Graduate Council Curriculum Committee
February 20, 2019
2:30 p.m., Millican Hall 395E

Agenda

1. Welcome and call to order
2. Review of minutes from February 6, 2019
3. General business
4. Addition of COS Applied Sociology MA, Medical Sociology Track
5. Courses
6. Adjournment

Members of the Graduate Council Curriculum Committee
Elsie Olan, Chair, College of Community Innovation and Education
Andre Gesquiere, Vice Chair, College of Sciences
Sonia Arellano, College of Arts and Humanities
Mathilda Van Niekerk, Rosen College of Hospitality Management
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Diane Andrews, College of Nursing
Mercedeh Khajavikhan, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Terrie Sypolt, University Libraries
Wei Wei, Rosen College of Hospitality Management
Kiana Terrell, Graduate Student Association
Tosha Dupras, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
David Hagan, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Youcheng Wang, Rosen College of Hospitality Management, Administrator
Courses for the Medical Sociology Track (18 hours):

Core courses (12 credit hours):
SYA 5625        Proseminar
SYA 6126        Social Theory
SYA 6305        Social Research
SYA 6455        Research Analysis

Specialization (6 credit hours):
SYO 6406        Medical Sociology
SYO 6405        Sociology of Health and Illness

Elective Courses (6 credit hours):
SYD 6363        Inequalities in Reproductive Heath
SYO 6408        Food Insecurity and Health (in approval process)
SYO 6409        Social Inequalities in Health (in approval process)
SYO 4424        Men, Masculinities and Health
SYP 6555        Sociology of Alcohol and Drugs
SYP 6735        Sociology of Health and Aging

Thesis Option (6 credit hours):
SYA 6971        Thesis

Or

Applied Project (6 credit hours)
SYA 6657        Program Design and Evaluation
SYA 6918        Directed Research
Medical Sociology Track

Track Description

The Department of Sociology offers a graduate program leading to a Master of Arts degree in Applied Sociology. Beyond a curriculum appropriate for general applied sociology, the program includes a graduate track in Medical Sociology as well as instruction and opportunities pertaining to the study of deviant behavior and crime; social inequalities; and health, families and communities.

Medical Sociology is an important subfield of Sociology that was developed and recognized in 1959 by the American Sociological Association (ASA). Medical sociology identifies the processes of health, illness, and medical care as social phenomena. The American Sociological Association identifies the following research topics under the field of medical sociology: the subjective experience of health and illness, the political, economic and environmental circumstances surrounding health and illness, the societal structures and forces that constrain the medical care system, individual responses to illness, and social movements related to health and healthcare. Having a deep understanding of how social processes work to affect an individual's health allows for many different careers. Medical sociologists use their knowledge to work for governmental and non-governmental organizations centered on health. They work for federal, state, and private health insurance plans. Medical sociologists conduct research and make policy that addresses public health problems. Many students who study medical sociology enter medical school to become clinicians and teachers of medical education. Still others enter dental school, physical therapy school, or other professional programs in the allied fields of health and apply knowledge gained from Medical Sociology to improve their patients' lives.

Curriculum

Degree-seeking students in the Applied Sociology program may choose either the thesis or a nonthesis course of study. Both options require 30 hours of course work, at least half of which must be at the 6000 level or above.

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

The thesis option is designed primarily for students who plan to enter doctoral programs and is highly recommended for students interested in community college teaching. The nonthesis option is more appropriate for students entering or continuing professional careers following the MA degree. The Master of Arts degree is conferred when students have fulfilled the requirements of either the thesis or nonthesis option. Students must earn a grade of "B" (3.0) or better in the program's core courses. Courses may be retaken to achieve a better grade; however, students must maintain a minimum GPA of 3.0 in their program of study.
By the end of their first nine hours of course work in the program, students should select a permanent faculty adviser and determine their preliminary program of study, either in the thesis or nonthesis track. Students should maintain close contact with their faculty adviser in order to develop a viable program of study and avoid graduation delays.

**Required Courses: 18 Credit Hours**

**Core: 12 Credit Hours**
Please note that students in the nonthesis option are required to complete a research study in each of the 12 hours of required courses to provide an independent learning experience.

- SYA 5625 Proseminar (3 Credit Hours): Should be taken as early as possible in your program
- SYA 6126 Social Theory (3 Credit Hours)
- SYA 6305 Social Research (3 Credit Hours)
- SYA 6455 Research Analysis (3 Credit Hours)

**Specialization: 6 Credit Hours**
- SYO 6406 Medical Sociology
- SYO 6405 Sociology of Health and Illness

**Elective Courses: 6 Credit Hours**
Choose two of the following restricted electives.

- SYD 6363 Inequalities in Reproductive Health (3 Credit Hours)
- SYP 6738 Welfare Policies and Health (3 Credit Hours)
- SYP 6555 Sociology of Alcohol and Drugs (3 Credit Hours)
- SYP 6735 Sociology of Health and Aging (3 Credit Hours)
- SYO 6408 Food Insecurity and Health (3 Credit Hours)
- SYO 6409 Social Inequalities in Health (3 Credit Hours)

**Thesis Option: 6 Credit Hours**

The thesis option requires a minimum of 6 hours of thesis credit and a successful defense of a thesis. Students may enroll in thesis hours after they have successfully completed the four required courses and their thesis committee has been approved by the department and college.

The student's permanent faculty adviser will chair their committee, which also will include two additional graduate sociology faculty members in the department. The additional members of the thesis committee are selected in consultation with the student's permanent faculty adviser.

When a topic has been selected, students, in conjunction with their permanent adviser, will develop a thesis proposal. Copies of the proposal will be routed to members of their thesis committee and a proposal hearing scheduled. All students must pass a proposal hearing as well as a final oral defense of their thesis. Students who elect to write a thesis should become familiar with the university’s requirements and deadlines for organizing and submitting the
Thesis: 6 Credit Hours

Nonthesis Option: 6 Credit Hours

The nonthesis option requires that students complete SYA 6657 - Program Design and Evaluation and 3 additional hours of elective course work in their area of specialization. The Program Design and Evaluation course (SYA 6657) requires community-oriented research projects to develop research skills in sociology.

- SYA 6657 Program Design and Evaluation (3 Credit Hours)
- Directed Study for Applied Project (3 Credit Hours)

Applied Project

Nonthesis students must complete an applied project. The nature and implementation of each project will be determined by the student and her/his adviser.

Before students may begin the applied project, they must earn a grade of “B” (3.0) or better in each of the five core courses.

The grading system for the project is Pass/No Pass. Students who receive a grade of Pass will be allowed to graduate assuming all other requirements are met.

Equipment Fee

Full-time students in the Applied Sociology MA program pay a $39 equipment fee 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 Applied Sociology master's program. Students will demonstrate independent learning through research seminars and the thesis (thesis students only). The nonthesis option requires a research study in the SYA 6657 course on Program Design and Evaluation. In addition, research studies are required in each of the 15 hours of required courses to provide independent learning.

Application Requirements

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

In addition to the general UCF graduate application requirements, applicants to this program must provide:
- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE scores taken within the last five years.
- Three letters of recommendation, including at least two from academic sources familiar with the applicant’s academic abilities.
- A personal statement of 250-500 words identifying areas of research interest, faculty with whom they would like to work, and describing the applicant’s academic and professional experiences and goals.
- The applicant’s 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.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant’s abilities, past performance, recommendations, match of this program to the applicant’s career/academic goals, and the applicant’s potential for completing the degree. Note also that there is no automatic connection between acceptance as a non-degree-seeking student and acceptance into this degree-granting program. Consult the graduate program director whenever questions arise.

### Application Deadlines

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*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.
Medical Sociology Track within the Current Applied Sociology Master’s Program

What is Medical Sociology?
Medical Sociology is an important subfield of Sociology that was developed and recognized in 1959 by the American Sociological Association (ASA) when it adopted the Journal of Health and Social Behavior as an academic outlet for researchers. The Medical Sociology section of the ASA is one of the largest with over one thousand members. Medical sociology identifies the processes of health, illness, and medical care as social phenomena. The American Sociological Association identifies the following research topics under the field of medical sociology: the subjective experience of health and illness, the political, economic and environmental circumstances surrounding health and illness, the societal structures and forces that constrain the medical care system, individual responses to illness, and social movements related to health and healthcare.

Why would students want to complete a Medical Sociology Track?
Having a deep understanding of how social processes work to affect an individual’s health allows for many different careers. Medical sociologists use their knowledge to work for governmental and non-governmental organizations centered on health. They work for federal, state, and private health insurance plans. Medical sociologists conduct research and make policy that addresses public health problems. Many students who study medical sociology enter medical school to become clinicians and teachers of medical education. Still others enter dental school, physical therapy school, or other professional programs in the allied fields of health and apply knowledge gained from Medical Sociology to improve their patients’ lives.

Who are the potential students that will enroll in this program?
This program will recruit interested students from the University of Central Florida and other universities. Students will have completed their Bachelor’s degree. Conversations with students majoring in pre-health and biomedical sciences have identified a Medical Sociology Track in the Master's program as an opportunity to productively fill a “gap year” while they study for entrance exams and apply to medical school. Other students identified a Medical Sociology Master’s Track as a way to gain access to careers in health research at policy and research centers, like the Department of Veterans Affairs. Still others will use this program as a launching point to a Medical Sociology PhD program.

In order to better quantify our potential enrollees, we fielded a survey of 401 students who were currently taking medical sociology classes, enrolled in the pre-health concentration, enrolled in the medical college, or were medical sociology minors. The students taking the survey were mostly health sciences pre-clinical, sociology, biology, biomedical sciences,
and sociology majors. Seventy-seven percent (N=302) of respondents planned to graduate by Spring 2019.

