOPIC: The "Deviant" Body

- LECTURE READINGS: Groneman, Carol. 1995. "Nymphomania: The Historical Construction of Female Sexuality." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 219-250. Bloomington: Indiana University Press.

  Sloop, John M. 2012. "'This Is Not Natural': Caster Semenya's Gender Threats." *Critical Studies in Media Communication* 29(2): 81-96.

  Terry, Jennifer. 1995. "Anxious Slippages Between 'Us' and 'Them': A Brief History of the Scientific Search for Homosexual Bodies." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 129-169. Bloomington: Indiana University Press.

- SEMINAR READINGS: Foucault, Michel. 1978. *The History of Sexuality: Volume I: An Introduction*. New York: Vintage Books. (We "Other Victorians" – pg. 3-13, Ch. 1: The Incitement to Discourse – pg. 17-35, Ch. 2: The Perverse Implantation – pg. 36-49, Right to Life Over Death – pg. 135-159)

Week 7

- TOPIC: The Modified Body

Reading Reflection #6

- LECTURE READINGS: Heyes, Cressida J. 2009. "All Cosmetic Surgery is 'Ethnic': Asian Eyelids, Feminist Indignation, and the Politics of Whiteness." In *Cosmetic Surgery*, edited by Cressida J. Heyes and Meredith Jones, 191-207. Farnham: Ashgate Publishing Limited.

  Kosut, Mary. 2010. "Extreme Bodies/Extreme Culture." In *The Body Reader: Essential Social and Cultural Readings*, edited by Lisa Jean Moore and Mary Kosut, 184-200. New York: New York University Press.

  Plemons, Eric. 2010. "Envisioning the Body in Relation: Finding Sex, Changing Sex." In *The Body Reader: Essential Social and Cultural Readings*, edited by Lisa Jean Moore and Mary Kosut, 317-328. New York: New York University Press.

- SEMINAR READINGS: Brush, Pippa. 1998. "Metaphors of Inscription: Discipline, Plasticity, and the Rhetoric of Choice." *Feminist Review* 58: 22-43.

  Manderson, Lenore. 1999. "Gender, Normality, and the Post-Surgical Body." *Anthropology & Medicine* 6(3): 381-394.

Week 8

- TOPIC: The Political Body – Part 1

- NO LECTURE READINGS

- SEMINAR READINGS: Anagnost, Ann. 1994. "The Politicized Body." In *Body, Subject & Power in China*, edited by Angela Zito and Tani E. Barlow, 131-156. Chicago: University of Chicago Press.

  Verdery, Katherine. 1999. *The Political Lives of Dead Bodies: Reburial and Postsocialist Change*. New York: Columbia University Press. (Introduction: Corpses on the Move – pg. 1-22, Ch.1: Dead Bodies Animate the Study of Politics – pg. 23-54)

> Reading
> Reflection #7

Week 9

- TOPIC: The Political Body – Part 2

- LECTURE READING: Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

- SEMINAR READING: Das, Veena. 1995. "National Honor and Practical Kinship: Unwanted Women and Children." In *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Faye D. Ginsburg and Rayna Rapp, 212-233. Berkeley: University of California Press.

> Reading
> Reflection #8

Week 10

- TOPIC: The Gendered Body

- LECTURE READINGS: Gill, Rosalind, Karen Henwood, and Carl McLean. 2005. "Body Projects and the Regulation of Normative Masculinity." *Body & Society* 11(1): 37-62.

  McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. "'Big Freaky-Looking Women': Normalizing Gender Transgression Through Bodybuilding." *Sociology of Sport Journal* 26: 235-254.

- SEMINAR READINGS: Butler, Judith. 1993. *Bodies That Matter: On the Discursive Limits of "Sex."* New York: Routledge. (Ch. 1: Bodies That Matter, pg. 27-56)

> Reading
> Reflection #9

Martin, Emily. 1989. "The Cultural Construction of Gendered Bodies: Biology and Metaphors of Production and Destruction." *Ethnos* 54(3-4): 143-160.

Week 11

- TOPIC: The Racialized Body

- LECTURE READINGS: Waring, Chandra D. L. 2013. "'They See Me As Exotic…That Intrigues Them': Gender, Sexuality and the Racially Ambiguous Body." *Race, Gender & Class* 20(3-4): 299-317.

  Warren, John T. 2001. "Doing Whiteness: On the Performative Dimensions of Race in the Classroom." *Communication Education* 50(2): 91-108.

  Yancy, George. 2017. *Black Bodies, White Gazes: The Continuing Significance of Race in America*. Lanham: Rowman & Littlefield. (Ch. 1: Black Bodies and the Myth of a Post-Racial America – pg. 1-16

- SEMINAR READINGS: Fassin, Didier. 2011. "Racialization: How To Do Races With Bodies." In *A Companion to the Anthropology of the Body and Embodiment*, edited by Frances E. Mascia-Lees, 419-434. Malden: Wiley-Blackwell.

  Grabham, Emily. 2009. "'Flagging' the Skin: Corporeal Nationalism and the Properties of Belonging." *Body & Society* 15(1): 63-82.

Week 12

- TOPIC: The Disabled Body

- LECTURE READINGS: Agmon, Maayan, Amalia Sa'ar, and Tal Araten-Bergman. 2016. "The Person in the Disabled Body: A Perspective on Culture and Personhood from the Margins." *International Journal for Equity in Health* 15, Article 147.

  Murphy, Robert F. 1987. *The Body Silent*. New York: H. Holt. (Ch. 4: The Damaged Self — pg. 85-111, Ch. 5: Encounters — pg. 112-136, Ch. 6: The Struggle for Autonomy — pg. 137-162)

- SEMINAR READINGS: Rapp, Rayna, and Faye Ginsburg. 2012. "Anthropology and the Study of Disability Worlds." In *Medical Anthropology at the Intersections*, edited by Marcia Inhorn and Emily Wentzell, 163-181. Durham: Duke University Press.

Hirschmann, Nancy J. 2013. "Queer/Fear: Disability, Sexuality, and The Other." *Journal of Medical Humanities* 34: 139-147.

Week 13

- TOPIC: The Displayed Body

- LECTURE READINGS: Dreger, Alice Domurat. 2007. "Jarring Bodies: Thoughts on the Display of Unusual Anatomies." In *Beyond the Body Proper: Reading the Anthropology of Material Life*, edited by Margaret Lock and Judith Farquhar, 475-485. Durham: Duke University Press.

    Putnam, Walter. 2012. "'Please Don't Feed the Natives': Human Zoos, Colonial Desire, and Bodies on Display." In *The Environment in French and Francophone Literature and Film*, edited by Jeff Persels, 55-68. Amsterdam: Brill.

    Van Dijck, José. 2005. *The Transparent Body: A Cultural Analysis of Medical Imaging*. Seattle: University of Washington Press. (Ch. 3: Bodyworlds – pg. 41-63)

- SEMINAR READING: Strother, Z. S. 1999. "Display of the Body Hottentot." In *Africans on Stage: Studies in Ethnological Show Business*, edited by Bernth Lindfors, 1-61. Bloomington: Indiana University.

Week 14

- TOPIC: The Commodified Body

- LECTURE READINGS: Andrews, Lori, and Dorothy Nelkin. 1998. "Whose Body Is It Anyway?: Disputes Over Body Tissue in a Biotechnology Age." *The Lancet* 351: 53-57.

    Scheper-Hughes, Nancy. 2002. "Mind(ing) the Body: On the Trail of Organ Stealing Rumors." In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremey MacClancy, 33-63. Chicago: University of Chicago Press.

    Reddy, Sunita, and Tulsi Patel. 2015. "'There Are Many Eggs in My Body': Medical Markets and Commodified Bodies in India." *Global Bioethics* 26(3-4): 218-231.

- SEMINAR READINGS: Appadurai, Arjun. 1986. "Commodities and the Politics of Value." In *The Social Life of Things: Commodities in Cultural Perspective*, edited by Arjun Appadurai, 3-63. Cambridge: Cambridge University Press.

  Hacking, Ian. 2007. "Our Neo-Cartesian Bodies in Parts." *Critical Inquiry* 34(1): 78-105.

Week 15

<div style="float:right; border:1px solid black; padding:4px;">Reading Reflection #14</div>

- TOPIC: The Local Body

- LECTURE READINGS: Horton, Sarah, and Judith C. Barker. 2010. "Stigmatized Biologies: Examining the Cumulative Effects of Oral Health Disparities for Mexican American Farmworker Children." *Medical Anthropology Quarterly* 24(2): 199-219.

  Lock, Margaret, and Patricia Kaufert. 2001. "Menopause, Local Biologies, and Cultures of Aging." *American Journal of Human Biology* 13: 494-504.

- SEMINAR READINGS: Gilbert, Hannah. 2013. "Re-visioning Local Biologies: HIV-2 and the Pattern of Differential Valuation in Biomedical Research." *Medical Anthropology* 32: 343-358.

  Lock, Margaret. 2013. "The Epigenome and Nature/Nurture Reunification: A Challenge for Anthropology." *Medical Anthropology* 32: 291-308.

Finals Week

<div style="border:1px solid black; padding:8px; text-align:center;">FINAL PAPER DUE</div>

ANTHROPOLOGY OF THE BODY
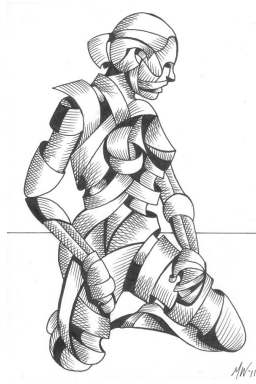
ANT 4XXX
Section 0M01

Spring 2022
Day/Time TBD & Online
3 Credit Hours

Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Day/Time TBD

Course Description

When writing about the human body, author Bill Bryson insisted that "we pass our existence within this wobble of flesh and yet take it almost entirely for granted." This course is an effort to take the body seriously by giving it proper analytic attention. Drawing on work from cultural and medical anthropology and adjacent fields, we will explore "the body" as a culturally and historically contingent category, a site for identification and alteration, and a material locus of performance and practices. Course materials will cover a range of topics that affect and intersect with the body, including race, gender, nationalism, disability, surveillance, and commodification, in multiple contexts, such as Italy, Fiji, Bangladesh, Japan, Israel, and the United States. By engaging with key areas of anthropological inquiry on these and other topics, this course will allow us to critically examine how culture, politics, and economics shape the body and how it is experienced.

Public Course Description

This course critically examines the body from the perspective of cultural anthropology.

Prerequisites

Sophomore standing or Consent of Instructor

Student Learning Objectives

This course has four objectives: 1) to familiarize you with some of the ways in which the body is differentially experienced, managed, and understood in various contexts; 2) to expose you to key areas of concern in the anthropology of the body; 3) to instigate critical thinking about the body in both the classroom and your everyday lives; and 4) to encourage the development and advancement of your own research projects and agendas as they pertain to the body.

Course Requirements

Reading and Participation

Reading course materials and active participation in the course are both required. You are expected to attend class having read the required readings for that day. The lectures will cover the readings, but will be supplemented with additional material. Doing well in the course will depend on keeping up with readings and coming to class prepared to discuss them.

Attendance

You are expected to attend all face-to-face classes, and attendance will be recorded. Students who leave class early without letting Dr. Harris know the reason before the class will be marked as absent for the entire class. Additionally, phone use during class will be noted in the grade roster, which will be used as a negative when calculating your final grade.

Midterm Exam (40 points)

The midterm exam will consist of multiple choice, true/false, and/or short answer questions and will cover concepts from all texts, videos, and lectures in the first half of the semester. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the midterm exam as scheduled.

Final Exam (40 points)

The final exam will consist of multiple choice, true/false, and/or short answer questions and is cumulative. It is based on concepts from all texts, videos, and lectures, with an emphasis on the last half of the course. There will be **no make-up** exam except for serious illness, personal/family tragedy, etc. You must let Dr. Harris know in advance of any extenuating circumstance that would prevent you from taking the final exam as scheduled.

Quizzes (6 points each, 60 points total)

There will be 12 quizzes over the course of the semester. Quizzes are based on assigned readings

for that day, and will consist of 1-2 questions aimed at assessing whether or not you read and understood the assigned material. The questions will be multiple choice, true/false, fill-in-the-blank, or narrative. Quizzes will take place during the first 5 minutes of class. <u>If you arrive after the first 5 minutes,</u> you will not be allowed to take the quiz that day. There will be **no make-up** for missed quizzes because your <u>two lowest scores</u> will be dropped at the end of the semester.

Online Component – Research Paper (60 points)

The online component of this course is a research paper. This is an opportunity for you to learn more about a topic that interests you. The paper should be 1600-2000 words in length, plus bibliography. It will be based primarily on a **close reading** of three anthropology articles, one anthropology book, <u>or</u> three chapters from an edited anthropology book. Online assignments are designed as a step-by-step process to develop and write a great research paper. The paper topic is your choice! You can choose any topic relevant to the body. For example, you can examine how cultural or political ideas are represented onto the body or you can use a particular bodily practice as a way to analyze cultural values or ideals in a specific context. A list of topic ideas will be provided to help you think about possibilities. To have fun with this project, it is most important to choose a topic based on your own interest and on information available.

Grading Structure

Midterm Exam	40 points
Final Exam	40 points
Quizzes (10 out of 12)	60 points
Research Paper	60 points

<u>Total:</u> 200 points

Attendance and class participation will be used to help students whose final course grade is on the borderline.

Grading Scale

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Total Points	200-187	186-179	178-173	172-167	166-159	158-153	152-147	146-139	138-133	132-127	126-119	118-0

Course Policies

Computer Policy

Research has shown that taking notes on a computer is less effective than taking notes with pen and paper. Computers are also often a distraction for you and your classmates. Therefore, computers and tablets are not allowed in class. <u>Please come prepared to take notes by hand.</u> However, if Student Accessibility Services (SAS) has approved your use of a computer in class, please let Dr. Harris know as soon as possible.