How many students do we expect to enroll in the program? Based on our survey of students, 31% (N=124) were definitely interested and 41.3% (N=165) were maybe interested in the program, so we might expect between 15 and 20 students to enroll and pass through the program each year.

How does the Medical Sociology Track fit in with our current graduate programs? The UCF Sociology Department currently has 2 graduate degree programs. The first is a Master of Arts degree in Applied Sociology which focuses on applied research methods. The second program is a Doctoral program in Sociology with four areas of concentration: Crime and Deviance; Domestic Violence; Medical Sociology; and Social Inequalities. With the addition of a Medical Sociology Track, the Department of Sociology will have 3 graduate program options.

Do we need additional faculty to teach in this program? No. Students enrolled in the Medical Sociology Master’s program will enroll in the methods and statistics courses already in place for students in the Applied Sociology Master’s program. If enrollments get too high in these classes, we will open up additional sections. We currently have enough faculty to teach all of the classes in the Medical Sociology Master’s program. Scheduled hiring over the next 2 years for the Medical Sociology concentration in the department will enhance our ability to execute and expand this program.

Do we need any other additional resources to run this program? No additional resources are needed. The current Graduate Director and the Graduate Committee in the Department of Sociology will oversee this program including the application and admissions process. Existing departmental resources will be used to develop student recruitment strategies and activities.
Courses for the Medical Sociology Track (18 hours):

**Core courses (12 credit hours):**
SYA 5625    Proseminar
SYA 6126    Social Theory
SYA 6305    Social Research
SYA 6455    Research Analysis

**Specialization (6 credit hours):**
SYO 6406    Medical Sociology
SYO6405    Sociology of Health and Illness

**Elective Courses (6 credit hours):**
SYD6363    Inequalities in Reproductive Health
SYO6408    Food Insecurity and Health (in approval process)
SYO6409    Social Inequalities in Health (in approval process)
SYO4424    Men, Masculinities and Health
SYP6555    Sociology of Alcohol and Drugs
SYP6735    Sociology of Health and Aging

**Thesis Option (6 credit hours):**
SYA6971    Thesis

**Or**

**Applied Project (6 credit hours)**
SYA6657    Program Design and Evaluation
SYA6918    Directed Research

**What is a Capstone project and why will this be required instead of a thesis?**
A capstone project will be utilized as a non-thesis option for students in the Medical Sociology Track. The capstone project will involve students utilizing their knowledge of the theories and methods related to medical sociology to develop a project that is meaningful for their individual career trajectory with the field of medical sociology. A capstone was selected in lieu of a thesis because it will allow the flexibility for students to obtain research, policy, and community experience that will be tailored to match their career goals.
What does a Capstone project in the Medical Sociology Track look like?

Capstone projects will concentrate student’s efforts in one of three areas: Health Policy research; Program Implementation/Evaluation; Grant writing in Health Research.

Some sample projects might include: a) Identifying a specific health disorder and researching potential interventions that can be implemented at the state level, developing a proposal for a solution that includes a budget and meeting with state or local legislator to argue for implementation; b) Working with a community organization focused on health to develop and implement an intervention focused on improving health outcomes; c) Conducting a focused, in-depth literature review of a topic related to health, illness, or health care and writing a paper to be presented to local stakeholders or an academic conference; or d) Identifying a federal, state, or foundation agencies and writing a grant proposal centered on understanding health, illness, and health care as a social phenomenon.

What can a student do with a Medical Sociology Master’s Degree?

The short answer is that it allows students to work in the allied fields of health, including health care research, health care, and academia. The longer answer depends on longer term career goals. For instance, a Masters in Medical Sociology qualifies someone to work as a health analyst at a health policy institute shaping how health care is delivered. An example would be, working for the Department of Veterans Affairs exploring the role of post-deployment family reintegration on Veterans mental and physical health. The specialized focus on health disparities in access and outcomes in this program makes this skill set valuable across a variety of policy making institutions as they work to improve health and healthcare.

There are research and policy institutes in all areas of healthcare and serving all patient populations. The Centers for Medicare and Medicaid Services (CMS), the Department of Veterans Affairs (VA), the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO) are a few of the places someone with a Master’s in Medical Sociology might work. Most states and universities have health policy institutes, as do most federal government agencies (CDC, CMS), professional organizations (AMA, AHA, APA), military services (Army Medical Department), and some relevant Non-governmental Organizations (WHO, Doctors w/o Borders).

Some students plan to go to get an advanced degree in another field, like medicine, a Medical Sociology Master’s degree positions them to take a leadership role in the profession. For example, being the medical director of a clinic, or taking the job as head nurse of a hospital/school or lead nurse on a unit. Hospital administrators (CEOs, other officers) may use the degree to help shape hospital policy that reduces healthcare inequality and improves the lives of patients. A Medical Sociology degree gives individuals a “leg-up” on job competition and can advance careers in the health professions.
Some graduates may go into academia, a Master's degree allows graduates to apply to a PhD program in Medical Sociology, a school of Public Health, a Health Policy program or others. This career path leads to work doing health research and writing scientific articles for publication in academic journals, teaching university courses in topics related to medical sociology (e.g., gender and health; race and health; class and health), and providing training and mentorship to the next generation of researchers, healthcare practitioners, and academics.

How Would the One-Year Medical Sociology Program be Marketed?

A target demographic will be identified as three loosely defined groups:

Current university students:
- University Sophomores, Juniors, and Seniors in the areas of biomedicine, pre-medicine, organic chemistry, biology, interdisciplinary studies, nursing, health sciences, occupational health, sociology, anthropology, social studies, and humanities.

Recent graduates with a BA or BS degree
- Those who are planning on attending medical or graduate or professional schools, but who have not yet applied; those who have applied to, but not been accepted to attend medical, graduate, or professional school; Students interested in taking the GRE; Those interested in a Gap-year program.

Health professionals with a BA or BS degree seeking additional credentials
- Current low- and mid-level medical professionals, such as hospital department or program managers, nurse supervisors, or other medical professionals with a Bachelor's degree. This may also extend to individuals with a medical degree (MD or DO) who are seeking research experience to make the transition to academic medicine.

Active advertisement will take place in four different ways:

- Traditional academic outlets: tables at the ASA, SSS, SSSP, SWS, and other relevant academic conferences targeting undergraduates and promoting the program to other faculty; advertisements in the Chronicle of Higher Education; UCF webpage; Sociology webpage; outreach to current UCF faculty social networks via email. Facebook campaign to promote the Medical Sociology Track.

- Media campaigns in selected local markets: Radio advertising on local NPR stations in the Florida market, including Orlando (WMFE or WUCF), Gainesville (WUFT),
Tampa (WUSF or WMNF), Tallahassee (WFSQ or WUSF), Jacksonville (WJCT), and Miami (WLRN) markets. Selective national outreach through local NPR stations in Chicago (WBEZ), New York (WNYC), Houston (KUHF), and Los Angeles (KUSC).

- Search engine optimization in these selected markets: Search engine optimization aims to improve the likelihood of UCF Sociology’s Medical Sociology Track appearing at the top of Google and Bing searches.

- Faculty Promotion: A two-minute video profile of Medical Sociology faculty focusing on active programs of research, interest in mentorship, and classroom teaching. The goal of the profile is to present accessible, friendly, knowledgeable, hard-working, and dedicated scholars ready to mentor potential students.
MEMO

To: Dr. Elizabeth Mustaine, Chair, UCF Sociology
    Dr. Jay Corzine, Program Director, Sociology
    Dr. Melaine Hinojosa, Associate Program Director, Sociology
    Ms. Ying Zhang, Dept. Head, Acquisitions & Collections; Sara Duff, Acquisitions Librarian
    Ms. Selma Jaskowski, Assoc. Director, Technical Services & Resource Management
    Mr. Barry Baker, Director of Libraries
    Dr. Devon Jensen, Associate Dean, College of Graduate Studies
    Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Education; Rebecca Murphey, Subject Librarian for Sociology

Subject: Medical Sociology, Proposed Master’s Track

Date: November 26, 2018

Peer Comparisons
When reviewing library support (databases, journal titles, and books) for the proposed Master’s Track in Medical Sociology, the faculty and I selected the following institutions for comparison:

- Florida State University, BS/MPH, MPH. Public Health
- University of Alabama at Birmingham, BA, Medical Sociology; MA, Sociology, Plan 1; PhD, Medical Sociology
- University of Colorado Denver, MA, Sociology, Health & Society
- University of Washington, Seattle, MA/PhD, Sociology, Medical Sociology concentration. At the book comparison, it was removed because LC Subject headings were not used in its catalog which prevented comparison of like items.
- UC San Francisco, MPH, Master of Public Health, MS, Biostatistics, Community Health Sciences; PhD; Sociology, Specialization, Medical Sociology
- UCLA, MPH, Master of Public Health, MS, Biostatistics, Community Health Sciences; PhD
Summary and Projected Costs for New Library Resources
Since the University of Central Florida offers a Ph.D. degree in Sociology with a concentration in Health, Families and Communities (soon to be renamed Medical Sociology), we have acquired many resources that will also support this Master’s track. This analysis was undertaken because neither the John C. Hitt Library nor the Department of Sociology could find evidence of a library evaluation when the PhD program was approved. The UCF Libraries’ current journal and database holdings will meet the needs for the proposed Master’s track, and therefore no immediate subscription costs are requested (see full analysis below). The only databases we lack are Embase and Scopus. While the Embase database would be beneficial, it is not crucial to this program. Scopus is held by only two institutions and therefore not deemed necessary for this track. In the event any new key journal or database becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparisons with the peer institutions chosen shows that UCF compares favorably with 5 of the institutions chosen. Because UW used a difference subject classification scheme, a similar comparison could not be used. Therefore, the University of Washington was not used for this portion of the comparison.

Our Reference books compare favorably to the chosen peer institutions. The only reference book title we lack is the SAGE Handbook of Qualitative Data Collection from SAGE Knowledge. We will request $250.00 this year to cover the cost of this purchase and $300.00 per year for the next 4 years in case new reference books are needed. Amount to be determined each year as needed.

Projected costs needed to acquire library materials to support the new certificate:

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Recurring Subscriptions Supporting the Medical Sociology Masters Track

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**Database Analysis:** The only databases UCF lacks are EMBASE and Scopus. EMBASE would be a good supplemental database for this program, but is not critical for it. Scopus is held by only 2 of the 6 institutions used for the comparison and is therefore not deemed a necessary purchase. At this time no additional databases are needed to support the proposed Master’s degree in Medical Sociology.

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**Journals Analysis:** Note that the UCF Libraries hold all of the journal titles except the following:
• Social Science and Medicine, Part A, Medical Sociology (1981) is held only by FSU, UAB, and the University of Washington. Since it covers only 1981, UCF faculty and students can Interlibrary Loan articles from that time period as needed.

• The Social Science and Medicine, Part B, Medical Anthropology is held by is held by FSU, UAB, and the University of Washington. Since the time period covered is from 1979-1981, interlibrary loan can be used to acquire articles from these older volumes when needed. Individual articles are available for purchase through Science Direct as well.

• Social Science & Medicine, Part D, Medical Geography is held by all of the comparison libraries: FSU, UAB, the University of Washington, and the University of Colorado Seattle. Since the time period covered is from 1979-1981, interlibrary loan can be used to acquire articles from these older volumes when needed. Individual articles are available for purchase through Science Direct as well.

• Social Science & Medicine, Part A, Medical Psychology & Medical Sociology 1978-1981. This older journal title is available for searching through Science Direct. Individual articles can then be interlibrary loaned as needed. Therefore, no additional journal titles are needed for the proposed Masters track. Please note that the cost for interlibrary loan borrowing can add up due to copyrights and processing fees imposed on UCF. Should Interlibrary loan requests be heavy for these titles, the academic department would be responsible for purchasing them from the publisher Elsevier.

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<td><strong>5,164</strong></td>
<td><strong>1,444</strong></td>
<td><strong>1,167</strong></td>
<td><strong>2,033</strong></td>
<td><strong>1,543</strong></td>
</tr>
</tbody>
</table>

* The University of Washington Seattle does not use the LC Subject Headings list to assign subject to their books so that a fair comparison was impossible. Therefore, the University of Washington was removed from the comparison.

**Book Analysis:** Note that the University of Central Florida hold more volumes than 5 of the institutions chosen for comparison. Therefore, the book collection adequately supports the proposed Master’s degree in Medical Sociology.

**eBook Databases**

- AccessMedicine
- Cambridge Core
- ClinicalKey (Elsevier)
- Ebsco Ebooks
- Gale Virtual Reference Library
- Oxford Scholarship Online
- ProQuest Ebook Central
- ProQuest Ebook Central (College of Medicine)
- PsychiatryOnline (COM Library)
- Science Direct (Select)
- SpringerLink eBooks
- Taylor & Francis eBooks
- Wiley Online (Select)

Our eBook databases adequately support the proposed Medical Sociology Master’s track
## Reference books

<table>
<thead>
<tr>
<th>Reference Book Title</th>
<th>UCF</th>
<th>UAB</th>
<th>U Wash Seattle</th>
<th>FSU</th>
<th>U Colo Denver</th>
<th>UCLA</th>
<th>UCSF</th>
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</thead>
<tbody>
<tr>
<td>Doing Qualitative Research: A Practical Handbook</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Handbook Integrated Care 2017</td>
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<td>x</td>
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<tr>
<td>Handbook of Behavioral Medicine 2010</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>Handbook of Clinical Sociology 2012</td>
<td>2001</td>
<td>x</td>
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<td>2001</td>
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<tr>
<td>Handbook of Cultural Health Psychology 2001</td>
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<tr>
<td>Handbook of Medical Sociology 2010</td>
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<tr>
<td>Handbook of Outpatient Medicine 2018</td>
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<tr>
<td>Handbook of Salutogenesis 2017 [UCF: Click here for ONLINE ACCESS SpringerLink]</td>
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<tr>
<td>Handbook of the Sociology of Health, Illness, and Healing 2011 [UCF: Click here for ONLINE ACCESS SpringerLink]</td>
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<tr>
<td>Handbook of the Sociology of Mental Health 2012</td>
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<td>Massachusetts General Hospital Handbook of Behavioral Medicine 2017</td>
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<tr>
<td>Medical Ethics Today: The BMA’s Handbook of Ethics and Law 2012 [Click here for FULL TEXT from EBL UCF login required]</td>
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<td>SAGE Encyclopedia of Qualitative Research Methods 2008</td>
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<tr>
<td>SAGE Handbook of Qualitative Data Analysis 2014 [UCF: Click here for ONLINE ACCESS SAGE Research Methods; H62.S34.2014]</td>
<td>x</td>
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<tr>
<td>SAGE Handbook of Qualitative Data Collection 2018 [SAGE Knowledge $250.00]</td>
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<td>x</td>
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</tbody>
</table>

**Reference Books:** The only Reference book we lack is SAGE Handbook of Qualitative Data Collection. Therefore, the library requests $250.00 for the purchase of this title and $300 for the next four years to cover the cost of new reference materials.
Health Statistics
Centers for Disease Control and Prevention
National Center for Health Statistics
FastStats A-Z
National Cancer Institute SEER https://seer.cancer.gov/
Administration on Aging Statistics
ChildStats.gov https://www.childstats.gov/
FedStats
World Health Organization
APPENDIX

Signature of the Library Director.

__________________________  ______________
Signature of Equal Opportunity Officer  Date

[Signature]

December 17, 2018

__________________________  ______________
Signature of Library Director  Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.
From: Elizabeth Mustaine  
Sent: Thursday, January 31, 2019 4:59 PM 
To: Tonya Walker  
Subject: Fw: Medical Sociology track proposal

Elizabeth Mustaine, PhD  
Professor and Chair of Sociology  
University of Central Florida  
http://emustaine.user.cos.ucf.edu/  
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees  
Pronouns: She/Her/Hers

From: John Schultz  
Sent: Thursday, January 31, 2019 12:44 PM 
To: Elizabeth Mustaine  
Subject: RE: Medical Sociology track proposal

Hi Libby,

Anthropology supports your proposed MA Medical Sociology track. We also hope you would support Anthropology in the future if we propose a Medical Anthropology tract for our MA.

Thanks,  
John

From: Elizabeth Mustaine  
Sent: Tuesday, January 29, 2019 9:37 AM  
To: Joellen Edwards <Joellen.Edwards@ucf.edu>; Griffith Parks <Griffith.Parks@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Graham Worthy <Graham.Worthy@ucf.edu> 
Subject: Medical Sociology track proposal

Hi everyone! Sociology is proposing to add a track in Medical Sociology to its MA program. I’ve attached the proposal. Please let me know if you approve of it, or if you have any concerns.

Thanks so much!  
Libby

Elizabeth Mustaine, PhD  
Professor and Chair of Sociology  
University of Central Florida  
http://emustaine.user.cos.ucf.edu/  
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees  
Pronouns: She/Her/Hers
I believe this is the last message I’m forwarding.

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
University of Central Florida
http://emustaine.user.cos.ucf.edu/
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees
Pronouns: She/Her/Hers

Biology has no concerns about this new course.

Graham A.J. Worthy, Ph.D.
Department Chair and Pegasus Professor
Director, National Center for Integrated Coastal Research,
Provost’s Distinguished Research Professor of Biology, and
Hubbs-Sea World Endowed Professor of Marine Mammalogy
Department of Biology, University of Central Florida,
4110 Libra Dr., Room BIO302A
Orlando FL 32816-2368
Graham.Worthy@ucf.edu
407-823-1333 office
skype: graham.worthy

Hi everyone! Sociology is proposing to add a track in Medical Sociology to its MA program. I’ve attached the proposal. Please let me know if you approve of it, or if you have any concerns.

Thanks so much!

Libby
Elizabeth Mustaine, PhD
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"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees  
Pronouns: She/Her/Hers

From: Griffith Parks  
Sent: Wednesday, January 30, 2019 9:37 AM  
To: Elizabeth Mustaine  
Subject: RE: Medical Sociology track proposal

Hi Libby

Hope all is well in your neck of the woods

We don’t see any problem with this from our point

However, I forwarded this to the Population Health Collaborative Council which is a group across most of the campuses

They are planning pop health education and research opportunities and will likely reach out to you to discuss any opportunities for collabs with you and your unit

Cheers!

Griff Parks, PhD  
Director, Burnett School of Biomedical Sciences  
Professor of Medicine  
University of Central Florida College of Medicine  
6900 Lake Nona Blvd  
Orlando, FL  32827  
Office : (407) 266-7011  
Cell: (336) 970-1598  
Griffith.Parks@ucf.edu

Please note: Florida has a very broad open records law (F. S. 119). E-mails may be subject to public disclosure.
Hi everyone! Sociology is proposing to add a track in Medical Sociology to its MA program. I’ve attached the proposal. Please let me know if you approve of it, or if you have any concerns.

Thanks so much!