Respectful Behavior

You are expected to conduct yourself in a respectful manner in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your Knights email and Webcourses on a regular basis (i.e. at least once a day).

Late Policy

Late assignments will receive a lower grade. For research paper assignments, your grade will be lowered by one point if submitted after the deadline. For example, if the assignment is worth three points but it is submitted late, your grade will be two points. For the final research paper, your grade will be lowered by one point per hour after the deadline. For example, if you received 48 points on the paper but it was submitted three hours after the deadline, your grade will be 45 points. Extensions will be given only in the case of extenuating circumstances.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:
- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise unless specifically authorized by Dr. Harris. 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 Dr. Harris. Course materials include but are not limited to class notes, Dr. Harris's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* your 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 your own.

- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it <u>will not be tolerated</u> in this course and will carry <u>serious consequences</u>. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final course grade being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade.

Student Accessibility

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 Dr. Harris as soon as possible. Students should also connect with Student Accessibility Services (SAS) at http://sas.sdes.ucf.edu, 407-823-2371, or Ferrell Commons 185. For students connected to SAS, a Course Accessibility Letter may be created and sent to Dr. Harris, which informs her 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, Dr. Harris, 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. You should be aware of your surroundings and familiar with the following basic safety concepts:
- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator. To learn where those are located, see this website: https://ehs.ucf.edu/automated-external-defibrillator-aed-locations.
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email

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 Dr. Harris.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris <u>as soon as possible</u> after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with <u>documentation in advance</u> to arrange a make-up. No penalty will be applied. For more information: https://osrr.sdes.ucf.edu/wp-content/uploads/sites/45/2018/11/Program-Verification-Form.pdf

Religious Observance

You must notify Dr. Harris <u>in advance</u> if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservances FINALJan19.pdf

Obtaining Notes for Missed Lectures

Dr. Harris does not provide copies of her lectures. If you miss a lecture, it is <u>your responsibility</u> to obtain notes from a classmate for that lecture.

Academic Activity Record

You must document your academic activity at the beginning of the semester by completing an Academic Activity quiz on Webcourses by **the first Friday of the semester**. This quiz includes a few questions about this syllabus. It is **not** part of your course grade; it only documents your presence in the class. Failure to complete the quiz may result in a delay in the disbursement of your financial aid.

Required Texts

The required book for this course is:

- Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

The required book is available for purchase at the student bookstore. Several additional readings are also required and are available electronically on Webcourses website for this course under the **Modules** tab. All assigned readings are listed in the class schedule below, which specifies the date by which you are expected to read them. To access Webcourses: login on webcourses.ucf.edu website, go to Courses, and select our class ANTXXXX-22Spring 0M01. For technical support with Webcourses, call 407-823-0407.

Course Schedule

Week 1

- TOPIC: Syllabus and course overview

Online

- Assignment #1: Become familiar with the Webcourses site and make sure you can access readings (instructions on Webcourses).

Week 2

- TOPIC: The Symbolic Body

- READINGS: Douglas, Mary. 1970. *Natural Symbols: Explorations in Cosmology.* London: Routledge. (Ch. 5: The Two Bodies – pg. 69-87)

    Scheper-Hughes, Nancy, and Margaret Lock. 1987. "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology." *Medical Anthropology Quarterly* 1(1): 6-41.

Online

- Assignment #2: Submit preliminary paper topic ideas, keywords, and preferred geographic areas. Examples of topics listed on assignment (instructions on Webcourses).

Week 3

- TOPIC: The Lived Body

QUIZ #1

- READINGS: Gordon, Deborah R. 1990. "Embodying Illness, Embodying Cancer." *Culture, Medicine and Psychiatry* 14: 275-297.

    Low, Setha M. 1994. "Embodied Metaphors: Nerves as Lived Experience." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas J. Csordas, 139-162. Cambridge: Cambridge University Press.

Online

- <u>Assignment #3</u>: Begin searching for articles/book/book chapters (instructions on Webcourses).

Week 4

QUIZ #2

- TOPIC: The Monitored Body

    READINGS: Fotopoulou, Aristea, and Kate O'Riordan. 2017. "Training to Self-Care: Fitness Tracking, Biopedagogy, and the Healthy Consumer." *Health Sociology Review* 26(1): 54-68.

    Lupton, Deborah. 2016. *The Quantified Self.* Cambridge: Polity. (Ch. 3: "An Optimal Human Being": The Body and Self in Self-Tracking Cultures – pg. 64-87)

    Meador, Clifton K. 1994. "The Last Well Person." *New England Journal of Medicine* 330(6): 440-441.

Online

- <u>Assignment #4</u>: Submit list of proposed articles/books/book chapters. Wait for approval and feedback (instructions on Webcourses).

Week 5

QUIZ #3

- TOPIC: The "Fat" Body

- READINGS: Becker, Anne. 1994. "Nurturing and Negligence: Working on Others' Bodies in Fiji." In *Embodiment and Experience: The Existential Ground of Culture and Self*, edited by Thomas Csordas, 100-115. Cambridge: Cambridge University Press.

    Greenhalgh, Susan. 2012. "Weighty Subjects: The Biopolitics of the U.S. War on Fat." *American Ethnologist* 39(3): 471-487.

    Popenoe, Rebecca. 2005. "Ideal." In *Fat: The Anthropology of an Obsession*, edited by Don Kulik and Anne Meneley, 9-28. New York: Penguin.

    West, Lindy. 2016. *Shrill: Notes from a Loud Woman*. New York: Hachette Books. (Ch. 8: Hello, I Am Fat – pg. 86-107)

Online

- <u>Assignment #5</u>: Submit revised list of articles/books/book chapters and wait for approval <u>or</u> start reading and annotating (instructions on Webcourses).

Week 6

- TOPIC: The "Deviant" Body

- READINGS: Groneman, Carol. 1995. "Nymphomania: The Historical Construction of Female Sexuality." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 219-250. Bloomington: Indiana University Press.

   Sloop, John M. 2012. "'This Is Not Natural': Caster Semenya's Gender Threats." *Critical Studies in Media Communication* 29(2): 81-96.

   Terry, Jennifer. 1995. "Anxious Slippages Between 'Us' and 'Them': A Brief History of the Scientific Search for Homosexual Bodies." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 129-169. Bloomington: Indiana University Press.

Online

- <u>Assignment #6</u>: Read and annotate (instructions on Webcourses).

Week 7

- TOPIC: The Modified Body

- READINGS: Heyes, Cressida J. 2009. "All Cosmetic Surgery is 'Ethnic': Asian Eyelids, Feminist Indignation, and the Politics of Whiteness." In *Cosmetic Surgery*, edited by Cressida J. Heyes and Meredith Jones, 191-207. Farnham: Ashgate Publishing Limited.

   Kosut, Mary. 2010. "Extreme Bodies/Extreme Culture." In *The Body Reader: Essential Social and Cultural Readings*, edited by Lisa Jean Moore and Mary Kosut, 184-200. New York: New York University Press.

   Plemons, Eric. 2010. "Envisioning the Body in Relation: Finding Sex, Changing Sex." In *The Body Reader: Essential Social and Cultural Readings*, edited by Lisa Jean Moore and Mary Kosut, 317-328. New York: New York University Press.

Online

- <u>Assignment #7</u>: Submit annotated bibliography (instructions on Webcourses).

Week 8

<div style="border:1px solid black; text-align:center;">MIDTERM EXAM</div>

Online

- Assignment #8: Submit outline for research paper (~1 page) (instructions on Webcourses).

Week 9

<div style="border:1px solid black; text-align:center;">QUIZ #6</div>

- TOPIC: The Political Body

- READING: Mookherjee, Nayanika. 2015. *The Spectral Wound: Sexual Violence, Public Memories, and the Bangladesh War of 1971*. Durham: Duke University Press.

Online

- Assignment #9: Begin writing research paper (instructions on Webcourses).

Week 10

<div style="border:1px solid black; text-align:center;">QUIZ #7</div>

- TOPIC: The Gendered Body

- READINGS: Gill, Rosalind, Karen Henwood, and Carl McLean. 2005. "Body Projects and the Regulation of Normative Masculinity." *Body & Society* 11(1): 37-62.

   McGrath, Shelly A., and Ruth A. Chananie-Hill. 2009. "'Big Freaky-Looking Women': Normalizing Gender Transgression Through Bodybuilding." *Sociology of Sport Journal* 26: 235-254.

Online

- Assignment #10: Proceed with writing research paper (instructions on Webcourses).

Week 11

<div style="border:1px solid black; text-align:center;">QUIZ #8</div>

- TOPIC: The Racialized Body

- READINGS: Waring, Chandra D. L. 2013. "'They See Me As Exotic…That Intrigues Them': Gender, Sexuality and the Racially Ambiguous Body." *Race, Gender & Class* 20(3-4): 299-317.

Warren, John T. 2001. "Doing Whiteness: On the Performative Dimensions of Race in the Classroom." *Communication Education* 50(2): 91-108.

Yancy, George. 2017. *Black Bodies, White Gazes: The Continuing Significance of Race in America*. Lanham: Rowman & Littlefield. (Ch. 1: Black Bodies and the Myth of a Post-Racial America – pg. 1-16

Online

- <u>Assignment #11</u>: Proceed with writing research paper (instructions on Webcourses).

Week 12

QUIZ #9

- TOPIC: The Disabled Body

- READINGS: Agmon, Maayan, Amalia Sa'ar, and Tal Araten-Bergman. 2016. "The Person in the Disabled Body: A Perspective on Culture and Personhood from the Margins." *International Journal for Equity in Health* 15, Article 147.

    Murphy, Robert F. 1987. *The Body Silent*. New York: H. Holt. (Ch. 4: The Damaged Self — pg. 85-111, Ch. 5: Encounters — pg. 112-136, Ch. 6: The Struggle for Autonomy — pg. 137-162)

Online

- <u>Assignment #12</u>: Proceed with writing research paper (instructions on Webcourses).

Week 13

QUIZ #10

- TOPIC: The Displayed Body

- READINGS: Dreger, Alice Domurat. 2007. "Jarring Bodies: Thoughts on the Display of Unusual Anatomies." In *Beyond the Body Proper: Reading the Anthropology of Material Life*, edited by Margaret Lock and Judith Farquhar, 475-485. Durham: Duke University Press.

    Putnam, Walter. 2012. "'Please Don't Feed the Natives': Human Zoos, Colonial Desire, and Bodies on Display." In *The Environment in French and Francophone Literature and Film*, edited by Jeff Persels, 55-68. Amsterdam: Brill.

    Van Dijck, José. 2005. *The Transparent Body: A Cultural Analysis of Medical Imaging*. Seattle: University of Washington Press. (Ch. 3: Bodyworlds – pg. 41-63)

Online

- VIDEO: *Human Zoos*

- <u>Assignment #13</u>: Proceed with writing research paper (instructions on Webcourses).

Week 14

- TOPIC: The Commodified Body

<div style="border:1px solid black; display:inline-block; padding:10px;">QUIZ #11</div>

- READINGS: Andrews, Lori, and Dorothy Nelkin. 1998. "Whose Body Is It Anyway?: Disputes Over Body Tissue in a Biotechnology Age." *The Lancet* 351: 53-57.

  Scheper-Hughes, Nancy. 2002. "Mind(ing) the Body: On the Trail of Organ Stealing Rumors." In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremey MacClancy, 33-63. Chicago: University of Chicago Press.

  Reddy, Sunita, and Tulsi Patel. 2015. "'There Are Many Eggs in My Body': Medical Markets and Commodified Bodies in India." *Global Bioethics* 26(3-4): 218-231.

Online

- VIDEO: *Kidney Pirates*

- <u>Assignment #14</u>: Proceed with writing research paper (instructions on Webcourses).

Week 15

- TOPIC: The Local Body

<div style="border:1px solid black; display:inline-block; padding:10px;">QUIZ #12</div>

- READINGS: Horton, Sarah, and Judith C. Barker. 2010. "Stigmatized Biologies: Examining the Cumulative Effects of Oral Health Disparities for Mexican American Farmworker Children." *Medical Anthropology Quarterly* 24(2): 199-219.

  Lock, Margaret, and Patricia Kaufert. 2001. "Menopause, Local Biologies, and Cultures of Aging." *American Journal of Human Biology* 13: 494-504.

Online

- <u>Assignment #15</u>: Proceed with writing and final editing (instructions on Webcourses).

Finals Week

RESEARCH PAPER DUE	FINAL EXAM

Anthropology of the Body

Rationale for Split-level Class

This new split-level course will provide both undergraduate and graduate students with an opportunity to critically examine "the body" – as a category, experience, and material form – from an ethnographic and theoretical perspective. This course will contribute to the Department of Anthropology's general undergraduate curriculum, as well as the Medical Anthropology Minor and Global Health Certificate. It will also add an elective to the graduate curriculum, one that could be taken by M.A. and Ph.D. students from any of the three sub-disciplines, especially the growing number of graduate students interested in medical anthropology.

Course Objectives and Assessment (4000-level vs. 5000-level)

Course Objective	4000-level Course Assessment	5000-level Course Assessment
Objective #1: To familiarize students with ways in which the body is differentially experienced, managed, and understood in various contexts	Attendance and participation in lecture-based classes Weekly reading quizzes (30%) Midterm Exam (20%) Final Exam (20%)	Attendance and participation in both lecture-based classes and seminar discussions (20%)
Objective #2: To expose students to key areas of concern in the anthropology of the body	Attendance and participation in lecture-based classes Weekly reading quizzes (30%) Midterm Exam (20%) Final Exam (20%)	Attendance and participation in both lecture-based classes and seminar discussions (20%)
Objective #3: To instigate critical thinking about the body in both the classroom and students' everyday lives	Participation in lecture-based classes Research Paper (1600-2000 words) (30%)	Participation in seminar discussions (20%) Leading seminar discussions (10%) Reading Reflections (weekly) (30%) Final Paper (5000-6000 words) (40%)
Objective #4: To encourage the development and advancement of students' own research projects and agendas as they pertain to the body	Research Paper (1600-2000 words) (30%)	Final Paper (5000-6000 words) (40%)

Hi MC!