Libby

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
University of Central Florida
http://emustaine.user.cos.ucf.edu/
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees
Pronouns: She/Her/Hers
From: Elizabeth Mustaine  
Sent: Thursday, January 31, 2019 5:00 PM  
To: Tonya Walker  
Subject: Fw: Medical Sociology track proposal

---

Elizabeth Mustaine, PhD  
Professor and Chair of Sociology  
University of Central Florida  
http://emustaine.user.cos.ucf.edu/  
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees  
Pronouns: She/Her/Hers

---

From: Joellen Edwards  
Sent: Tuesday, January 29, 2019 2:37 PM  
To: Elizabeth Mustaine; Griffith Parks; Naim Kapucu; John Schultz; Graham Worthy  
Cc: Maureen Covelli  
Subject: RE: Medical Sociology track proposal

Hi Libby,  
We're excited about your new program in medical sociology, no issues here. We can see that some of the courses might be good electives for our students, and may have some courses here they would enjoy as well.  
Good luck!  
Joellen

---

From: Elizabeth Mustaine  
Sent: Tuesday, January 29, 2019 9:37 AM  
To: Joellen Edwards <Joellen.Edwards@ucf.edu>; Griffith Parks <Griffith.Parks@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Graham Worthy <Graham.Worthy@ucf.edu>  
Subject: Medical Sociology track proposal

Hi everyone! Sociology is proposing to add a track in Medical Sociology to its MA program. I've attached the proposal. Please let me know if you approve of it, or if you have any concerns.  

Thanks so much!  
Libby

---

Elizabeth Mustaine, PhD  
Professor and Chair of Sociology  
University of Central Florida  
http://emustaine.user.cos.ucf.edu/  
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees  
Pronouns: She/Her/Hers
From: Elizabeth Mustaine
Sent: Thursday, January 31, 2019 5:01 PM
To: Tonya Walker
Subject: Fw: Medical Sociology track proposal

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
University of Central Florida
http://emustaine.user.cos.ucf.edu/
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees
Pronouns: She/Her/Hers

From: Naim Kapucu
Sent: Tuesday, January 29, 2019 12:54 PM
To: Elizabeth Mustaine
Subject: RE: Medical Sociology track proposal

Libby,
Thank you for sharing. No concern from Public Administration.
Best of luck,
Naim

Naim Kapucu, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
4364 Scorpius Street
407.823.2604
kapucu@ucf.edu
https://ccie.ucf.edu/profile/naim-kapucu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Elizabeth Mustaine <libby@ucf.edu>
Sent: Tuesday, January 29, 2019 9:37 AM
To: Joellen Edwards <Joellen.Edwards@ucf.edu>; Griffith Parks <Griffith.Parks@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>; John Schultz <John.Schultz@ucf.edu>; Graham Worthy <Graham.Worthy@ucf.edu>
Subject: Medical Sociology track proposal

Hi everyone! Sociology is proposing to add a track in Medical Sociology to its MA program. I've attached the proposal. Please let me know if you approve of it, or if you have any concerns.

Thanks so much!

Libby

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
Course Agenda

1. Course Additions

*College of Community Innovation and Education course addition*

1. ECW 6260 School, College, & Career Readiness

2. Course Continuations

*College of Community Innovation and Education course continuation*

1. ECW 6067 History of Career Education in the United States

*College of Medicine course continuation*

1. MCB 5654 Applied Microbiology

3. Course Revisions

*College of Arts and Humanities course revisions*

1. ART 5696 Art, Design and Human Interactions
   - Revisions to frequency offered
2. ART 5811 Professional Practice of Art
   - Revisions to: Course description, Lab/Field work hours, contact hours, pre-reqs, frequency offered
3. ART 6683 Time Arts
   - Revisions to: Course description, pre-reqs, frequency offered
4. ART 6687 Research Concentration
   - Revisions to: Course description, pre-reqs
5. ART 6911C Studio Concentration
   - Revisions to: Title change- removing II, course number-added C, course description, pre-reqs
6. ART 6930 Graduate Seminar
   - Revisions to: Course description, pre-reqs, frequency offered

*College of Business Administration course revision*

1. MAN 6325 Applied Research Tools
   - Revisions to: Course description, pre-reqs
College of Community Innovation and Education course revisions

1. ECT 6791 Research in Career Education
   o Revisions to: Pre-reqs, frequency offered
2. ECW 5207 Management of Career Education Programs
   o Revisions to: Title change, course description, pre-reqs, credit hours, contact hours, frequency offered
3. ECW 5561 Student Guidance in the Career/Workforce Program
   o Revisions to: Title change, credit hours, class hours, contact hours, pre-reqs, frequency offered
4. ECW 6105 Career Education Curriculum Planning & Implementation
   o Revisions to: Title change, credit hours, class hours, contact hours, pre-reqs, frequency offered, course description
5. PAF 7868 Public Affairs Mixed Methods Research
   o Revisions to: Title change
6. PAF 7947 Public Affairs Community-based Research
   o Revisions to: Title change, course description
7. ECW 6205 Administration of Local Career Education Programs
   o Revisions to: Title change, course description, pre-reqs, frequency offered
8. ECW 6206 Supervision in Local Career and Technical Education Programs
   o Revisions to: Title change, course description, class hours, contact hours, pre-reqs, frequency offered
9. ECW 6666 Issues in Career Education
   o Revisions to: Class hours, contact hours, pre-reqs, frequency offered
10. ECW 6695 School/Community Relations for Career and Technical Education Programs
    o Revisions to: Title change, course description, class hours, contact hours, pre-reqs, frequency offered

College of Medicine course revision

1. BSC 6431 Practice of Biomedical Sciences
   o Revisions to: Change from graded S/U to A-F
Grad Course Addition - College of Community Innovation and Education - ECW 6260 School, College, & Career Readiness

2018-2019 Graduate Course New

**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.

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Addition - College of Community Innovation and Education - ECW 6260 School, College, &amp; Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Graduate Faculty/Scholars:*</td>
<td>Dr. Lisa Martino</td>
</tr>
<tr>
<td>Prefix:*</td>
<td>ECW</td>
</tr>
<tr>
<td>Number:*</td>
<td>6260</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>School, College, &amp; Career Readiness</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>School, College &amp; Career Readi</td>
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</tbody>
</table>
**Course Description:** The study and achievement of the knowledge, skills, and academic preparation competencies needed to establish, maintain, and coordinate school, college, and career readiness activities and programs.

| Credit Hours: | 3 |
| Class Hours: | 3 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 3 |

**Variable Credit (1-99):**

**Repeat for credit?**  Yes ☐ No

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

**Repeat within same semester?**  Yes ☐ No

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

---

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

**Corequisite(s):**

**Graded S/U?**  Yes ☐ No

**Split-Level Class?**  Yes ☐ No

**NOTE:** For a split-level course, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

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

---

https://ucf.curriculog.com/agenda:192/print
Term of Offering

When will the course be offered?

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

Intended Utilization of Course

The course will be used primarily as:

☐ Required Course ☐ Elective Course

New Field

New Materials and Supply Fees?

☐ Yes ☐ No

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

Justification for Course Addition

What is the rationale for adding this course?

This new course is beneficial to the Career and Technical Education M.A. degree as it addresses current trends and issues in college and career readiness. This course will bridge the gap between schools, colleges, and career pathways.

What majors require or recommend this course for graduation?

Career and Technical Education M.A.

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

What is the estimated annual enrollment?

25-40

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

Detail Discussion

This is a new course. It was discussed with Dr. Bartee and there are no duplications or conflicts.

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.
I have attached a course syllabus and rationale.

**Administration Use Only**

- **Catalog Ownership:** Department of Child, Family, and Community Sciences
- **Course Type:** Education: Career/Workforce
- **Status:** Inactive-Hidden

**PeopleSoft**

- **Academic Organization**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department:  Educational Leadership and Higher Education
Department Coordinator:  Ms. Lindsay Archambault
Coordinator Office:  Main Campus, Education Complex, Ste 206
Course Internet Address:  https://webcourses.ucf.edu/

Course Title:  Schools, College & Career Readiness
Course Number:  ECW 6260
Course Credit:  3 hours
Prerequisites:  Graduate standing or C.I.
Intended Audience:  Graduate level
Semester:  Fall

Instructor:  TBA
Instructor Email:  TBA
Office Location:  TBA
Office Hours:  TBA

Catalog Description

The study and achievement of the knowledge, skills, and academic preparation competencies needed to establish, maintain, and coordinate school, college, and career readiness activities and programs.

Course Overview

In this course, you will investigate Florida Statutes and the State Board of Education Rule to identify policy and procedures regarding school, college, and career readiness. You will review existing research studies on school, college and career readiness. You will explore the Florida Postsecondary Readiness Competencies, skills, and academic preparation necessary for students to attain school, college, and career readiness standards. Finally, you will develop a school, college, and career readiness action plan.
Course Objectives

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

1. Investigate Florida Statutes and the State Board of Education Rule.
2. Compare the Florida college system institutions and student admission standards.
3. State the core content areas of a Florida standard high school diploma and its equivalents.
4. Explain common placement testing for public postsecondary institutions.
5. Identify pathways to higher levels of competency measurements with SAT and ACT tests; AP, IB, dual enrollment, and AICE program; and state-approved industry certifications.
6. Assess the Florida Postsecondary Readiness Competencies in English and mathematics.
7. Explain the Postsecondary Education Readiness Test.
8. Discuss developmental (remedial) education issues.
9. Define postsecondary instructional units.
11. Describe the dispositions and behavioral skills necessary for students to be successful in higher education and the workforce.
12. Explain industry and workforce competency models for a globally competitive workforce.
13. Examine existing literature and research studies on school, college, and career readiness programs.
14. Develop a school, college, and career readiness action plan.
15. Write scholarly reports in APA format.
Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook


Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu). You will find all the course materials,
resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

**Academic Course Requirements**

The following course expectations are used in determining your grade in the course.