Thanks so much! We have to do this separately for the grad and undergrad levels.

Warm regards,

Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends, and peers.

Beatriz M. Reyes-Foster, PhD (She/Her/Ella)

Associate Professor

Graduate Program Director

Department of Anthropology

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(407)823-2206

Reviews Editor

The Journal of Latin American and Caribbean Anthropology

Books:

Sharing Milk: Intimacy, Materiality, and Bio-communities of Practice (2020, Bristol University Press) https://bristoluniversitypress.co.uk/sharing-milk

Psychiatric Encounters: Madness and Modernity in Yucatan, Mexico (2018, Rutgers University Press) https://www.rutgersuniversitypress.org/psychiatric-encounters/9780813594859

Qué tal?? Yo también te extraño.

In regards to this course I already responded to Sandra Wheeler about it. I do not see a conflict

since the core theoretical arguments and objectives are Anthroological and not Feminist. WGST would love to integrate if once it is approved. All the best,

Get [Outlook for iOS](#)

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 12:58:04 PM
To: Maria Santana <santana@ucf.edu>
Subject: Fw: Proposed Split-Level Course: Anthropology of the Body

Dear MC,
I hope this email finds you well. I miss you, mujer!
I'm writing to ask if you think the Women and Gender Studies program would be supportive of this new proposed anthropology course, Anthropology of the Body. This is a split level course but I am only asking from the perspective of graduate studies. Do you think there might be any conflicts with existing courses in WGST? I would be very grateful for your thoughts.
Un abrazo,
Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends, and peers.

Beatriz M. Reyes-Foster, PhD (She/Her/Ella)
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Graduate Program Director
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From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 12:56 PM
To: Shannon Carter <skcarter@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

Dear Shannon,

I'm writing to ask if you think sociology would be supportive of this new proposed anthropology course, Anthropology of the Body. This is a split level course but I am only asking from the perspective of graduate studies. Do you think there might be any conflicts with existing courses in sociology, and if so, who should I reach out to? I would be very grateful for your thoughts.

Warm regards,

Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends, and peers.

Beatriz M. Reyes-Foster, PhD (She/Her/Ella)

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From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Friday, November 6, 2020 12:11 PM
To: Shana Harris <Shana.Harris@ucf.edu>; J. Marla Toyne <J.Marla.Toyne@ucf.edu>; Scott Branting
<Scott.Branting@ucf.edu>; Peter Sinelli <Peter.Sinelli@ucf.edu>; Lana Williams
<Lana.Williams@ucf.edu>; Nessette Falu <Nessette.Falu@ucf.edu>; Brigitte Kovacevich
<Brigitte.Kovacevich@ucf.edu>; Vance Geiger <Vance.Geiger@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

Dear Graduate Curriculum Committees,

Please review the attached syllabi and comparison table for a new proposed split/level class,
Anthropology of the Body. As we have no joint meeting scheduled in the near future, I would
like to propose we conduct this discussion and vote via email.
If you have an objection to doing this business over email, please let me know and I will
convene a zoom meeting to discuss and vote on these syllabi. If there are no objections, I will
open discussion on the proposed course now and send out a qualtrics link for a vote a week
from today.

Please let me know if you have any questions or concerns.

Best,

Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends,
and peers.

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Wonderful!

Thank you so much.

Best,

Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends, and peers.

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(407)823-2206

Reviews Editor

The Journal of Latin American and Caribbean Anthropology

Books:

Sharing Milk: Intimacy, Materiality, and Bio-communities of Practice (2020, Bristol University Press) https://bristoluniversitypress.co.uk/sharing-milk

Psychiatric Encounters: Madness and Modernity in Yucatan, Mexico (2018, Rutgers University Press) https://www.rutgersuniversitypress.org/psychiatric-encounters/9780813594859

From: Thomas Dolan <Thomas.Dolan@ucf.edu>

Sent: Thursday, November 19, 2020 10:00 AM

To: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>

Subject: Re: Proposed Split-Level Course: Anthropology of the Body

Hi Beatriz,

I've now circulated this to my colleagues and have heard of no concerns or objections.

Best,

Tom

Dear Tom,

I'm writing to ask if you think your School would be supportive of this new proposed anthropology course, Anthropology of the Body. This is a split level course but I am only asking from the perspective of graduate studies. Do you think there might be any conflicts with existing courses in the School of Politics, Security and International Affairs? I would be very grateful for your thoughts.

Warm regards,
Beatriz

I stand in solidarity against injustice and in support of my Black and Brown colleagues, friends, and peers.

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From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 12:58 PM
To: Maria Santana <santana@ucf.edu>
Subject: Fw: Proposed Split-Level Course: Anthropology of the Body

Dear MC,
I hope this email finds you well. I miss you, mujer!
I'm writing to ask if you think the Women and Gender Studies program would be supportive of this new proposed anthropology course, Anthropology of the Body. This is a split level course but I am only asking from the perspective of graduate studies. Do you think there might be any conflicts with existing courses in WGST? I would be very grateful for your thoughts.
Un abrazo,
Beatriz

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From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 12:56 PM
To: Shannon Carter <skcarter@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

Dear Shannon,
I'm writing to ask if you think sociology would be supportive of this new proposed anthropology course, Anthropology of the Body. This is a split level course but I am only asking from the perspective of graduate studies. Do you think there might be any conflicts with existing courses in sociology, and if so, who should I reach out to? I would be very grateful for your thoughts.
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From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Friday, November 6, 2020 12:11 PM
To: Shana Harris <Shana.Harris@ucf.edu>; J. Marla Toyne <J.Marla.Toyne@ucf.edu>; Scott Branting <Scott.Branting@ucf.edu>; Peter Sinelli <Peter.Sinelli@ucf.edu>; Lana Williams <Lana.Williams@ucf.edu>; Nessette Falu <Nessette.Falu@ucf.edu>; Brigitte Kovacevich <Brigitte.Kovacevich@ucf.edu>; Vance Geiger <Vance.Geiger@ucf.edu>
Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

Dear Graduate Curriculum Committees,

Please review the attached syllabi and comparison table for a new proposed split/level class, Anthropology of the Body. As we have no joint meeting scheduled in the near future, I would like to propose we conduct this discussion and vote via email.
If you have an objection to doing this business over email, please let me know and I will convene a zoom meeting to discuss and vote on these syllabi. If there are no objections, I will open discussion on the proposed course now and send out a qualtrics link for a vote a week from today.

Please let me know if you have any questions or concerns.

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Wonderful!

Thank you so much.

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Best,

Tom

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 12:59 PM
To: Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: Fw: Proposed Split-Level Course: Anthropology of the Body

Dear Tom,

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Cc: Tiffany Chestnut <Tiffany.Chestnut@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

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Hi Beatriz,

Thanks for sending this. Looks like an awesome course, and I see no conflicts with our existing courses.

Best,
Tim

From: Beatriz Reyes-Foster <Beatriz.Reyes-Foster@ucf.edu>
Sent: Tuesday, November 17, 2020 1:06 PM
To: Timothy Hawthorne <Timothy.Hawthorne@ucf.edu>
Subject: Proposed Split-Level Course: Anthropology of the Body

Dear Tim,
I hope this email finds you well. The department of anthropology is proposing a new split level course, Anthropology of the Body, and I am reaching out to you to ensure there are no conflicts between this course and existing courses in sociology. I am only asking regarding the graduate side of things.
Do let me know your thoughts.
Best,
Beatriz

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College of Sciences - Grad Course Revision - DIG 6817 Contemporary Topics in Interactive Media

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

Kim Tuorto

➕ **Grad Course Revision**

[Grad Course Revision]

College:*

[College of Sciences]

Unit / Department / College:*

Activity Log

Kim Tuorto

➕ **Nicholson School of Communication and Media**

➖ ~~Nicholson School of Communication and Media~~

➖ ~~Nicholson School of Communication and Media~~

➖ ~~Nicholson School of Communication and Media~~

[Nicholson School of Communication and Media]

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.

by clicking   in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	Activity Log		Code:*	6817
	Kim Tuorto			
	+ DIG			
	[DIG]			

Course Title:*	Contemporary Topics in Interactive Media

30 Character Abbreviation:*	**Topics in Interactive Media**

Full Title:*	DIG 6817 Contemporary Topics in Interactive Media

Course Instructor (Must be Approved Graduate Faculty/Scholars):	**Natalie Underberg-Goode**

Department Chair Phone Number:*	**Natalie Underberg Goode**	Dept Chair Email:*	**natalie. underberg-goode@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:*	~~Exploration of relevant contemporary topic for~~ Digital ~~Media~~ media research~~. Topics change by semester, but focus on specific content areas such as~~ topics including games ~~for health~~, social ~~impact, and art; folklore in interactive~~ media~~, electronic literature, etc; data visualizations and informal learning; extended reality design.~~

Prerequisite(s):	Graduate standing.

Corequisite(s):	**.**

Does this proposal include revisions to prerequisites?*	Activity Log
	Kim Tuorto
	+ No
	⚪ Yes ⦿ No

Grading Scheme:	

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:*	3 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?	**Activity Log**
	Kim Tuorto
	+ **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**
	Kim Tuorto
	+ **No**
	○ Yes ● No

List undergraduate split-level course:	

Term of Offering

When will the course be offered?	**Activity Log**
	Kim Tuorto
	+ **Occasional**
	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☑ Occasional

Intended Utilization of Course

The course will be used primarily as:	**Activity Log**
	Kim Tuorto
	+ **Required Course**
	● Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	**To update topics covered in course description.**

What grad programs/tracks require or recommend this course for graduation?	**Required for Digital Media MA students, possible choice for a restricted elective for Text and Technology PhD students**

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 or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	~~As this course is used as one option for a restricted electives for Text and Technology students~~ N/A, ~~we have sent them an email~~ topics are just being updated to ~~make them aware of~~ reflect what has been being taught in the ~~change~~ 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 any required files by navigating to the Proposal Toolbox and clicking 📑 in the top right corner.

Check	
	Activity Log
	Kim Tuorto
	✚ **I have completed all relevant parts of the form.**
	☑ I have completed all relevant parts of the form.

Attached	Activity Log
	Kim Tuorto
	✚ **I have attached a course syllabus and rationale.**
	☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:	Activity Log
	Kim Tuorto
	↘ **University of Central Florida**
	University of Central Florida

Course OID	

Course Type	Activity Log
	Kim Tuorto
	↘ **Digital Media**
	Digital Media

Status	Activity Log
	Kim Tuorto
	↘ **Active-Visible**
	⦿ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization	

Academic Group	

Career	

Print in Catalog	

Effective Date	

Nicholson School of Communication and Media

UCF

DIG 6817: Contemporary Topics in Interactive Media			
Fall 2020			
Instructor:	Dr. Natalie Underberg-Goode	Section Number:	0W61
Office:	CEM 173D	Credit Hours:	3
Phone:	407 823-6100	Meeting Days:	n/a
E-Mail:	Natalie.Underberg-Goode@ucf.edu	Class Meeting Hours:	N/a
Office Hours:	Tuesdays, Wednesdays, and Thursdays 1-3pm (in Webcourses)	Class Location:	N/a
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	N/a

I.   Course Description (including enrollment requirements prerequisites and co-requisites)

This course will acquaint students with the role of folklore and mythology in games and interactive media. We will explore topics including mythological influences on contemporary video and electronic games, Internet-based urban legends, the representation of folklore genres and folk groups in global interactive media, and the role of indigenous peoples and cultures in games and interactive media design. Assignments will consist of a combination of careful analysis of folklore and mythology in interactive media and creative exercises designed to allow students to think through how to apply these ideas to original interactive media projects.

II.   Course Objectives or Student Learning Outcomes

- Understand the mythological sources behind popular games and interactive media
- Understand the relationship between oral- and Internet-based legends
- Gain ability to analyze representations of folklore and mythology of diverse groups in games and interactive media
- Understand key issues in the design of indigenous games and interactive media
- Learn how to draw on folklore and mythology to design interactive media projects
- Understand the role of economic and political factors influencing how folklore and mythology operate in games and interactive media

III.   Required and Optional Texts and Materials

There are no required textbooks for this course. Individual readings will be made

available as PDFs in Webcourses.

IV. <u>Course Requirements</u>

No prerequisites.

V. <u>Method of Evaluation</u>

Syllabus quiz	2%
Game analysis	10%
Internet legend analysis	10%
Interactive media projects	20% (2 at 10% each)
Final research or creative project	28%
Discussion postings and responses	30% (6 at 5% each)
Total	**100%**

Grading Scale (%)

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
67-69	D+
64-66	D
60-63	D-
0-59	F

VI. <u>Make-Up Exam Policy</u>

Make-up exams, along with late work and incompletes, will be permitted in the event of illness caused by coronavirus (student or someone for whom student has primary caretaking responsibilities) or in the event that the student's schedule is significantly disrupted by coronavirus-related cancellations or closure (e.g., extended school or day care closings). Please contact the instructor to set up a time to discuss plans for making up the work or completing the class.

VII. <u>Academic Integrity</u> – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the

highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to ben d or break rules for one person that will not apply to everyone.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/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 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.

X. <u>Deployed Active Duty Military Students Statement</u> – 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.

COVID-19 POLICIES

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.

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.
COVID-19 Return to Campus Policy:

- Face coverings are required to be worn in all indoor common spaces with other people present (e.g., classrooms, common work or living spaces, meeting rooms, etc.) even if they are physically distant; all enclosed spaces with other people present (e.g., campus vehicles, UCF shuttles, etc.); and indoors and outdoors (except when exercising while maintaining physical distancing). Exceptions to the face covering requirements are noted in the policy;
  (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf
- All persons on campus are to practice six feet of physical distancing to the greatest extent possible;
- Employees and students should notify the university if they receive a positive COVID-19 test result or diagnosis by calling the UCF COVID Line at 407-823-2509. This will ensure that robust tracing of cases at UCF has started and will help the university identify and contain potentially impacted populations.