**Module Assignments (70%)**
Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

**Module Discussions (5%)**
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

**Reflection (5%)**
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

**Final Examination (20%)**
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.
Career and Technical Education M.A. Degree Program  
Department of Educational Leadership and Higher Education

---

**Administrative Course Requirements**

**Attendance**  
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

**Academic Activity**  
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Late Assignments**

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.*
Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

### Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program have chosen **NOT** to adopt plus or minus policy for grades.
Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty.
member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

**Course Schedule**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Activity: Introduction - REQUIRED</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 1 Legislation and Policies</strong>&lt;br&gt;<strong>Activities:</strong> Read Lesson and Web Resources&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;  Activity 1 Compare three Florida public postsecondary institutions and their admission standards&lt;br&gt;  Discussion Question #1: Core content areas of high school diplomas and/or equivalents rationale</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 2 Postsecondary Entrance Requirements</strong>&lt;br&gt;<strong>Activities:</strong> Read Lesson and Web Resources&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;  Activity 2 Report on competency measurement tests, programs, and certifications.&lt;br&gt;  Discussion Question #2 Common placement testing debate</td>
<td></td>
<td>150&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 3 Postsecondary Education Readiness Competencies (PERC)</strong>&lt;br&gt;<strong>Activities:</strong> Read Lesson and Web Resources&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;  Activity 3 Create a PERC Pathway Chart&lt;br&gt;  Discussion Question #3 Remedial education issues</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 4 Articulation Agreements</strong>&lt;br&gt;<strong>Activities:</strong> Read Lesson and Web Resources&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;  Activity 4 Compare two articulation agreements&lt;br&gt;  Discussion Question #4 Instructional Units</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
</tbody>
</table>
Module 5  Competency Models
Activities: Read Lesson and Web Resources
Assignments:
- Activity 5 Create an industry competency model graphic
- Discussion Question #5 Debate behavioral skills rank

100
10

Module 6 School, College, and Career Readiness
Activities: Read Lesson and Web Resources
Assignments:
- Activity 6 Develop a school, college, and career readiness action plan

150

Course Reflection
50

Final Exam
200

Total Points
1000

UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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
classroom contains an emergency procedure guide posted on a
wall near the door. Students should make a note of the guide’s physical location and review the online version

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety
in case of an emergency. If there is a medical emergency, 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/workplacesafety.html> (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
<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

**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.

**UCF Cares**
During your UCF career, you may experience challenges including struggles with academics, finances, or your
personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if
you are seeking resources and support, or if you are worried about a friend or classmate. Free services and
information are included for a variety of student concerns, including but not limited to alcohol use, bias
incidents, mental health concerns, and financial challenges.

You can also e-mail ufcare@ucf.edu with questions or for additional assistance. You can reach a UCF Cares
staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call
Career and Technical Education M.A. Degree Program  
Department of Educational Leadership and Higher Education

Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.
To create your Knight's Email account, visit www.knightsemail.ucf.edu.

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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.

Page 12 of 18
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

The UCF Creed

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

**Integrity** I will practice and defend academic and personal honesty.

**Scholarship** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity** I will use my talents to enrich the human experience.

**Excellence** I will strive toward the highest standards of performance in any endeavor I undertake.

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through **six (6) Educator Accomplished Practices**. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

**Quality of Instruction**

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities
h. Models and implements the use of higher order thinking abilities
i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students’ cultural, linguistic and family background;
e. Models clear, acceptable oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (Disposition)

4. Assessment.
The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. **Professional Responsibility and Ethical Conduct.**

   a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

   b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

   c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECW</td>
<td>6067</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name*</th>
<th>History of Career Education in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Continuation - College of Community Innovation and Education - ECW 6067 History of Career Education in the United States</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>History of Career Ed in US</td>
</tr>
<tr>
<td>Course Description*</td>
<td>A detailed examination of federal legislation, associations, organizations, people, events, and other key factors that define the history of career education in the U.S.</td>
</tr>
</tbody>
</table>
Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit? ☐ Yes ☐ No

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

Repeat within same semester? ☐ Yes ☐ No

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

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

Corequisite(s):

Graded S/U? ☐ Yes ☐ No

Split-Level Class: ☐ Yes ☐ No

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

List undergraduate split-level course:

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

**Term of Offering**

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

**Intended Utilization of Course**
The course will be used primarily as:  
- Required Course
- Elective Course

### Justification for Course Revision

**What is the rationale for revising this course?**  
The pre-requisite courses and the semester offered were incorrect.

**What majors require or recommend this course for graduation?**  
Career and Technical Education, M.A.

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

**What is the estimated annual enrollment?**  
25-40

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

### Detail Discussion

After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

### Attachment List

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

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

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

### Administration Use Only

**Catalog Ownership:** Department of Child, Family, and Community Sciences

**Course OID** 57443

**Course Type** Education: Career/Workforce
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

<table>
<thead>
<tr>
<th>Department:</th>
<th>Educational Leadership and Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Coordinator:</td>
<td>Ms. Lindsay Archambault</td>
</tr>
<tr>
<td>Coordinator Office:</td>
<td>Main Campus, Education Complex, Ste 206</td>
</tr>
<tr>
<td>Course Internet Address:</td>
<td><a href="https://webcourses.ucf.edu/">https://webcourses.ucf.edu/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>History of Career Education in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>ECW 6067</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Graduate standing or C.I.</td>
</tr>
<tr>
<td>Intended Audience:</td>
<td>Graduate level</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall</td>
</tr>
</tbody>
</table>

| Instructor:                      | TBA                                           |
| Instructor Email:                | TBA                                           |
| Office Location:                 | TBA                                           |
| Office Hours:                    | TBA                                           |

**Catalog Description**

A detailed examination of federal legislation, associations, organizations, people, events, and other key factors that define the history of career education in the U.S.

**Course Overview**

To understand the future, you must reflect back on past events. In this course, we will examine the influential factors in Career and Technical Education, formerly known as Vocational Education. We will look at the federal legislation, the earlier years as well as the present day. This will include: (a) the names and history of associations and/or organizations related to Vocational Education; (b) the people and events that have influenced Vocational Education throughout the years; and (c) other key factors that define the "History of Career Education in the United States."
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Course Objectives

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

- Explain the purpose for career and technical education (CTE)/vocational education federal legislation.
- Discuss legislative history of career and technical education (CTE)/vocational education.
- Discuss the events that influenced the creation of legislation in career and technical education (CTE)/vocational education.
- Research factors of various legislation in career and technical education.
- Compare and contrast the features of legislation in career and technical education.
- Explore the purpose, goals, and by-laws of CTE associations and/or organizations.
- Research various CTE/vocational education associations and/or organizations, past and present.
- Research historical figures in CTE/vocational education.
- Research historic events and prominent individuals in CTE/vocational education.
- Research sociological and economic influences in CTE/vocational education.
- Synthesize CTE/vocational education research and discuss its impact.
- Demonstrate the ability to research and write an APA paper for publication.
- Research using online technology.
Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbooks


*There are no additional textbooks required for this course. All content and additional web resources are located in the Webcourse.

Materials/Resources

- Technology requirements for online courses.
- UCF Library Access
Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab. You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Research Projects (60%)
You will conduct research and produce a critical analysis paper in Module 1 and a capstone research paper in Module 5. You must follow an APA paper format. It is recommended that you purchase the APA Style Manual. Your written work must be professional in appearance. It should be free from grammatical and spelling errors. It is very important that you work be posted on or before the published due date and on time. You will have until a specific date and time noted for each course. Please see the grading breakdown provided below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Critical Analysis Paper</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Capstone Research Paper Outline and Peer Review</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Capstone Research Paper</td>
<td>250</td>
</tr>
</tbody>
</table>

Quizzes (10%)
There are two quizzes: one in Module 3 and one in Module 4. Each quiz is worth 50 points or 5% of your final grade. There are 20 multiple choice questions.

Group Project (15%)
There is one group project in Module 2. Each group member will complete a team charter with individual roles. Grades are assessed to the individual student and his/her contribution to the project.
**Reflection (5%)**
At the end of the semester, there is a reflection activity in each course. This is to allow you the opportunity to think about the course and assess your overall learning and experiences. The reflection activity also seeks your opinion on the course and how it aligns with the course objectives. There are questions to answer that will help us evaluate our course offerings and provide us with valuable feedback. Feedback is a valuable tool for students to improve their skillset just as it is important for us to help meet your educational objectives.

**Final Essay Examination (10%)**
There will be a short answer final exam at the end of the course. It is a question/answer format requiring significant essay-type answers and research of one scholarly article using APA style citation/references. Late submission of the final exam is not accepted. A grading rubric is provided for point guidelines. The final exam is a requirement to successfully complete this course (along with the assignments as above and in compliance with the grading scheme).

**Administrative Course Requirements**

**Attendance**
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

**Academic Activity**
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.
Late Assignments

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 15 points or 15% of the final grade, then late points will be 1.5 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".
Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above.

- Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per your instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another
student’s original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

**Grade Availability**
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

**Make-up Assignments for Authorized University Events or Co-Curricular Activities**
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

**Major Topics of the Course**

| Federal Legislation That Helped to Influence CTE | Sociological and Economic Influences in CTE |
| CTE Communities of Practice, Associations & Organizations | Research of Historical Events in CTE |
| Historical Figures and Events in CTE Education |
## Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Engagement Verification Introduction Discussion Post</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 1: Federal Legislation That Helped to Influence CTE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A: Topic Choice</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Part B: Outline/Draft</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Part C: Critical Analysis Paper Submission</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Part D: Completed Assignments and Replies</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 2: CTE Communities of Practice, Associations &amp; Orgs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment: Group Project</strong></td>
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</tr>
<tr>
<td>Part A: Team Charter Agreement</td>
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<td>0</td>
</tr>
<tr>
<td>Part B: Topics in Group Page</td>
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<td>0</td>
</tr>
<tr>
<td>Part C: Group Presentation</td>
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<td>100</td>
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<tr>
<td>Part D: Class Presentations</td>
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<td>0</td>
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<tr>
<td>Part E: Research/Topic Question</td>
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<tr>
<td><strong>Module 3: Historical Figures and Events in CTE Education</strong></td>
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</tr>
<tr>
<td><strong>Assignments:</strong></td>
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<td></td>
</tr>
<tr>
<td>Part A: Post Chosen Person/Event in Discussion Board</td>
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</tr>
<tr>
<td>Part B: CTE Figures Collaborative Padlet</td>
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<td>50</td>
</tr>
<tr>
<td>Part C: Annotated Bibliography &amp; Peer Reviews</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Part D: Quiz</td>
<td></td>
<td>50</td>
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<tr>
<td><strong>Module 4: Sociological and Economic Influences in CTE</strong></td>
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<td></td>
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<tr>
<td><strong>Assignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part A: Research Topic and Question</td>
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<td>0</td>
</tr>
<tr>
<td>Part B: Research Paper Outline and Peer Review</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Part C: Quiz</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Module 5: Research of Historical Events in CTE</strong></td>
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<td></td>
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<tr>
<td><strong>Assignment:</strong></td>
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<td>Capstone Research Paper</td>
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<tr>
<td>Reflection</td>
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<tr>
<td>Final Essay Examination</td>
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<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>
Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) [http://sas.sdes.ucf.edu](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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency, 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/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html) (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 [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the 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.

**UCF Cares**
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ufcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.
Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightsemail.ucf.edu.

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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic
format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

THE SYLLABUS MAY BE MODIFIED AT THE DISCRETION OF THE INSTRUCTOR. CHANGES WILL BE DISCUSSED IN CLASS AND/OR VIA EMAIL.

The UCF Creed

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

<table>
<thead>
<tr>
<th>Integrity</th>
<th>I will practice and defend academic and personal honesty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.</td>
</tr>
<tr>
<td>Community</td>
<td>I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I will use my talents to enrich the human experience.</td>
</tr>
<tr>
<td>Excellence</td>
<td>I will strive toward the highest standards of performance in any endeavor I undertake.</td>
</tr>
</tbody>
</table>
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (Disposition)

4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

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Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Continuation College of Medicine MCB 5654 Applied Microbiology

2018-2019 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

<table>
<thead>
<tr>
<th>College</th>
<th>College of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Continuation</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Medicine Burnett School of Biomedical Sciences</td>
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Please use the Import feature. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>MCB</th>
<th>Code*</th>
<th>5654</th>
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<tbody>
<tr>
<td>Name*</td>
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<tr>
<td>Full Title*</td>
<td>Grad Course Continuation College of Medicine MCB 5654 Applied Microbiology</td>
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</tr>
<tr>
<td>Course Description*</td>
<td>Microbial biochemistry of industrial processes including: economics, screening, scale up, quality control and applied genetics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Class Hours:</td>
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<tr>
<td>Lab and Field Work Hours:</td>
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</tbody>
</table>
Contact Hours: 3

Prerequisite(s): Background or undergraduate coursework in microbiology and/or biotechnology

Corequisite(s):

Justification for Course Continuation

What is the rationale for continuing this course?*
The faculty member who last taught this course, Dr. Henry Daniell, left the University several years ago. We intend to allow other microbiology focused faculty the opportunity to (re)develop this course in the coming years. Dr. Sean Moore has the expertise and desire to teach this course in 2019-2020.

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
Applied Microbiology Graduate Syllabus
MCB-5654
Lecture: TBD
Lab: TBD

Course Objectives:

1. Students will learn how to formulate hypothesis-driven research objectives based on the experimental content of the course using primary literature as a guide.

2. Students will become proficient at handling and calibrating the technical equipment used in biomolecular research, in calculating and preparing chemical formulas, and in using bioinformatics software.

3. Students will learn how to maintain a laboratory notebook that satisfies industrial standards.

4. Depending on the selected course module, students will learn how to either: establish an enzyme's specific activity, test the production of metabolites, program Arduinos to interact with sensors, develop a bioinformatics approach to identify poorly-characterized species, or create novel microbial systems to enhance chemical or food production.

Grading:
20% core research report
20% module implementation
15% core content quizzes
15% core practical
15% module quizzes
15% module practical

Grade-letter assignments:
A = >90-100%, B = >80-90%, C = >70-80%, D = >60-70%, F = <=60%.

Graduate-specific Syllabus:
The project topics and modules will be the same as those for the undergraduate participants (see separate syllabus). However, the additional graduate-level requirements are to provide advanced biomolecular training to augment the student's own biomolecular research theses. Some of the additional assignments are literature-based, some are hands-on.

1. Literature review of core project - written report in the format of an NIH or NSF proposal:
   What microbes are currently characterized in sourdough, yogurt, and sauerkraut?
   What technology is used to identify and quantify these classes of microbes?
   Develop a novel testable hypothesis from your data and propose a Specific Aim
   Design an experimental approach to test your hypothesis
   *Due at the end of the core section (week 7)

2. Additional technical input for core project:
   Test and calibrate micropipettors
   Calculate molecular formulae for project media and PCR from scratch
   Prepare PCR reagent stocks from scratch
   Demonstrate aptitude with DNA analysis software (ApE, Sequencher, and BLAST)
(Module A)
Sequence clone, test protein expression, provide formal industrial lab report

Titration analysis of protein's activity, provide formal industrial lab report

(Module B)
Yeast strain and ingredient selection with written report of expected characteristics

Report of metabolic capacity of selected strains and methods for testing production

(Module C)
Literature report of established microbial communities during bio-decomposition

Develop new Arduino code and sensing system for an uncharacterized metabolite

(Module D)
Literature report of established sources of fungal drugs

Firmly establish the species and strains of the wild fungi using bioinformatics

(Module E)
Literature report of established bioreactors for the selected water system

Design a novel, hypothetical, co-dependent microbial community
Grad Course Revision - College of Arts and Humanities - ART 5696
Art, Design and Human Interactions

2018-2019 Graduate Course Revision

**General Catalog Information**

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
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Please use the import feature to import the course information. Do not type the course prefix and code.

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<table>
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<td>Full Title*</td>
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30 Character Abbreviation: Art, Design & Human Interact.
<table>
<thead>
<tr>
<th>Course Description*</th>
<th>Exploration and design of interface interactions systems and technologies in contemporary society and culture including place making, way finding, electronic interface design, and publication design.</th>
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<td>Contact Hours:</td>
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</table>

**Activity Log**

**Repeat for credit?**

| Jason Burrell | Yes | No |

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

**Repeat within same semester?**

| Jason Burrell | Yes | No |

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

**Prerequisite(s):**

Admission to Emerging Media MFA or C. I.

**Corequisite(s):**

**Graded S/U?**

Yes | No

**Split-Level Class:**

Yes | No

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

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

Term of Offering

<table>
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<th>Activity Log</th>
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<tr>
<td>+ Occasional</td>
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</table>

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

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<tbody>
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<tr>
<td>+ Required Course</td>
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</table>

- Required Course
- Elective Course

Justification for Course Revision

What is the rationale for revising this course? Changing the frequency of when ART5696 is offered aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

What majors require or recommend this course for graduation?

Emerging Media MFA

If not a major requirement, what will be the source of 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 discussion you have had.

Detail Discussion N/A

Attachment List

https://ucf.curriculog.com/proposal:2183/print
Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

**Check**

Jason Burrell
+ I have completed all relevant parts of the form.

✓ I have completed all relevant parts of the form.

**Attached**

Jason Burrell
+ I have attached a course syllabus and rationale.

✓ I have attached a course syllabus and rationale.

---

**Administration Use Only**

**Catalog Ownership:**

**Course OID** 56984

**Course Type** Art

**Status** Active-Visible  Inactive-Hidden

---

**PeopleSoft**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID** 042901
COURSE SYLLABUS – Art, Design and Human Interaction

Course Overview
This course is a focused exploration of how humans interact with artwork and the built environment. Concepts and methods of interaction will be identified, discussed and integrated into your studio practice.

Course Objectives
As graduate students, it is assumed that you are on a self-directed path in your discipline. This course will focus not on giving you separate, divergent path to explore but rather additional material to synthesize into your work. Aside from weekly discussions, we will gather as a class and have scheduled studio critiques so that your efforts will be challenged and honed by the critical analysis of your peers. Upon entry of the course, you will already have an idea of the direction that your artistic aspirations may take. Upon exiting the course, you will have grown and expanded beyond these original expectations by being encouraged to work outside of your safety zones by utilizing new concepts, technology and techniques.

Activities
Readings
Create artwork
Participate in critiques
Writings

Required Texts and Materials
Text: Down and Out in the Magic Kingdom - Cory Doctorow
Others will be assigned as the semester progresses

Supplementary (Optional) Texts and Materials
Diamond Age - Neil Stephenson
Hertzian Tales – Anthony Dunne
Rapture of the Nerds – Doctorow/Stross
Understanding Media – Marchall McLuhan
The Nature And Art Of Workmanship – David Pye
Materials: Arduino Starter Kit
Other sources will be suggested as your work progresses

Grading
Success in this course will be determined by the level of one’s engagement in the assignments throughout the creation process. Other factors will include:

• The level of intensity, elegance, enthusiasm and focus exhibited in the work
• The quality and craft of the work
• The timely resolution and completion of the work
• Attendance, preparedness and participation during in-class discussions
• Organization and Cleanliness of workspace

<table>
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<th>Assessment</th>
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<td>Critique 1 and all supplemental material</td>
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<tr>
<td>Critique 2 and all supplemental material</td>
<td>34%</td>
</tr>
<tr>
<td>Thesis Paper and all supplemental material</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The Professor will govern the assessment and evaluation of student performance. Performance or status will be officially recorded, as per University policy, by submitting marks (A through F) at midterm and at the end of the term. The interpretation of letter grades is as follows:

**A** - Extremely developed and accomplished work. The student’s work is exceptional, exhibiting a rigorous, insightful understanding of the issues and concerns of the project. The inquiry and productions have been intense and focused. Graphic and three dimensional representation skills are excellent, oral and writing abilities are advanced. The work is complete, and presented on time in a sophisticated manner. Enthusiasm and initiative are high. The student is always in search of new ideas, greater development, producing more than is required.