Additional Optional Statements are available at https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/. The University's Policy and Procedures in regards to COVID-19 can be found at https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf.

XI. Final Exam Date and Time

There are no exams in this class, but we will complete the final project during finals period.

XII. Course Schedule

Module (Dates)	Topic(s) and Reading*	Exams/Assignments Due
Module 1 (August 24-September 4)	**Topics** • Introduction to the study of folklore and mythology in games and interactive media **Reading** Excerpt from Georges and Jones, *Folkloristics: An Introduction* Seta, "Digital Folklore"	Syllabus quiz due August 28, 5pm Discussion #1 posting due August 31 Discussion #1 response due September 8 (September 7 is Labor Day)
Module 2 (September 8-25)	**Topics** • Mythological influences on contemporary video and electronic games **Reading** De Wild and Aupers, "Eclectic Religion: The Flattening of Religious Cultural Heritage in Video Games" Paprocki, "Mortal Immortals: Deicide of Greek Gods in Apotheon and Its Role in the Greek Mythic Storyworld"	Discussion #2 posting due September 14 Discussion #2 response due September 21 Game analysis assignment due September 28
Module 3 (September 28-October 16)	**Topics** • Internet-based urban legends **Reading** Excerpt from Blank and McNeill*, Slenderman is Coming: Creepy Pasta and Contemporary Legends on the Internet* Excerpt from McNeiill and Tucker, *Legend-Tripping: A Contemporary Casebook*	Discussion #3 posting due October 5 Discussion #3 response due October 12 Internet legend analysis due October 19

Module 4 (October 19-November 6)	**Topics** • Fairy Tale Migrations and Transformations **Reading** Kustritz, "They All Lived Happily Ever After. Obviously: Realism and Utopia in *Game of Thrones-Based* Alternative Universe Fairy Tale Fan Fiction" Tosca, "Fairy Tale Trans-Migrations: The Case of Little Red Riding Hood"	Discussion #4 posting due October 26 Discussion #4 response due November 2 Interactive media project #1 due November 9
Module 5 (November 9-20)	**Topics** • Representing folklore and folk groups in multiplatform storytelling **Readings** Fawaz, "Legions of Superheroes: Diversity, Multiplicity, and Collective Action against Genocide in the Superhero Comic Book" Excerpt from Reed and Calman, *Reed Book of Maori Mythology*	Discussion #5 posting due November 16 Discussion #5 response due November 23 Interactive media project #2 due November 23
Module 6 (November 23-December 4 and finals period) (classes not held November 25-28; last day of classes December 4; finals period December 7-12)	**Topics** • Designing indigenous games and interactive media **Readings** Bledstein, "Gaming Together: The Communal Journey in Upper One Games' *Never Alone* La Pensee, "When Rivers Were Trails: Cultural Expression in an	Discussion #6 posting due November 30 Discussion #6 response due December 7 Final research or creative project due December 7

	Indigenous Video Game"	

**NOTE: Assignments, with the exception of the syllabus quiz, are due 11:59pm on the due date listed. The syllabus quiz is due 5pm on its due date.

XIII. <u>Other Policies and Procedures</u>

Email and Communication: Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407.

Professionalism Policy: As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students, racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

Late Work, Incompletes, and Rewrites: Late work and incompletes be permitted in the event of illness caused by coronavirus (student or someone for whom student has primary caretaking responsibilities) or in the event that the student's schedule is significantly disrupted by coronavirus-related cancellations or closure (e.g., extended school or day care closings). Please contact the instructor to set up a time to discuss plans for making up the work or completing the class.

Extra credit: Extra credit is not offered in this class.

College of Sciences - Grad Course Revision - MAP 6385 Applied Numerical Mathematics

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
	Qiyu Sun
	✛ **Grad Course Revision**
	Grad Course Revision

College:*	College of Sciences

Unit / Department / College:*	Activity Log
	Qiyu Sun
	✛ **Department of Mathematics**
	Department of Mathematics

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	Code:*	6385

Activity Log

Qiyu Sun

+ MAP

`MAP`

Course Title:*	**Applied Numerical Mathematics**

30 Character Abbreviation:*	**Applied Numerical Mathematics**

Full Title:*	MAP 6385 Applied Numerical Mathematics

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

Department Chair Phone Number:*	**407-823-5984**	Dept Chair Email:*	**xin. li@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 topics~~ Topics in solutions of linear systems, numerical linear algebra, numerical solutions of partial differential equations, linear programming and optimization. ~~The course is the continuation of MAT5712 Scientific Computing.~~

Prerequisite(s):	**MAT5712 Scientific Computing, or C. I.**

Corequisite(s):	

Does this proposal include revisions to prerequisites?*	**Activity Log** Qiyu Sun **+ No** ○ Yes ● No

Grading Scheme:	**Activity Log** Qiyu Sun **+ 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 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?	**Activity Log**
	Qiyu Sun
	+ 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**
	Qiyu Sun
	+ No
	◯ Yes ⊙ No

List undergraduate split-level course:	

Term of Offering

When will the course be offered?	**Activity Log**
	Qiyu Sun
	+ 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**
	Qiyu Sun
	+ Required Course
	⊙ Required Course ◯ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	**This course is a core course for students in the math phd program.** **In the revision, we adjust the coverage of topics of this course, deletion of the topic on numerical solution of ordinary differential equations and addition of the topic on linear programming and optimization.** **The deleted topic on numerical solution of ODE will be added to the content of the course MAT5712 Scientific Computing, which will be in the another course revision proposal.** **The additional topic on linear programming and optimization is important for students working on financial mathematics and data science.**

What grad programs/tracks require or recommend this course for graduation?	**Math PhD program**

If not a major requirement, what will be the source of students?	**Math PhD program**

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 or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	~~Revision of graduate courses existed~~ MAP 6385 Applied Numerical Mathematics has been in the catalog for many years. In the revision, we adjust the topic to be covered by the course. **No duplication exists across the campus.**

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**
	Qiyu Sun
	+ I have completed all relevant parts of the form.
☑ I have completed all relevant parts of the form.	

Attached	**Activity Log**
	Qiyu Sun
	+ **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

MAP 6385 SECTION 0001 3(3,0)
SPRING 2022

APPLIED NUMERICAL MATHEMATICS

General Information

Instructor Information

- **Name:** Carlos Borges
- **Office:** MSB 420
- **Office Hours:** XXXX
- **Telephone:** 407.823.5250
- **e-mail:** Carlos.Borges@ucf.edu [use the subject line MAP 6385 in the e-mail]

Course Information

- **Term:** Fall 2021
- **Course Number and Section:** MAT6385
- **Course Name:** Applied Numerical Mathematics
- **Credit Hours:** 3
- **Class Meeting Days:** Monday and Wednesday
- **Class Meeting Time:** 4:30pm - 5:50 pm
- **Credit Location:** CB1 320
- **Course Modality:** P
- **Withdrawal deadline:** To be determined

Course Description

This course is the continuation of Scientific Computing. It covers topics in solution of linear systems, numerical linear algebra, numerical solution partial differential equations, linear programming and optimization. Specific topics include matrix algebra; LU and Cholesky factorizations; Gaussian Elimination and pivoting; error, conditioning and operation counts; Iterative methods, steepest descent and gradient methods; orthogonal and SVD decompositions, and lest square problems; explicit and implicit methods for the solution of parabolic equations; finite differences and Galerkin methods for the solution of differential equations with no time dependence; convexity and linear programming; optimization for one variable, descent methods and quadratic objective functions.

Course Scope and Purpose

The aim of this course is to teach students how to derive, analyze and implement numerical methods for solving linear systems, partial differential equations and optimization problems. To achieve these aims, students will numerically solve mathematical problems and mathematically analyze the methods used for its numerical solution. This course is a continuation of the Scientific Computing course (MAT 5712) and will cover the topics of error, stability, and efficiency for various numerical algorithms for solving linear systems, covered in Chapters 4-5, for solving differential equations, covered in Chapters 9, and for solving optimization problems, coveres in Chapters 10-11 of the textbook by Kincaid and Cheney.

Prerequisite and Co-requisite courses

The prerequisites for this course are MAT 5712, or equivalent. The students should be very comfortable with applying the theorems from Calculus as using Python as a programming language.

This course is offered in the P (Face-To-Face Instruction) modality. Classroom attendance is required. This course will meet Monday and Wednesday from XXXX prevailing local time in MSB 0108.

Student Learning Outcomes

(1) Students will be able to derive, analyze and implement numerical methods for solving mathematical problems;
(2) Students will be able to solve linear system of equations;
(3) Students will be able to use different numerical methods to solve partial differential equations;
(4) Students will be able to use convex analysis and linear programming to solve optimization problems;
(5) Students will be able to use and write software code for modern mathematical software.

Midterm exam I will assess outcome 1, and 2. Computer Project I will assess outcome 1 and 2. Computer Project II will assess outcome 1, 2, 3, 4 and 5. The final exam will assess outcomes 1, 2, 3, 4 and 5.

Textbook

The required text for this course is the book *Numerical Analysis: Mathematics of Scientific Computing (3rd edition)* by D. Kincaid and W. Cheney. It is published by the American Mathematical Society. The 13 digit ISBN for this book is 978-0-8218-4788-6.

Textbook Chapters. We plan to consider Chapters 4-5 and 9-11 of the required text.

Chapter	Title
4.	Solving Systems of Linear Equations
5.	Selected Topics in Numerical Linear Algebra
9.	Numerical Solution of Partial Differential Equations
10.	Linear programming and related topics
11.	Optimization

Suplemental material. The suggested(not require) texts for this course are the books:

- *Scientific Computing with MATLAB and Octave (4th edition)* by A. Quarteroni, F. Saleri, and P. Gervasio. It is published by Springer. The 13 digit ISBN for this book is 978-3-642-45367-0.
- *Matrix Computations (Johns Hopkins Studies in the Mathematical Sciences) 4th edition* by G. H. Golub and C. F. Van Loan. It is published by Johns Hopkins University Press. The 13 digit ISBN for this book is 978-1421407944.
- *Numerical Linear Algebra 1st Edition* by L. N. Trefethen and D. Bau III. It is published by SIAM: Society for Industrial and Applied Mathematics. The 13 digit ISBN for this book is 978-0898713619.
- *Partial Differential Equations with Numerical Methods (Texts in Applied Mathematics) 2nd printing 2008 Edition* by S. Larsson and V. Thomee. It is published by Springer. The 13 digit ISBN for this book is 978-3540887058.

Software for Projects and Asignments. During this course the students will receive assignments that will require writing code to solve mathematical problems. The students should **only** write code in **Python 3.7.4** for their assignments. The examples that will be presented in class will be in Python.

On-line Course Materials. All course content is available through WebCourses on MyUCF. Lecture notes, assignments, code (written in Python) for computer projects, announcements, changes to the syllabus, links to Matlab tutorials, and other materials will be posted on the course web page. Students will be held responsible for keeping informed.

Technical Support

If you experience problems with any on-line aspect of the course, please contact online support at UCF (http://online.ucf.edu/support/).

MAP 6385 SECTION 0001 3(3,0)   SPRING 2022   3

Any complaints should first be brought to my attention. If, having done this, the issue remains unresolved, then you may make an appointment to speak with the Chair of the Department of Mathematics, or contact the Department Secretary in MSB 207.

Course Requirements and Student Evaluation

Recording Academic Activity. All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January . Failure to do so will result in a delay in the disbursement of your financial aid. The Academic Activity in this course is a quiz that is on WebCourses. Please access and complete this quiz as soon as possible. This quiz will be worth 1 point.

Homework Assignments. There will be tentatively 8 Homework assignments to evaluate the progress of the students. The instructor will choose random problems to grade in each assignment set (all the students will have the same problems graded). Each assignment will be graded out of 10. The two lowest grades in the homework assignments will be dropped, while the other 6 grades will have the same weight in the calculation of the final homework assignment grade. The final homework assignment grade will count towards 20% of your grade. Details of assignments are posted on the WebCourses web page.

Projects. There will be two Projects assigned during the semester tentatively due on March and April. The projects will be composed of two parts: a report, and the code produced for your project. Each project will be graded out of 100 points and it will count towards 15% of your grade. The two projects together will count towards 30% of your grade.

Submission of Homework Assignments and Projects. The Student's Homework assignment solutions and projects should be submitted in person during class. The code for your project and homework assignments must be compressed and submitted in a ZIP file, and the file name must include the students last name and the name of the project name (Ex: BorgesProject1.zip). Please, do not send me compiled code only source files.

If you have any problems to submit your assignment online, please contact me.

Midterm Exam. There will be one in-class Midterm exam given during the semester on XXXXXXX. This exam will be graded out of 100 points and it will count towards 20% of your grade. The mid-term exam is closed book and closed notes.

Final Examination. There will be a Final Examination on XXXXX. The exam will be graded out of 100 points and it will be worth 30% of your final grade. The final exam is closed book and closed notes. It is also a required part of the course. Failure to take the final exam will result in failure in the course.

Make-up exams. Make-up examinations will only be given upon prior arrangement with the instructor in those cases of students that meet the criteria established in University policy for those students who are absent while representing the University, while observing a religious holiday, or absent due to court-imposed legal obligations.

Assessment and Grading Procedures. The table shows the weight distribution for each assignment:

Assignment	Percentage
Record Academic Activity	1%
Computer Project I	15%
Computer Project II	15%
Midterm Exam	20%
Homework Assignments	20%
Final Examinations	30%
Total	101

Grade scale. Grading will be according to the following schema:

Grade	Points
A	$90 - 101$
B	$75 - 89$
C	$60 - 74$
D	$50 - 59$
F	< 50

Plus and minus grading will not be utilized in this course. This course is not authorized for a grade of NC and this grade is not available in this class.

Tentative Course schedule

WEEK	TOPIC
I	4.1 Matrix Algebra Review, and Ch. 1,2 Computer Arithmetic Review
II	4.2 LU and Cholesky Factorization, 4.3 Gaussian Elimination and Pivoting
III	4.4 Error, Conditioning, Operation Counts
IV	4.5 Iterative Refinement and 4.6 Iterative Methods
V	4.7 Steepest Descent and Conjugate Gradient Methods
VI	5.3 Orthogonal Decomposition and Least Squares Problems
VII	5.4 SVD and Pseudoinverses, Review
VIII	Review and Mid-term
IX	9.1-2 Parabolic Equations: Explicit and Implicit methods
X	Spring Break
XI	9.3-4 Finite Differences and Galerkin Methods
XII	10.1-10.2 Convexity and Linear Inequalities
XIII	10.3-10.4 Linear Programming and the Simplex algorithm
XIV	11.1-2 Optimization for one variable and Descent Methods
XV	11.3-4 Analysis of Quadratic objective functions and quadratic-fitting algorithms

Policy Statements

Academic Integrity Statement

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity
http://www.academicintegrity.org/icai/assets/FVProject.pdf

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"

http://wpacouncil.org/node/9

Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule
     http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone: 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Fully online course sections (W, V) 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.

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

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 http://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

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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.

Religious Observances

It is practice of the University of Central Florida to reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of exams and work assignments. A student who desires a religious holiday of his or her religious faith and to be allowed to make up work due on those days must notify the instructor **in writing by the end of Friday, January 17, 2020.**

College of Sciences - Grad Course Revision - MAT 5712 Scientific Computing

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**
>
> **Qiyu Sun**
>
> **+ Grad Course Revision**

Grad Course Revision

College:*

College of Sciences

Unit / Department / College:*

> **Activity Log**
>
> **Qiyu Sun**
>
> **+ Department of Mathematics**

Department of Mathematics

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	Code:* 5712
	Qiyu Sun	
	+ MAT	
	MAT	

Course Title:* ~~MAT5712~~ **MAT 5712 Scientific Computing**

30 Character Abbreviation:* **Scientific Computing**

Full Title:* MAT 5712 Scientific Computing

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

Department Chair Phone Number:* **4078235984**

Dept Chair Email:* **xin. li@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:* ~~This course provides simultaneously an introduction~~ Introduction to numerical algorithms ~~used in computational~~ ~~math-~~ ~~ematics~~ mathematics, science, and engineering, and ~~an introduction to~~ programming ~~fundamentals. Subjects covered are~~ , covering computer arithmetic, solution of nonlinear equations, approximation of functions, numerical integration, ~~nu-~~ ~~merical~~ numerical differentiation and numerical solution of ~~ordinary differential~~ ~~equations~~ ODEs.

Prerequisite(s): ~~MAC 2313 Calculus with Analytic Geometry III, MAP 2302 Ordinary Differential Equations I, and MAS3105 Matrix and Linear Algebra,~~ ~~graduate~~ Graduate standing in mathematics or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*	Activity Log
	Qiyu Sun
	+ No

Yes ● No

Grading Scheme:

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?

Activity Log

Qiyu Sun

+ 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

Qiyu Sun

+ No

○ Yes ⦿ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Qiyu Sun

+ 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

Qiyu Sun

+ Required Course

⦿ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	**The course is a core course for students in the math master and PhD program.** **This course MAT5712 and another course MAP6385 Applied Numerical Mathematics is a sequence on fundamental of computing. We adjust the subject to be covered by MAP6385 (in another course revision proposal) and hence we adjust this course accordingly by the addtion of the topic on numerical solution of ordinary differential equations.** **Numerical solution of ODE has been widely used in dynamic systems and data science. The revision could benefits the master students in the program, as they are not required to take the second course, MAP6385.**
What grad programs/tracks require or recommend this course for graduation?	**math master/phd program**
If not a major requirement, what will be the source of students?	**math master/phd program, math certificate**
What is the estimated annual enrollment?	**25**

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

Detail Discussion	**The course MAT5712 has been in the catalog for many years. In the revision, we add one more topic coverage. No duplication across the campus and no discussion with other departments.**

Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: **https://policies.ucf.edu/documents/4-403.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
	Qiyu Sun
	+ I have completed all relevant parts of the form.
	☑ I have completed all relevant parts of the form.

Attached	**Activity Log**
	Qiyu Sun
	✚ **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

MAT 5712 SECTION 0R02 3(3,0)
FALL 2021

SCIENTIFIC COMPUTING

General Information

INSTRUCTOR INFORMATION

- **Name:** Carlos Borges
- **Office:** MSB 420
- **Office Hours:** 14:00-15:30 TW and by appointment.
- **Telephone:** 407.823.5250
- **e-mail:** Carlos.Borges@ucf.edu [use the subject line MAT 5712 in the e-mail]

COURSE INFORMATION

- **Term:** Fall 2021
- **Course Number and Section:** MAT5712
- **Course Name:** Scientific Computing
- **Credit Hours:** 3
- **Class Meeting Days:** Monday and Wednesday
- **Class Meeting Time:** 4:30pm - 5:50 pm
- **Credit Location:** CB1 320
- **Course Modality:** RV
- **Withdrawal deadline:** To be determined

COURSE DESCRIPTION

This course provides simultaneously an introduction to numerical algorithms used in computational mathematics, science, and engineering, and an introduction to programming fundamentals. Subjects covered are computer arithmetic, solution of nonlinear equations, approximation of functions, numerical integration, numerical differentiation and numerical solution of ordinary differential equations. Specific topics include error estimates, rates of convergence, and the consequences of finite precision arithmetic; Bisection, Secant and Newton's method; fixed point iterations; homotopy and continuation methods; polynomial and spline interpolation methods; least-squares approximation; interpolation quadratures, Gaussian quadratures, Romberg integration and adaptive quadrature; numerical differentiation, Taylor methods, Runge-Kutta methods; multi-step methods; stiffness of problems; error and stability of numerical methods for initial value problems; and numerical methods for boundary value problems.

COURSE SCOPE AND PURPOSE

The aim of this course is to teach students how to derive, analyze and implement numerical methods for solving mathematical problems. To achieve these aims students will learn how to write program code, using modern mathematical software. This is an introductory course and will cover the 5 basic topics of floating point arithmetic, roots of nonlinear equations, interpolation, numerical integration and numerical solutions of ordinary differential equations which are covered in Chapters 1, 2, 3, 6, 7 and 8 of the Kincaid and Cheney textbook.

SCIENTIFIC COMPUTING

Prerequisite and Co-requisite courses

The prerequisites for this course are MAC 2313 (Calculus III), MAP 2302 (Differential Equations), either MAS 3105 (Matrix and Linear Algebra) or MAX 3106 (Linear Algebra), or their equivalents. The students should be very comfortable with applying the theorems from Calculus as doing the calculations. Programming experience is helpful but not necessary.

Course Meeting

This course is offered in the RV (Video Streaming/Reduced Seat Time) modality. Classroom attendance is not require. This course will meet Tuesday and Thursday from XXXX to XXXX prevailing local time in CB1 0218.

Student Learning Outcomes

(1) Students will be able to derive, analyze and implement numerical methods for solving mathematical problems;
(2) Students will be able to solve nonlinear equations;
(3) Students will be able to use different numerical methods to approximate functions;
(4) Students will be able to use numerical methods to differentiate and integrate functions;
(5) Students will be able to use numerical methods to solve ordinary differential equations;
(6) Students will be able to use and write software code for modern mathematical software.

Midterm exam I will assess outcome 1, 2 and 3. Computer Project I will assess outcome 1, 2, 3, 4, 5 and 6. Computer Project II will assess outcome 1, 2, 3, 4, 5 and 6. The final exam will assess outcomes 1, 2, 3, 4 and 5.

Textbook

The required text for this course is the book *Numerical Analysis: Mathematics of Scientific Computing (3rd edition)* by D. Kincaid and W. Cheney. It is published by the American Mathematical Society. The 13 digit ISBN for this book is 978-0-8218-4788-6.

Textbook Chapters. We plan to consider Chapters 1-3 and 6-7 of the required text.

Chapter	Title
1.	Mathematical Preliminaries
2.	Computer Arithmetic
3.	Solution of Nonlinear Equations
6.	Approximating functions
7.	Numerical Differentiation and Integration
8.	Numerical Solution of Ordinary Differential Equations

Other Reference. The suggested(not require) text for this course is the book *Scientific Computing with MATLAB and Octave (4th edition)* by A. Quarteroni, F. Saleri, and P. Gervasio. It is published by Springer. The 13 digit ISBN for this book is 978-3-642-45367-0.

Software for Projects and Asignments. During this course the students will receive assignments that will require writing code to solve mathematical problems. The students should **only** write code in **Python 3.7.4** for their assignments. The examples that will be presented in class will be in Python.

On-line Course Materials. All course content is available through WebCourses on MyUCF. All lectures will be recorded as video stream and made available through the Panopto powerlink. Lecture notes, assignments, code (written in Python) for computer projects, announcements, changes to the syllabus, links to Python tutorials, and other materials will be posted on the course web page. Students will be held responsible for keeping informed.

If you experience problems with any on-line aspect of the course, please contact online support at UCF (http://online.ucf.edu/support/). Please leave detailed messages about your problem, including course prefix and section number, as well as the date the lecture was recorded, if pertinent.

COMPLAINTS

Any complaints should first be brought to my attention. If, having done this, the issue remains unresolved, then you may make an appointment to speak with the Chair of the Department of Mathematics, or contact the Department Secretary in MSB 207.

Course Requirements and Student Evaluation

Recording Academic Activity. All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 27. Failure to do so will result in a delay in the disbursement of your financial aid. The Academic Activity in this course is a quiz that is on WebCourses. Please access and complete this quiz as soon as possible. This quiz will be worth 1 point.

Homework Assignments. There will be tentatively 12 Homework assignments to evaluate the progress of the students. The instructor will choose random problems to grade in each assignment set (all the students will have the same problems graded). Each assignment will be graded out of 10. The two lowest grades in the homework assignments will be dropped, while the other 10 grades will have the same weight in the calculation of the final homework assignment grade. The final homework assignment grade will count towards 20% of your grade. Details of assignments are posted on the WebCourses web page.

Projects. There will be two Projects assigned during the semester tentatively due on October and November. The projects will be composed of two parts: a report, and the code produced for your project. Each project will be graded out of 100 points and it will count towards 15% of your grade. The two projects together will count towards 30% of your grade.

Submission of Homework Assignments and Projects. The Student's Homework assignment solutions and projects should be submitted online using WebCourses. The homework assignments should be submitted in a single PDF file, and the file name must include the students last name and the name of the assignment (Ex: BorgesHW1.pdf). The report for the project should be submitted in a single PDF file, and the file name must include the students last name and the name of the project (Ex: BorgesProject1.pdf). The code for your project must be compressed and submitted in a ZIP file, and the file name must include the students last name and the name of the project name (Ex: BorgesProject1.zip). Please, do not send me compiled code only source files.

If you have any problems to scan and submit your assignment online, please contact me.

Midterm Exam. There will be one in-class Midterm exam given during the semester on XXXXX. This exam will be graded out of 100 points and it will count towards 20% of your grade. The mid-term exam is closed book and closed notes.

Final Examination. There will be a Final Examination on XXXXX. The exam will be graded out of 100 points and it will be worth 30% of your final grade. The final exam is closed book and closed notes. It is also a required part of the course. Failure to take the final exam will result in failure in the course.

Make-up exams. Make-up examinations will only be given upon prior arrangement with the instructor in those cases of students that meet the criteria established in University policy for those students who are absent while representing the University, while observing a religious holiday, or absent due to court-imposed legal obligations.

Testing for On-Line Students. Students that are unable to attend the midterm and final exams are required to arrange a location and proctor for the exam. Any fees for this service are the students responsibility. Acceptable locations include UCF regional campuses, local community colleges or high-schools, and public libraries. No later than two weeks before each exam, students must provide:

(a) Name and location of the facility for the proctored exam.
(b) Name and affiliation of the proctor.
(c) E-mail and telephone number of the proctor.

The exam must be taken on the same day and time as the in-class exam.

Assessment and Grading Procedures. The table shows the weight distribution for each assignment:

Assignment	Percentage
Record Academic Activity	1%
Computer Project I	15%
Computer Project II	15%
Midterm Exam	20%
Homework Assignments	20%
Final Examinations	30%
Total	101

Grade scale. Grading will be according to the following schema:

Grade	Points
A	$90 - 101$
B	$75 - 89$
C	$60 - 74$
D	$50 - 59$
F	< 50

Plus and minus grading will not be utilized in this course. This course is not authorized for a grade of NC and this grade is not available in this class.

Tentative Course schedule

WEEK	TOPIC	READING
I	Taylor's Theorem, Order of Convergence	Chapter 1 §1-2
II	Machine Arithmetic, Error, Conditioning, Stability	Chapter 2 §1-3
III	Bisection, Newton Methods, Secant	Chapter 3 §1-3
IV	Fixed Point Iterations, Homotopy, Continuation	Chapter 3 §4 and 6
V	Polynomial Interpolation, Chebyshev and Hermite Interpolation	Chapter 6 §1-3
VI	Splines, Least Squares, Higher Dimensions	Chapter 6 §4, 8 and 10
VII	Trigonometric Interpolation, FFT, Midterm Exam	Chapter 6 §12-13
X	Interpolation Quadratures, Gaussian Quadratures	Chapter 7 §2-3
XI	Romberg Integration, Adaptive Quadrature	Chapter 7 §3-4
XII	ODE review, Numerical Differentiation, Taylor methods, Runge-Kutta Methods	Chapter 8 §1-3 and Chapter 7 §1
XIII	Multi-Step Methods, Error, Stability, Stiffness	Chapter 8 §3-5 and 12
XIV	Boundary Value Problems	Chapter 8 §7-10
XV	Review	All chapters

Policy Statements

Academic Integrity Statement

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity
http://www.academicintegrity.org/icai/assets/FVProject.pdf

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

Responses to Academic Dishonesty, Plagiarism, or Cheating. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule
http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone: 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Fully online course sections (W, V) 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.

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

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 http://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

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

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.