**B** - Highly developed and considered work. The student’s work is above average, exhibiting an in-depth understanding of the issues and concerns of the project. The inquiry and productions have been thorough. Graphic and three dimensional representation skills are well developed and precise, oral and writing abilities are above average. The work is complete, and presented on time in a thorough manner. Enthusiasm and initiative are shown. The student searches for new ideas, greater development, producing more than is required.

**C** - Competent work. The student’s work is average, exhibiting a basic understanding of the issues and concerns of the project, but lacking depth in development. Graphic and three dimensional representation skills are adequate, oral and writing abilities are average. The work is complete, and presented on time, satisfying basic presentation requirements.

**D** - Underdeveloped, unresolved work. The student’s work is below average, lacking depth in ideas and development, but of passing quality. Graphic and three dimensional representation skills are weak, oral and writing abilities are limited. The work is incomplete, or presented late.

**F** - Unsatisfactory Work. The student’s work is weak, lacking depth in development at many levels, and not of passing quality. Intentions are not carried through. Graphic and three dimensional representation skills are weak, oral and writing abilities are limited. The work is incomplete, or presented late.

<table>
<thead>
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<th>Grading Scale (%)</th>
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<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
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</table>

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

Late Work Policy:
Critiques are scheduled individually and are each graded to reflect the Final Portfolio Assessment. Missed critiques are missed deadlines which cannot be made and will miss the opportunity of group feedback and reflect in final grade. Late projects will drop a full letter grade each class session it is late. A maximum of 4 class periods total after which it will be recorded as a 0.

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.

Group Work Policy:
Everyone must take part in the Critique discussions.

Course Conduct:
Use of cell phones/portable devices/laptops during class time are strictly prohibited unless related specific to studio coursework and approved by the Instructor.

This course is conducted in an atmosphere of mutual respect. Because professor and student share responsibility for the collective culture of the course, all participants are expected to contribute to its intellectual life by attending to the pro-active participation in all discussions and reviews, as well as a mature response to deadlines, schedules and targeted project completion. As a student, you should be aware that the professor is not inclined to “hand-holding” or “spoon-feeding.” This course is about discovery - you need to take risks be willing to try and try and try until you succeed. Ultimately you are responsible for your projects - the work is yours.

You will be responsible for completing all assignments given in class on time. Instruction for this class includes group critique of finished projects and all students are required to participate. Students that do not have work completed for our discussions and are not participating in an important class activity will be subject to a five (5) point penalty in addition to any late penalty for the project itself.

Lectures may not be covered in any outside reading, and when given, reading assignments are your responsibility to complete. You will be responsible for scheduling time to discuss the progress of your projects with the instructor. This is critical to the successful completion of the projects. You are advised to take notes during class presentations and critiques.

Course Work:
Studio Time is intended to work on course assignment with the aide of the teacher for advise and feedback. You must come to class on scheduled Studio days prepared with ALL materials. You will be asked to leave if you are not productive and will be marked absent for that class period. You will also be expected to work outside of class. The general rule is: (3) hours of work time outside of class per credit hour. Schedule time outside of class to complete projects.

Students are required to turn in a portfolio of all of their work at the end of the semester.

Attendance will be taken daily at the beginning of class. If you arrive late to class you need to notify me in order to be marked as tardy, but present, for that class session.

Disability Access:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
**Attendance Policy:**
Attendance is mandatory - students are expected to attend all classes. It is essential that you are present and prompt for class and are prepared to work with all of the required tools and materials. Failure to do so will result in the lowering of your final grade. After two (2) absences, your final grade will be lowered by one letter. Each additional absence will equal another letter grade. Being tardy twice equals one absence. Tardy is defined as anything after the instructor enters the room. Lectures, demonstrations and visual presentations will not be repeated. It is your responsibility to ask a classmate for the missed information.

**Professionalism Policy:**
Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:**
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

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

**Religious Observances:**
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.
A., D. & H. I. – Fall 2015

Course Number: ART5696
School of Visual Arts and Design
College of Arts and Humanities
University of Central Florida
Professor: Ryan Buysens

AGREEMENT

By remaining enrolled in this course (ART5696), I hereby declare that I agree to the terms listed in the syllabus.

Printed Name:______________________________________________________________________

Signature:_________________________________________________________________________

Date:__________________________________
Grad Course Revision - College of Arts and Humanities - ART 5811 Professional Practice of Art
2018-2019 Graduate Course Revision

**Read before you begin**

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

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

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

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

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<table>
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<tr>
<th>Name*</th>
<th>The Professional Practice of Art</th>
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<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Arts and Humanities - ART 5811 Professional Practice of Art</td>
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</table>

30 Character Abbreviation: Professional Practice of Art
**Course Description**

Seminar class on political information pertaining to professional practices in the art world. Overview of overview includes: digital documentation, inventory processing, accounting, and the art marketing of, proposal writing, internships/residencies, art theory/criticism, and may include attending arts events, etc.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 43

**Repeat for credit?**

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

**Repeat within same semester?**

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<tbody>
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<tr>
<td>+ No</td>
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</table>

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

**Prerequisite(s):**

ART 2204C, ART 2203C, ART 2300C, ART 2301C (no graduate level prerequisite), graduate status or senior Graduate standing, or C. I.

**Corequisite(s):**

**Graded S/U?**

| Yes | No |

**Split-Level Class:**

| Yes | No |

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

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

**Term of Offering**

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**Intended Utilization of Course**

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<tr>
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<td>☑ Elective Course</td>
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**Justification for Course Revision**

The course description change, contact hour, and frequency adjustment for ART 5811 aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

**Emerging Media M. F. A.**

**What majors require or recommend this course for graduation?**

- Emerging Media M. F. A.

**If not a major requirement, what will be the source of 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 discussion you have had.

**Detail Discussion**
Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking ![File Attachment](image) in the top right corner.

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<tbody>
<tr>
<td>Jason Burrell</td>
<td>I have attached a course syllabus and rationale.</td>
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Administration Use Only

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<tr>
<td>Status</td>
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PeopleSoft

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<tr>
<td>Lab Fee</td>
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ART 5811 The Professional Practice of Art

School of Visual Arts and Design
College of Arts & Humanities
University of Central Florida

COURSE SYLLABUS

<table>
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<tr>
<th>Instructor:</th>
<th>Jason Burrell</th>
<th>Term:</th>
<th>Spring 2019</th>
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<tbody>
<tr>
<td>Office:</td>
<td>VAB 105-O</td>
<td>Section Number:</td>
<td>0001</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-362-8460</td>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:jason.burrell@ucf.edu">jason.burrell@ucf.edu</a></td>
<td>Class Meeting Days:</td>
<td>Tuesday</td>
</tr>
<tr>
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<td>svad.cah.ucf.edu/staff.php?id=391</td>
<td>Class Meeting Time:</td>
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<tr>
<td>Office Hours:</td>
<td>M-F 10-12, 1-4</td>
<td>Class Location:</td>
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<td>Course Modality:</td>
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<td></td>
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<td>Class Exam:</td>
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University Course Catalog Description
Seminar class overview includes: digital documentation, inventory processing, accounting, art marketing, proposal writing, internships/residencies, art theory/criticism, and may include attending arts events, etc. The School of Visual Arts & Design affirms that a theoretical and working understanding of the historical meanings and studio applications of the human image are critical in the education of Visual Art and Art History students. To develop such an understanding, Art courses often utilize images of clothed and unclothed human figures.

Orlando Tech Center (12461 Research Pkwy, Bldg 500/650, Orlando 32826-3241)

Student Learning Outcomes
1. At the end of the semester students will be able to document, promote and present their unique creative work.
2. Students will photograph, verbalize and distribute multimedia representation of their creative portfolio to multiple applications; not limited to commercial, academic, and philanthropic opportunities.
3. This course connects with UCF’s goals to provide the best graduate education, engage in professional practices, reach international audience, and develop partnerships.

Course Prerequisites, co-requisites and other enrollment requirements
- Graduate standing or C.I.

Course Materials
- Required Text

Supplementary Text

Assessment and Grading Procedures

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<th>Percent of Final Grade</th>
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<tbody>
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<td>Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm Review</td>
<td>25%</td>
</tr>
<tr>
<td>Final Review</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

Grading Scale (%)
- 94 - 100 A
- 90-93 A-
- 87-89 B+
- 84-86 B
Grades will be provided for 1) Midterm Review 2) Final Review

Assignments
1. Readings: The Artist’s Guide
2. Discussions: weekly readings
3. Documenting work: photography, video, statements (including artist statement, interview of other artists, critics, professors about your work)
4. Publishing/Distribution of your work: including website, small printed booklet, social media, mailings
5. Critiques: reviewing classmate’s work, discerning best practices based upon individual context

Course Policies
Grades
A. Students that excel using the course concepts and put forth outstanding contributions earn the grade of A. Clearly understanding reading content, bringing relevant references and highlighting connections to work being produced in the programs will distinguish contributions.
B. Students who understand the class concepts and participate will earn a B. This level work will go beyond merely speaking in discussions.
C. Students who occasionally demonstrate an understanding of the class concepts will earn the grade of C. C level participation is sound but in the judgment of the instructor does not achieve the level of B level work.
D. Students that attend the class, rarely contribute but do not demonstrate a clear understanding of the class concepts will receive the grade of D.
F. Students that do not attend or participate will receive the grade of F.