Religious Observances

It is practice of the University of Central Florida to reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of exams and work assignments. A student who desires a religious holiday of his or her religious faith and to be allowed to make up work due on those days must notify the instructor **in writing by the end of Friday, January 17, 2020.**

College of Sciences - Grad Course Continuation - STA 5176 Introduction to Biostatistics

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 Statistics

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:* STA

Code:* 5176

Name:* Introduction to Biostatistics

Full Title:* STA 5176 Introduction to Biostatistics

Course Description:* Fixed-effects model, random-effects model, repeated measures design, logistic regression, survival analysis, Kaplan-Meier estimates, proportional hazards model.

Prerequisite(s): STA 4163 or STA 4173, graduate status or senior 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?*	Biostatistics is an important application of statistics in the area of biological sciences. Biological tests and experimentation produce a large amount of data which can only reliably be summarized and examined by statistics. The results have implications for the ecology, pharmaceutical testing, epidemiology and in more areas of the biological investigations. There is a steady demand for new graduates with skills in biostatistics and the department of Statistics and Data science has academics skilled in this area capable of giving the students the education to compete for these positions. Even if the students proceed to different areas the subject does cover methods which would be good for the students to have explored as their general knowledge in statistics.

Course Syllabus Policy

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

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> **Assessment and grading procedures**
> **Course Materials and Resources**
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>
>> **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 |

[STA 5176] – [Introduction to Biostatistics]
[Fall 2021] – [3 Credit Hours]

Department of Statistics and Data Science, College of Science

3 Credit Hours

INSTRUCTOR:　　　　　TBD
PHONE:　　　　　　　**TBD**
OFFICE LOCATION:　　**TBD**
OFFICE HOURS:　　TBD
E-MAIL:　　　　　TBD
Withdrawal Deadline: TBA
HOLIDAYS:　 **UCF listed holidays**
SPECIAL NOTES:　 **Students who are not officially registered in the class will not have exams graded or returned.　Lecture might be present by substitute instructor when instructor attending conferences and/or other academic activities.**

Enrollment Requirements

STA 4163 or STA 4173, graduate status or senior standing, or C.I. Fixed-effects model, random-effects model, repeated measures design, logistic regression, survival analysis, Kaplan-Meier estimates, proportional hazards model.

COURSE DESCRIPTION:

Focus on the biostatistical aspects of the design and analysis of biomedical studies, including epidemiologic observational studies and randomized clinical trials. Topics include the randomization principle, confounding, ethics in human experimentation, methods of randomization, stratification, primary outcome analyses, covariate-adjusted analyses, epidemiologic measures, and sample size and power computation.

Prerequisite: Working knowledge of SAS or SPSS is helpful

Course Purpose

This course will provide an introduction to statistical methods used in clinical trials and epidemiology studies. It will give students an overview of clinical trial designs.

Course Materials and Resources

Required Materials/Resources

　　Texts
　　　　• Randomization in Clinical Trials, by Rosenberger and Lachin, 2002 (Required)

- An Introduction to Categorical Data Analysis, by Agresti, 2007 (NOT required, but strongly recommended)

LEARNING OUTCOMES:

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

- Learning Objective 1: Use R software effectively for fundamental statistics including data manipulation
- Learning Objective 2: Regression
- Learning Objective 3: Learning how to assess the performance of a regression model, and interpolations
- Learning Objective 4: Modeling using Tree Based Algorithms; Random Forest, Decision Trees, and Ensemble Methodology
- Learning Objective 5: Preparing Structure Data for Modeling and rich data visualization
- Learning Objective 6: Variable selection
- Learning Objective 7: Real world dataset explorations
- Learning Objective 8: Clustering methodologies
- Learning Objective 9: Learning how to assess the performance of a classification model

Note: Software will use R within notebooks and Rstudio. Class instruction will distribute Jupyter notebooks.

Course Activities

- *Technology Prerequisites*: You are expected to be proficient in using:
  o The Internet, which is used to access course material within Webcourses (a Web-based course management system).
  o Microsoft Windows.
  o Word-processing software (preferably Microsoft Word), which will be used for assignments.
  o Microsoft PowerPoint and Adobe Acrobat Reader, which will be used for accessing course documents located on the Blackboard course site.

- *Webcourses*
  o All course material will be maintained in Webcourses including readings, programming assignments, due dates, etc. The majority of the material is organized into topics; there are **seven** topics for this course.
  o The topic material for each week will be released no later than the corresponding Monday morning by 7 a.m. and will remain available through the end of the course. You are expected to develop proficiency in using Webcourses's features and to login to this system frequently to keep up with the course schedule. Any changes to the schedule as the course progresses will be posted in Webcourses.
- Homework
  o *Homework 0 is due within a week.*
  o *Homework will be assigned and collected biweekly*. Written comments may be provided for individual submission. Solutions will be posted on Blackboard and discussed in class.
  o **Homework in the pdf format will be submitted *biweekly* on Webcourses before class on the due date. You may type your answers in Word and save it to a pdf file. Alternatively, you may write answers on paper, scan the homework (or take a clear picture), paste the picture in a Word document, and convert it into a pdf file. Only one**

late homework submission will be allowed. You need to let the instructor know if you will submit the homework late, and he late homework needs to be submitted within 3 days of the original deadline. You are encouraged to discuss homework problems with one another or work in groups. However, you should write your solutions independently. Duplicating others' homework constitutes a violation of the university academic integrity policy.

- o *R and Stan.* Homework will involve some programming tasks in R and Stan. Students are free to use any appropriate software packages, but examples of programming will be given in R and Stan. Assistance will only be given for R. Free R download: https://cloud.r-project.org/.
- *Online participation.* You are expected to post your questions or post replies to others' questions on the Webcourses discussion board. To get full credits for the online participation, you need to post at least once every two weeks.
- *Project.* You (a group of one, two or three, preferably two or three) will identify a data set and related questions to investigate, subject to my approval of your written proposal. You will then carry out a detailed analysis using statistical methods learned in this course, and write a formal report no more than 2 pages on your findings. You will give a 5-minute oral presentation and submit the written report on the last day of the class.
- Midterm Exam on Webcourses is "open book, open notes", and calculators are strongly encouraged. No makeup exams will be given except for university-sponsored events, jury duty, or military service.
- Final Exam on Webcourses is "open book, open notes", and calculators are strongly encouraged. The final is comprehensive. You are expected to take the final exam during the designated time slot; incompletes will not be granted except under very unusual circumstances, and you should not assume that you can take the exam early.
- *Lab session.* The tentative plan is to have a lab session every week. You will be given 2-3 problems. You are expected to make at least one attempt to write appropriate computer codes to solve these problems. **The answers to lab assignments should follow the same requirement for the homework.** You may see the answers after one attempt.

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

- 18% for homework assignments
- 5% for class project
- 35% for midterm exam
- 40% for final exam

- 2% for participation (participation in lab sessions and on webcourse discussion board, e.g., posting questions, and answering others' questions)

Grading Scale

A	B+	B	C+	C	D	F
>=90	>=87	>=80	>=75	>=70	>=60	<60

<u>Tentative Class Schedule:</u>
- R&L = Randomization in Clinical Trials, by Rosenberger and Lachin, 2002
- AR = An Introduction to Categorical Data Analysis, (Ch 1, 2, 4, 5) by Agresti, 2007

W	Lecture Topics		Chapter
1	*Syllabu*	Syllabus, Textbooks, Assignments	R&L: Ch1
	General	Epidemiology, Observational studies, Causation and association, Clinical trials, Randomization	
2	Ethics & Issues in clinical trials		R&L:Ch1, 2
3	Primary outcome assessment in clinical trials a) Continuous responses (*t*-test) b) Survival outcomes		R&L: Ch2 & Outline
4	Primary outcome assessment in clinical trials c) Binary responses: measures of association; retrospective vs. prospective studies		~~AR: Ch1.1 & Ch2~~
5	Primary outcome assessment in clinical trials d) Binary responses: measures of association; retrospective vs. prospective studies		AR: Ch1.1 & Ch2
6	Primary outcome assessment in clinical trials e) Binary responses: Chi-square,		AR: Ch2
7	Primary outcome assessment in clinical trials f) Fisher's exact test ;Trend test; Mantel-Haenszel test		AR: Ch2 & Ch 4.3
8	Sample size considerations:		R&L: Ch2
9	Midterm Exam		
10	Randomization schemes, Benefits of randomization Stratified randomization		R&L: Ch3,4
11	Generating randomization sequences		R&L: Ch9
12	Response-adaptive randomization		R&L: Ch12
13	Covariate-adjusted analyses a) Review of regression (from STAT 535/554) b) Generalized linear models		AR: Ch4
14	Covariate-adjusted analyses(Cont'd)		AR: Ch5

15	5-minute presentation	
16	Final Exam	

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

COVID-19

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 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.

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.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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](#), 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.

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 Sciences - CPO 6067 Comparative Courts

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: * MA Program | PhD 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: * CPO

Code: * 6067

Course Title: * Comparative Courts

Full Title: * CPO 6067 Comparative Courts

Course Description: Graduate standing or C.I. Courts in new nations and democracies, and their roles in national politics and issues of human rights.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	

Contact Hours:	3

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:	Impact report lists the Gender Studies Graduate Certificate but course is not mentioned as part of that degree in the catalog.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Politics, Security and International Affairs

Course OID

Course Type Comparative Politics

Status ⦿ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 043463

Close Window

Impact Report for CPO 6067

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   CPO 6067 - Comparative Courts

Programs   Gender Studies Graduate Certificate ▶

College of Sciences - CPO 6785 Political and Economic Inequality in Comparative Perspective

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:*	School of Politics, Security, and International Affairs MA Program PhD 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:*	CPO		Code:*	6785

Course Title:*	Political and Economic Inequality in Comparative Perspective

Full Title:*	CPO 6785 Political and Economic Inequality in Comparative Perspective

Course Description:	Graduate standing or C.I. Examine economic and political inequality and the nature of the link between the two across the countries with different political and economic institutions.

Credit Hours:	3

Class Hours:	3

Lab and Field Work Hours:	0

Contact Hours:	3

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:	Impact report lists the Social Justice in Public Service Graduate Certificate but course is not mentioned for that degree in the catalog.

Notes: course not offered in 5-years.

Attachment

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

Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Politics, Security and International Affairs

Course OID	

Course Type	Comparative Politics

Status	⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group	

Acad Org	

Career	

Print in Catalog	

Effective Date	

Lab Fee	

CRSE_ID	042612

Impact Report for CPO 6785

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   CPO 6785 - Political and Economic Inequality in Comparative Perspective

Programs   Security Studies PhD
                        Social Justice in Public Service Graduate Certificate ♦

College of Sciences - GEO 6472 World Political Geography

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: *
School of Politics, Security, and International Affairs   MA Program
PhD 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: *
GEO

Code: * 6472

Course Title: * World Political Geography

Full Title: * GEO 6472 World Political Geography

Course Description:
Graduate standing or C.I. Examination of the theoretical foundations of world political geography, the elements comprising it, and the comparative regional representations.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0

Contact Hours:	3

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:	No impact to other programs.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Politics, Security and International Affairs

Course OID

Course Type Geography: Systematic

Status ⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 042622

Impact Report for GEO 6472

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   GEO 6472 - World Political Geography

College of Sciences - INR 6405 International Environmental Law

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: *
School of Politics, Security, and International Affairs   MA Program
PhD 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: *
INR

Code: * 6405

Course Title: * International Environmental Law

Full Title: * INR 6405 International Environmental Law

Course Description:
Graduate standing. Examination of the international treaty regime governing the global environment, including biodiversity, the atmosphere, the ocean, and hazardous waste.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0

Contact Hours:	3

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:	No impact to other programs.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Politics, Security and International Affairs

Course OID

Course Type International Relations

Status ◉ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 042313

Impact Report for INR 6405

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   INR 6405 - International Environmental Law

College of Sciences - INR 6716 Politics of International Trade Policy

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:*	School of Politics, Security, and International Affairs MA Program PhD 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:*	INR	**Code:***	6716

Course Title:*	Politics of International Trade Policy

Full Title:*	INR 6716 Politics of International Trade Policy

Course Description:	Graduate standing or C.I. A survey of the theories and agents of international trade policy-making at the sub-national, nation-state, regional, and global levels.

Credit Hours:	3

Class Hours:	3

Lab and Field Work Hours:	0

Contact Hours:	3

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:	No impact to other programs.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Politics, Security and International Affairs

Course OID

Course Type International Relations

Status ⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 042625

Impact Report for INR 6716

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   INR 6716 - Politics of International Trade Policy

College of Sciences - POS 5209 Civic Engagement

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: *	School of Politics, Security, and International Affairs MA Program PhD 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: *	POS	**Code:** *	5209

Course Title: *	Civic Engagement

Full Title: *	POS 5209 Civic Engagement

Course Description:	Civic engagement in local, state, national and international contexts focusing on academic and practical applications, public problem solving, and political rights and responsibilities fostering civic engagement.

Credit Hours:	3

Class Hours:	3

| Lab and Field Work Hours: | 0 |

| Contact Hours: | 3 |

Prerequisite(s):

Graduate 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: | |

If not, explain:	No impact to other programs.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Politics, Security and International Affairs

Course OID	

Course Type	Political Science

Status	⦿ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	

Acad Org	

Career	

Print in Catalog	

Effective Date	

Lab Fee	

CRSE_ID	046558

Impact Report for POS 5209

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title POS 5209 - Civic Engagement

College of Sciences - POS 6127 State Politics

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:*	School of Politics, Security, and International Affairs MA Program PhD 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:*	POS	**Code:***	6127

Course Title:*	State Politics

Full Title:*	POS 6127 State Politics

Course Description:	The graduate course in state politics surveys political behavior, processes, institutions and policies among the fifty states.

Credit Hours:	3

Class Hours:	3

Lab and Field Work Hours:	0

Contact Hours:	3

Prerequisite(s):	Graduate or post bac status.

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:	No impact to other programs.

Notes:	course not offered in 5-years.

Attachment

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

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Politics, Security and International Affairs

Course OID

Course Type Political Science

Status ⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 040337

Impact Report for POS 6127

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title   POS 6127 - State Politics

College of Sciences - Graduate Program Addition-New - Survey Research 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 Sciences**

Unit / Department / College:*	**PhD Program**

Primary Unit Housing Program:*	College of Sciences

Type of Action:*	☐ Track
	☑ Certificate

Name of new track or certificate:*	Survey Research 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: Sciences	Degree: CRT
n/a	

Rationale: *

The Survey Research Certificate will prepare students for work as a professional or academic survey researcher. Course requirements ensure that students are well-trained as designers and analysts for surveys, and that they have an understanding of the use and application of survey methods.

- To meet the needs of students who are interested in working in fields like public opinion polling, program evaluation, and market research that require training in survey research methods and applications.
- To meet the needs of public agencies, businesses, and non-profit organizations in the Orlando region that require staff trained in how to rigorously design, conduct, and analyze surveys.
- Relevance to UCF's Strategic Plan: Help "attract and cultivate exceptional and diverse students"; deploy existing expertise in survey research "to solve society's greatest challenges," and "create partnerships" with public, private, and the non-profit actors engaged in survey research in Central Florida.
- Grow graduate enrollment across several departments

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar track or certificate to use as a templete instead of starting from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: **https://graduatecouncil.ucf.edu/curriculum-committee/**.

Follow these steps to propose courses to the new track or certificate curriculum:

Step 1

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

Step 2

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

Prospective Curriculum*

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 who complete the survey research certificate will be employable in fields that involve survey research, including polling, program evaluation, consumer research, and marketing.

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.

Expected enrollees include:

Students in graduate (MA or PhD) programs in the School of Politics, Security and International Affairs; Sociology; Psychology; Statistics and Data Science; Nicholson School of Communications; Criminal Justice; and other units at UCF.

Certificate-only students are likely to be those who work, or desire to work, in industries like polling, program evaluation, consumer research, and marketing.

Year 1

Headcount: 10

SCHs:

Year 2

Headcount:	15		SCHs:

Year 3

Headcount:	15		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:	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		

Number of fellowship students (specify fellowship):	0		

Source of Funds:			

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

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

Library Assessment of Resources * ☑ Attached

Administration Use Only

Program Type `Certificate`

Degree Type `Certificate`

Status * ⦿ Active-Visible ◯ Inactive-Hidden

Catalog Ownership:

Last Name	First Name	Degree	Rank	School/Department
Ash	Konstantin	PhD	Assistant Professor	SPSIA
Boutton	Andrew	PhD	Assistant Professor	SPSIA
Cares	Alison	PhD	Associate Professor	Sociology
Carter	Scott	PhD	Associate Professor	Sociology
Chung	Jongik	PhD	Assistant Professor	Statistics & Data Science
Dolan	Thomas	PhD	Associate Professor	SPSIA
Donley	Amy	PhD	Associate Professor	Sociology
Dupuis	Martin	PhD	Associate Professor	SPSIA
Durrani	Brittany	MS	Instructor	Statistics & Data Science
Edwards	Barry	PhD	Lecturer	SPSIA
Fine	Terri	PhD	Professor	SPSIA
Ford	Jason	PhD	Professor	Sociology
Hamann	Kerstin	PhD	Pegasus Professor	SPSIA
Hanley	John	PhD	Lecturer	SPSIA
Hill	Mitch	PhD	Assistant Professor	Statistics & Data Science
Hinojosa	Melanie	PhD	Associate Professor	Sociology
Huang	Bill	PhD	Associate Professor	Statistics & Data Science
Ilderton	Nathan	PhD	Lecturer	SPSIA
Inghram	Daniel	MS	Instructor	Statistics & Data Science
Jewett	Aubrey	PhD	Associate Professor	SPSIA
Kim	Myunghee	PhD	Associate Professor	SPSIA
Kinsey	Barbara	PhD	Associate Professor	SPSIA
Knuckey	Jonathan	PhD	Associate Professor	SPSIA
Lanier	Drew	PhD	Associate Professor	SPSIA
Maboudou	Edgard	PhD	Associate Professor	Statistics & Data Science
Mantzaris	Alexander	PhD	Assistant Professor	Statistics & Data Science
Min	Hayley	PhD	Assistant Professor	Psychology
Mirilovic	Nikola	PhD	Associate Professor	SPSIA
Mustaine	Elizabeth	PhD	Professor	Sociology
Ni	Liqiang	PhD	Associate Professor	Statistics & Data Science
Pace	Victoria	PhD	Associate Lecturer	Psychology
Powell	Jonathan	PhD	Associate Professor	SPSIA
Reckdenwald	Amy	PhD	Associate Professor	Sociology
Smith	Aaron	PhD	Adjunct Lecturer	Statistics & Data Science
Su	Shiyang	PhD	Assistant Professor	Psychology
Tang	Larry	PhD	Associate Professor	Statistics & Data Science
Turcu	Anca	PhD	Associate Lecturer	SPSIA
Uddin	Nizam	PhD	Professor	Statistics & Data Science
Wang	Morgan	PhD	Professor	Statistics & Data Science
Wang	Lixia	PhD	Visiting Instructor	Statistics & Data Science
Worcester	Donald	MS	Adjunct Instructor	Statistics & Data Science
Wright	Kenicia	PhD	Assistant Professor	SPSIA
Xie	Rui	PhD	Assistant Professor	Statistics & Data Science
Xu	Mengyu	PhD	Assistant Professor	Statistics & Data Science
Yan	Xin	PhD	Professor	Statistics & Data Science
Zhang	Shunpu	PhD	Professor	Statistics & Data Science

Memorandum of Understanding

governing the

UCF Graduate Certificate in Survey Research Methods

We, the chairs and directors of the departments/schools supporting the Graduate Certificate in Survey Research Methods, agree to the following arrangements necessary for the operation of the certificate:

1. The program will be housed in the College of Sciences.

2. The program will have an advisor and an advisory committee who will operate the program.
   a. The advisor will manage the day-to-day affairs of the program, act as point of contact for students in the program, conduct the admissions process, and serve as the main advisor for any students who are unaffiliated with another UCF graduate program.
      i. Advisor duties will be shared, on a principle of rotation, by the supporting departments/schools. The advisor will be the graduate coordinator, or another permanent faculty member designated by the chair, of a supporting department/school. Each supporting department will provide the advisor for two years, in the following order of rotation: SPSIA, Sociology, Statistics and Data Science, Psychology (I/O MA program), and then returning to SPSIA.
         1. Any additional departments, if they chose to join the sponsoring group, will be added to the rotation after Psychology.
   b. The advisory committee will be composed of the graduate coordinators/other designated representatives of the sponsoring departments. The advisory committee will communicate with the advisor on issues of program capacity and course availability, advise the program advisor on necessary curriculum revisions, and consult with them as needed regarding admission decisions.

3. Sponsoring departments/schools will consider the needs of the certificate program and its students in scheduling courses.

Kerstin Hamann
Digitally signed by Kerstin Hamann
Date: 2020.11.19 16:57:15 -05'00'

Director, SPSIA

Shunpu Zhang
Digitally signed by Shunpu Zhang
Date: 2020.11.20 15:33:00 -05'00'

Chair, Statistics and Data Science

Florian Jentsch, Ph.D.
Digitally signed by Florian Jentsch, Ph.D.
Date: 2020.11.20 15:47:00 -05'00'

Chair, Psychology

Digitally signed by Elizabeth E Mustaine
Date: 2020.11.20 14:23:34 -05'00'

Chair, Sociology

Contents

Correspondence with Eugene Paoline, Graduate Program Coordinator, Department of Criminal Justice

Correspondence with Bridget Rubenking, Communication MA Program Coordinator

Note: We recognize that this program may relate to those of the School of Public Affairs. Efforts were made to contact Dr. Doug Goodman, Director of the School of Public Administration, regarding the certificate program proposal both directly and through the good offices of faculty who are members of SPA (emails sent 16 September, 23 September, and 14 October). Dr. Goodman never responded to the emails.

Hi Tom,
Please see below. Hope all is well on your end.
Best,
Gene

Hi Gene,

I wanted to follow up on our discussion of the survey certificate to make sure that we're on the same page:

(1) You're ok with us including CCJ 7708 - Advanced Quantitative Methods for Criminal Justice Research as an option for area 2 (was this the right one???)

It would be best for it to be CCJ 6706 Data Analysis in Criminal Justice, as CCJ 7708 is a doctoral level and probably not best for the certificate.

(2) Do you have any survey -intensive CJ courses that might be added in area 4?

We do not.

(3) You don't envision CJ acting as a sponsoring department for the certificate (and therefore don't envision CJ playing a direct role in the running of the program)

This is correct given the few courses we could contribute. We certainly endorse it though.

Thanks,

Tom

From: Bridget Rubenking <Bridget.Rubenking@ucf.edu>
Sent: Thursday, September 17, 2020 9:01 AM
To: Thomas Dolan <Thomas.Dolan@ucf.edu>
Cc: Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>
Subject: Survey Research Certificate

Hello Tom,

I hope you're doing well. Tim Sellnow forwarded me your email about proposing a Survey Research certificate this fall. It sounds like a great cross-disciplinary opportunity for students -- thanks for reaching out. I coordinate the MA program in Communication, and think this may be of interest to some of our students.

We offer COM 6304 Quantitative Research Methods in Communication every Fall. The past two years it has been 5 or so seats short of it's 20-student cap. It may be a good addition to the Group 2 Quantitative Research Requirements? I'm happy to discuss that course, or other ways you think that Communication can contribute to the Certificate.

 Bridget

Bridget Rubenking, Ph.D
Associate Professor, Nicholson School of Communication and Media
Program Coordinator, Communication MA Program
University of Central Florida
Pronouns: She/Her
▪▪▪

From: Bridget Rubenking <Bridget.Rubenking@ucf.edu>
Sent: Friday, September 18, 2020 1:07 PM
To: Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: Re: Survey Research Certificate

Great. Thanks.

Here are those course numbers:

COM 6304 - Quantitative Research Methods in Communication

MMC 6600 - Media Effects and Audience Analysis
MMC 6735 - Social Media as Mass Communication
MMC 6567 - New Media

Bridget Rubenking, Ph.D
Associate Professor, Nicholson School of Communication and Media
Program Coordinator, Communication MA Program
University of Central Florida
Pronouns: She/Her

▪▪

From: Bridget Rubenking <Bridget.Rubenking@ucf.edu>
Sent: Monday, September 28, 2020 10:29 AM
To: Thomas Dolan <Thomas.Dolan@ucf.edu>
Subject: Re: Survey Research Certificate

Hello Tom,

Thanks again for including NSCM in the discussion of your Survey Research graduate certificate proposal. We would like to have the previously sent courses added to the certificate course options and are happy to include certificate students in those courses.

We're hesitant to commit to joining the rotation to administer the program due to staffing issues. We currently have one admissions specialist that provides support for everything from prospective students through graduation for four (very different) Master's level programs, a PhD program, and one graduate certificate. I understand if opting out isn't an option but thought it was worth asking about.

Thanks again.

Bridget

Bridget Rubenking, Ph.D
Associate Professor, Nicholson School of Communication and Media
Program Coordinator, Communication MA Program
University of Central Florida
Pronouns: She/Her

<div align="center">**Memo**</div>

To: Dr. Kerstin Hamann, Director of School of Politics, Security & International Affairs
           Dr. Thomas Dolan, ICCAE Director & Graduate Coordinator
           Dr. Devon Jensen, Associate Dean of College of Graduate Studies
           Mr. Frank Allen, Interim Director of Libraries
           Ms. Ying Zhang, Interim Associate Director of Collection Services & Resource Management
           Ms. Sara Duff, Acquisitions & Collections Assessment Librarian

From: Corinne Bishop, Social Sciences & Graduate Engagement Librarian

Date: January 20, 2020

Subject: Library evaluation for the proposal to add a Graduate Certificate in Survey Research in the School of Politics, Security & International Affairs (SPSIA), which is housed in the College of Sciences.

This memorandum is submitted for review and approval. As requested by Dr. Thomas Dolan, ICCAE Director & Graduate Coordinator, this analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support the new graduate certificate.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings for monographs, periodicals, and databases. To complete the analysis, the expertise and assistance of fellow UCF Librarians Sara Duff and Ying Zhang, was also solicited, which significantly added to the overall evaluation.

Projected Costs for New Library Resources

The Libraries' monograph, periodical, and database holdings appear to meet the current needs for the proposed graduate certificate, and therefore no additional cost for library materials or subscription costs are requested.

However, should any new key journals or databases become critical for the graduate certificate, or should the certificate shift to a full track or program in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Additionally, the library budget is facing severe cuts, existing subscriptions and resources are under review and consideration to be cut. Very little funds are available to add new books or videos for this growing new subject.

Additionally, there are two databases that may be of interest to the program: Gallup Polls or Roper iPOLL. (Gallup Polls annual subscription cost is approximately $60,000 and Roper iPolls was $7,070, as of 2018.) Adding one of the databases would provide broader coverage for public opinion researchers similar to what is provided by some peer institutions. The library budget is unable to accommodate either of these subscriptions at present, so if the program faculty decide one of these is essential, funding will need to be provided.

Peer Comparisons

This analysis provides a summary of the UCF Libraries' holdings and those held at peer institutions (full analysis below). Peer institutions were chosen based on related programs or certificates with similar focus to best compare holdings using relevant subject headings. To review library support, the following institutions were selected for comparison. Print and electronic resources for the key survey research areas related to the certificate were examined.

The University of South Florida (USF) was selected as a comparable institution in the State of Florida due to its Educational Measurement and Research graduate program. Although the primary focus is educational measurement, the program offers some similarities related to measurement, evaluation, research, and statistics. The University of North Carolina, Chapel Hill (UNCCH), the University of Cincinnati (UC), and the University of Massachusetts, Boston (UMB) were selected as out-of-state institutions offering similar graduate certificates. UNCCH's Odum Institute offers a Graduate Certificate in Survey Science, UC offers a Graduate Certificate in Public Opinion and Survey Research as an interdisciplinary program as well as a supplement to their Political Science master's degree, and UMB offers a Graduate Certificate in Survey Research through the College of Liberal Arts.

Recurring Subscriptions Supporting the Proposed Graduate Certificate

Key Databases

The following databases covering areas related to the new graduate certificate were compared. The UCF Libraries' database list compares favorably with the chosen institutions and provides adequate support for the new graduate certificate.

Databases	UCF	USF	UNCCH	UC	UMB
Cambridge Journals Online	x	x	x	--	x
Gale Academic OneFile	x	x	x	x	x
Gallup Analytics	--	--	--	--	--
JSTOR	x	x	x	x	x
Oxford University Press Journals	x	x	x	x	--
Roper iPOLL	--	x	--	x	x
SAGE Knowledge	x	--	x	--	x
SAGE Research Methods	x	x	x	x	x
Springer Nature Journals	x	x	x	x	--
Taylor & Francis Social Science and Humanities	x	x	--	--	--
Web of Science	x	x	x	x	x
Wiley Online Library	x	x	x	--	--
Worldwide Political Science	x	x	x	--	--

Key Journals

The following journals were also compared related to the new graduate certificate. The UCF Libraries' journal list compares favorably with the chosen institutions and includes journals to support the new graduate certificate.

Journal Titles	UCF	USF	UNCCH	UC	UMB
American Journal of Political Science	x	x	x	x	x
American Political Science Review	x	x	x	x	x
International Journal of Public Opinion Research	x	x	x	x	x
Journal of Politics	x	x	x	x	x
Journal of Survey Statistics and Methodology	x	x	x	x	--
Political Behavior	x	x	x	x	x
Political Psychology	x	x	x	x	x
Public Opinion Quarterly	x	x	x	x	x
Statistics Surveys	x	x	x	--	x
Survey Methodology	x	x	x	--	x
Survey Research Methods	x	x	x	--	x

Monographs

The following subject headings and keywords were used to conduct searches and compare holdings in the respective institutions' library catalogs. An analysis of the monographs shows the UCF Libraries compares favorably with the chosen institutions for book/ebook holdings.

Subject Headings/Keywords	UCF	USF	UNCCH	UC	UMB
public opinion	4930	3747	9491	7280	3382
public opinion polls	182	140	275	184	115
quantitative research	153	136	254	224	195
questionnaires	249	98	689	125	197
social sciences - methodology	689	853	1077	565	673
social sciences -- research	1843	1625	2803	1392	1504
social sciences -- statistical methods	853	772	1215	631	602
social surveys	1063	677	1441	658	499
social surveys -- methodology	73	71	117	69	69
Total	**10035**	**8119**	**17362**	**11128**	**7236**

Analysis Summary

This analysis provides a snapshot of the UCF Libraries' monographs and database and journal subscriptions. It reflects comparable holdings to those of peer institutions and adequate coverage for the new graduate certificate.

Submitted by,
Corinne Bishop, Ed.D., M.L.I.S.
Social Sciences & Graduate Engagement Librarian
University of Central Florida Libraries
corinne.bishop@ucf.edu

APPENDIX

Please include the signature of the Library Director.

Frank Allen

Digitally signed by Frank Allen
Date: 2021.01.20 10:47:45 -05'00'

Signature of Library Director	**Date**

This appendix was created to illustrate the Library Director's review and approval of the attached analysis on the proposal.

College of Sciences - Graduate Program Revision - Security Studies 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:* | Graduate Program Revision |

College:* | College of Sciences |

Unit / Department / College:* | PhD Program |

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: *	Security Studies PhD

Are you revising the name of the program, track, or certificate? *	⚪ Yes ⦿ No

Proposed Effective Term / Year: *	2021-22

Are you revising the Admissions Requirements of the program? *	⚪ Yes ⦿ No

Rationale for revision:	The program proposes to revise the curriculum by reducing the number of elective credit hours from 27 to 24. This will be accomplished by reducing the number of "unrestricted elective credit hours" from 12 credit hours to 9 credit hours. The program's objectives in taking this action are to (1) give students' greater flexibility in meeting program requirements and (2) give students opportunities to focus on their dissertation somewhat earlier in their program. Currently the program requires 62 credit hours beyond the MA degree (which is required for admission) and 44 credit hours of formal coursework. Even after the reduction in number of required hours (to 59 overall and 41 hours of coursework), the program will still exceed the University's credit hour requirements (42 credit hours overall beyond the masters degree and 27 hours of formal coursework) as specified by the College of Graduate Study's Course Requirements for Doctoral Programs policy (https://catalog.ucf.edu/content.php?catoid=17&navoid=1494#course-requirements).

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

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: <u>Sciences</u>	Degree: PhD
	Department: <u>School of Politics, Security and International Affairs</u>	Option: Dissertation
	Program Websites: <u>https://sciences.ucf.edu/politics/</u>	
	<u>Graduate Program Handbook</u>	

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 Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

Step 2

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

Prospective Curriculum*

Program Description

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

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

Curriculum

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

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

Required Courses—17 Credit Hours

Core Courses—15 Credit Hours

INR 7139 Issues in Domestic Security
INR 7332 Scientific Study of Security
INR 7337 Issues in International Security
POS 7745 Advanced Quantitative Methods in Political Research
POS 7707 Advanced Qualitative Methods in Political Research

Professional Development Courses—2 Credit Hours

Professional Development Courses—2 Credit Hours

POS 7930 Professional Development: Academic Careers in Security Studies

POS 7267 Professional Development: The Practice of Security Studies

Elective Courses—24 Credit Hours

Restricted Electives—15 Credit Hours

All students in the doctoral program must complete a minimum of 15 hours of course work in approved restricted elective graduate seminars. The choice of specific courses will be based on the research interests of students and made in conjunction with their faculty advisor. In this way, students achieve two distinct but related goals: a broad competence in the variety of methodological, theoretical, and substantive approaches to security studies and advanced proficiency in the areas that are most germane to their research interests. Approved restricted electives include:

CPO 6038 Political Development

CPO 6058 Revolution and Political Violence

CPO 6091 Seminar in Comparative Politics

CPO 6206 Comparative Politics of Africa

CPO 6307 Issues in Latin American Politics

CPO 6407 Comparative Politics of the Middle East

CPO 6729 Global Security in the Age of Migration

CPO 6776 Comparative Rising Powers

CPO 6785 Political and Economic Inequality in Comparative Perspective

INR 6039 International Political Economy

INR 6062 Peace Studies

INR 6065 Seminar on War

INR 6067 Human Rights and Security

INR 6068 Politics of Civil Wars

INR 6136 Seminar in American Security Policy

INR 6137 Terrorism and Politics

INR 6108 Seminar in American Foreign Policy

INR 6228 International Politics of the Caspian Sea Region

INR 6254 International Relations of Africa

INR 6275 International Politics of the Middle East

INR 6339 Strategic Warning Analysis

INR 6346 Politics of International Terrorism

INR 6356 Environmental Security

INR 6365 Seminar on Intelligence

INR 6366 The Intelligence Community

INR 6507 International Organization

INR 6726 Political Behavior in International Conflict

POS 6207 Political Behavior

POS 6415 The American Presidency

POS 6427 Congress and the Legislative Process

POS 6686 National Security Law

POS 6729 Political Network Analysis

POS 6743 Geographic Tools for Political Science Research

POS 6747 Advanced Topics in Quantitative Political Analysis

POS 6757 Survey Design for Political Science Research

POS 6938 Special Topics/Political Analysis

Unrestricted Electives—9 Credit Hours

The unrestricted electives provide students with an opportunity to further expand their doctoral training beyond the program's core courses and the restricted electives. Unrestricted electives may include regularly scheduled graduate courses in political science, graduate-level courses in programs outside the department, independent study courses, doctoral research courses with a highly focused student/faculty research component, and internships that enable students to gain valuable experience in a non-academic setting. Unrestricted electives may be taken at any point in the student's program of study; however, no more than a total of twelve hours of graduate course work can be from outside of the department, dissertation research, independent study, or internship combined; in addition, no more than a total of six hours can be from either independent study or internship. Students with suitable academic backgrounds may work in areas such as cyber security or science and technology taking courses in relevant departments. A student's faculty advisor and the department's Graduate Program Director must approve all graduate courses taken outside of the department as well as any internships.

Modern Language or Methods Requirement

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

equivalent proficiency examination. The methods requirement is met by taking

a methods course as part of the elective course requirements, with the approval of the Graduate Program Director.

Milestones and Examinations

Preliminary Advisory Committee Meeting

No earlier than April 1 and not later than June 1, of their first year in the program, students will assemble and meet with a Preliminary Advisory Committee of no fewer than three full-time Political Science faculty members, all of whom should have Graduate Faculty or Grad Faculty Scholar Status. Prior to this meeting, the student will present committee members with a written statement of their primary research interests. During this meeting faculty members provide feedback on the student's statement of research interests and will identify key literatures that the student will be expected to be familiar with as they pursue their dissertation. During this meeting faculty members provide feedback on the student's statement of research interests and will identify key literature that the student will be expected to be familiar with as they pursue their Dissertation Advisory Committee. Note that college approval for the committee is not required at this time and that students are able to change the composition of their committee at any time (subject to program and college approval). Students will not be permitted to take Candidacy Exam C until they have conducted their Preliminary Advisory Committee Meeting.

Oral Qualifying Examination

The oral qualifying examination is given at the end of the semester in which core course work is completed. It will examine students on theoretical, epistemological, and methodological literature and issues from the five required core courses, although the scope of the examination is not limited to topics covered in the seminars. The exam is administered by the student's Pre-dissertation Advisory Committee, which will advise the student until it is replaced by the Dissertation Advisory Committee. It is up to the student to arrange the make-up of their Pre-dissertation Advisory Committee and schedule the oral qualifying exam before the first day of summer term C of their first year in the program. The oral qualifying examination evaluates students' preparation in subjects that are considered to be an essential foundation for their continued doctoral study and research in the program. Any student failing the examination must repeat the examination prior to the start of the next fall semester. A second failed attempt will result in dismissal from the program. The oral qualifying exam will also serve as part of the student's annual academic review for the first year of study.

Written Candidacy Exams

Each student will take the following exams:

> **An exam in qualitative methods, addressing the material taught in INR 7707.**
> **An exam in quantitative methods, addressing the material taught in INR 7745.**
> **An exam addressing the contemporary literature in security studies.**

Students must pass each part of each exam prior to enrollment in dissertation hours. If they fail any part(s) of any exam, they will have a second opportunity to take that part(s). If they fail the exam a second time, the student will be dismissed from the program.

Admission to Candidacy

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

> **Completion of all coursework, except for dissertation hours**
> **Successful completion of all written candidacy exams**
> **Formation of a dissertation advisory committee**
> **Submittal of an approved program of study**

Dissertation—18 Credit Hours Minimum

The dissertation is the culmination of the coursework that comprises this research-based degree. It must make a significant theoretical, historical, intellectual, practical, creative, or research contribution to the student's area within the discipline. The dissertation will be completed through a minimum of 18 hours of dissertation credit, which students will use to accomplish original research. Students must maintain enrollment in dissertation hours until the degree is awarded. The dissertation must conform to standard disciplinary, institutional, and departmental practices. Consistent with Collge of Graduate Studies Policies, a dissertation can only be approved after the successful completion of a Dissertation Defense.

> **POS 7980 - Dissertation Research 18 Credit Hours**

The Dissertation Advisory Committee

It is the responsibility of the student to secure the agreement of four qualified members to serve on their dissertation committee. Committee members are

qualified if they are approved members of the Graduate Faculty of Graduate Faculty Scholars. At least three members must be Graduate Faculty, and the Committee Chair must be an approved Graduate Faculty member. One member of the committee must be external to the political science department (i.e., from another UCF department or external to the university). Graduate Faculty members must form the majority of any given committee. A dissertation committee must be formed prior to enrollment into dissertation hours. Students are able to alter the composition of their committee at their discretion, but revised committees must comply with all of these regulations and be approved by the program and the College of Graduate Studies.

The Dissertation Proposal

After students have passed their candidacy exams, but before the end of the first semester that they are enrolled in dissertation hours, they must successfully complete a dissertation proposal. A successful dissertation proposal explains the subject under investigation, correctly places it within the existing scholarly literature, and present the planned approach for writing the dissertation. Dissertation proposals are only approved after they are presented to the dissertation advisory committee in a Dissertation Proposal Hearing. During the Dissertation Proposal Hearing, students must demonstrate a thorough understanding of their field of inquiry and convince committee members that their dissertation proposal is feasible. If the dissertation advisory committee is unsatisfied with the proposal or the student's preparation for undertaking it, they may, at their discretion, insist on revisions to the proposal and/or a rehearing (s) prior to approving the dissertation proposal.

Equipment Fee

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

Independent Learning

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

Application Requirements

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

In addition to the **general UCF graduate application requirements**, applicants to this program must provide:

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

Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 15 deadline.

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

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

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

Application Deadlines

Security Studies PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jan 15		
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Thomas Dolan PhD

Associate Professor

thomas.dolan@ucf.edu

Telephone: 407-823-2608

HPH 302D

Graduate Admissions

Anthony Tufano

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this 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?   Students will be required to take one fewer unrestricted elective.

Future Students

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

Year 1

Headcount:	
	SCHs:

Year 2

Headcount:	
	SCHs:

Year 3

Headcount:	
	SCHs:

Indicate likely career or student outcomes upon completion:	

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	
	Source of funds:

Number of fellowship students (specify fellowship):	

Number of tuition remissions:	
	Source of funds:

Year 2

Number of assistantship students	
	Source of funds:

Number of fellowship students (specify fellowship):	

Number of tuition remissions:		Source of funds:	

Year 3

Number of assistantship students		Source of Funds	

Number of fellowship students (specify fellowship):	

Number of tuition remissions:		Source of funds:	

Attachments

Please attach 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:	School of Politics, Security and International Affairs

Program OID	9306

Program Type	Doctoral

Degree Type