Late Work Policy
Late work is not accepted. There are no make-ups for absences.

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http://uwc.cale.ucf.edu/
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- 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.
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**University Important Dates Fall 2018**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Start</td>
<td>Monday, January 7</td>
</tr>
<tr>
<td>Drop /Swap Deadline</td>
<td>Thursday, January 10, 11:59pm</td>
</tr>
<tr>
<td>Add Deadline</td>
<td>Friday, January 11, 11:59pm</td>
</tr>
<tr>
<td>Martin Luther Kin Jr. Holiday</td>
<td>Monday, January 21</td>
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<tr>
<td>Mid-Term Critique</td>
<td>TBD</td>
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<tr>
<td>Grade Forgiveness Deadline</td>
<td>Wednesday, March 21, 11:59pm</td>
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<tr>
<td>Spring Break</td>
<td>Monday, March 11 through Saturday, March 16</td>
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<td>Final Critique</td>
<td>TBD</td>
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<tr>
<td>Classes End</td>
<td>Monday, April 22</td>
</tr>
<tr>
<td>Study Day</td>
<td>Tuesday, April 23</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Wednesday, April 24 through Tuesday, April 30</td>
</tr>
<tr>
<td>Grades Available</td>
<td>Monday, May 6</td>
</tr>
</tbody>
</table>

**Religious Observances**
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For additional information, refer to page 60 of the UCF Undergraduate Catalog. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” or contact the Office of Diversity Initiatives at 407-823-6479.
Grad Course Revision - College of Arts and Humanities - ART 6683
Time Arts

2018-2019 Graduate Course Revision

**Read before you begin**

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

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

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

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

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</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
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<tr>
<td>Unit / Department / College*</td>
<td>School of Visual Arts and Design</td>
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Please use the import feature to import the course information. Do not type the course prefix and code.

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<td>Code*</td>
<td>6683 6683</td>
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<tr>
<td>Name*</td>
<td>Time Arts</td>
</tr>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Arts and Humanities - ART 6683 Time Arts</td>
</tr>
</tbody>
</table>

30 Character Abbreviation: **Time Arts**

Course Description*
Students explore established and experimental, innovative and simplistic approaches to the visual representation of movement in a wide variety of analog, space, and digital-media time.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit? Activity Log
Jason Burrell
+ No

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

Repeat within same semester? Activity Log
Jason Burrell
+ No

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

Prerequisite(s): Admission to Emerging Media MFA program or C. I.

Corequisite(s):

Graded S/U? Yes No

Split-Level Class: Yes No

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

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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</thead>
<tbody>
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<td></td>
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<tr>
<td>+ Occasional</td>
<td></td>
</tr>
</tbody>
</table>

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

**Intended Utilization of Course**

- The course will be used primarily as:  
  - Required Course
  - Elective Course

**Justification for Course Revision**

- Changing the frequency and description of when ART 6683C 6683 is offered aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

- Emerging Media M. F. A.

- What majors require or recommend this course for graduation?

- What is the estimated annual enrollment?  
  - 10

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

**Detail Discussion**  
N/A

**Attachment List**

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

<table>
<thead>
<tr>
<th>Jason Burrell</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ I have completed all relevant parts of the form.</td>
</tr>
</tbody>
</table>

Attached

| I have attached a course syllabus and rationale. |

---

**Administration Use Only**

**Catalog Ownership:**

- Course OID: 56990
- Course Type: Art
- Status: Active-Visible

**PeopleSoft**

- CRSE_ID: 043000

---

https://ucf.curriculog.com/proposal:2186/print
ART 6683C: Time Arts  
School of Visual Arts and Design  
College of Arts & Humanities,  
University of Central Florida

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Wanda Raimundi-Ortiz</th>
<th>Term:</th>
<th>Fall 2018</th>
</tr>
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<tbody>
<tr>
<td>Office:</td>
<td>OTC 500 rm 133</td>
<td>Section Number:</td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td>407 823 5188</td>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:wanda.raimundi-ortiz@ucf.edu">wanda.raimundi-ortiz@ucf.edu</a></td>
<td>Class Meeting Days:</td>
<td>TUESDA</td>
</tr>
<tr>
<td>Website:</td>
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<td>Class Meeting Time:</td>
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<td>Office Hours:</td>
<td>Tuesdays 11-1pm</td>
<td>Class Location:</td>
<td>OTC 500 rm 102</td>
</tr>
<tr>
<td></td>
<td>Thursdays 12-2pm</td>
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</tr>
<tr>
<td>GTA: (if applicable)</td>
<td>NA</td>
<td>GTA Email: (if applicable)</td>
<td>NA</td>
</tr>
</tbody>
</table>

Course Overview
Introduction to time based media (Video/web/real time/performance, etc). We will also be investigating the role that Time has in each student’s studio practice. This is a perfect opportunity to try new media ex: Video for a photographer, Performance for a sculptor, etc. How does focusing on Time as an actual element affect our approach to process in studio? What ways can Time as a considered creative tool shift how we think about our work? In what ways can these investigations broaden the scope of our work?

Course Objectives
For this class, you will be introduced to contemporary studio artists working in time based media as well as the forums in which these works are experienced and exhibited. Subjects that will be considered in this course will not only be digital media works, but also performance art, video
and other interactive media. There will be off site class meetings, lectures that we will be attending, etc as part of the course.

Create new works of art by combining different/unexpected materials/environments.
- Research the works of contemporary time based media artists and their respective studio practices
- Engage in critical discourse with fellow students each other's work
- Create and provide links that trace our artist research
- Participate in group discussions regarding concepts and studio practice
- Write a critical review on an exhibition or time based presentation in town.

**Course Prerequisites**
PR: Admission to the Graduate Program

**Required Texts and Materials**
- Video Art, by Michael Rush, published by Thames and Hudson
- Body Art: Performing the Subject, Amelia Jones

There are selections from books that will be presented throughout the semester on video art, the body as subject and studio, art and social practice and how this is translated into time based media for the studio. Please prepare to share what books you are reading with the class.

**Artists to consider and review:**

We will visit their websites, read their artist statements and watch videos on their studio practices. I encourage extending yourself to contacting the artists in some instances and asking them via interview about their work.

How does their work affect your expectation of what contemporary studio art is? How does this, in turn, reframe your expectations for your own practice? These are the types of questions that we will be investigating as part of our research.

**Evaluation and Grading:**
You will be asked to create presentations on artists that you have found relevant/inspiring to your practice and demonstrate evidence of that in your studio practice. These presentations will be conducted like small group critiques in either your studio or the conference room. These presentations will be evaluated on the strength of your evidence and research.

**Grading System**
- A+/A Student far exceeded the expectation of assignment
- B+/B Student met the basic expectation of assignment
• C+/C Student did not fully meet the expectations of assignment/ encouraged to re-do assignment
• D Student little to no attempt to meet the expectations of assignment
• F student did not turn in assignment.

Letter Grade

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
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<tr>
<td>A-</td>
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<tr>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
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<tr>
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Grade Forgiveness Deadline: Fri, Oct 26th, 2018
Withdrawal Deadline: Fri, Oct 26th, 2018

Holidays
Labor Day Mon, September 3, 2018
Veterans Day Mon, November 12, 2018
Thanksgiving Thurs, November 22, 2018 –Sat, November 24, 2018

Religious Observances
Please be sure to communicate any dates with me so that you are accommodated appropriately.

Sequence of course activity.

Due Dates
Midterm Exam Date: TBD
Final Exam Date: November 30, 2018

Method for submitting assignments:
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<tr>
<td>30 Character Abbreviation:</td>
<td>Research Concentration</td>
<td></td>
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**Course Description**

Apply artistic techniques from prior courses. Advanced visual arts production course designed to produce an interactive body of work delivered on web assist students in conducting research, DVD, video, etc selecting committee members and refining a unique style or unified theme.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

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<th>Activity Log</th>
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<td>- Yes</td>
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If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**

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<tr>
<th>Jason Burrell</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

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

**Prerequisite(s):** ART 5910, ART 5698 and ART 5294. 6911 or C. I.

**Corequisite(s):**

<table>
<thead>
<tr>
<th>Graded S/U?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Split-Level Class</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
List undergraduate split-level course:

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Burrell</td>
<td></td>
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<tr>
<td>+ Odd Spring</td>
<td></td>
</tr>
<tr>
<td>+ Even Spring</td>
<td></td>
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<tr>
<td>☐ Odd Fall</td>
<td>☐ Even Fall</td>
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<tr>
<td>☑ Odd Spring</td>
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<td>☐ Even Summer</td>
<td>☐ Every Semester</td>
</tr>
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<td>☐ Occasional</td>
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**Intended Utilization of Course**

<table>
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<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
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<tr>
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<tr>
<td>+ Required Course</td>
<td></td>
</tr>
<tr>
<td>☐ Required Course</td>
<td>☐ Elective Course</td>
</tr>
</tbody>
</table>

**Justification for Course Revision**

What is the rationale for revising this course?

- The revised course title and description for ART 6687 aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

What majors require or recommend this course for graduation?

- Emerging Media M. F. A.

If not a major requirement, what will be the source of 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 discussion you have had.
Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>I have completed all relevant parts of the form.</td>
</tr>
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<thead>
<tr>
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<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Jason Burrell</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
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Administration Use Only

| Catalog Ownership: |

<table>
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<tr>
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| Status | Active-Visible | Inactive-Hidden |

PeopleSoft

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<table>
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<table>
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<tr>
<th>Lab Fee</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>CRSE_ID</th>
<th>043001</th>
</tr>
</thead>
</table>
I. Welcome!
I look forward to helping you refine your creative expressions and the verbal and written articulations that support and drive them. Likewise, as you have experienced, the graduate studio arts environment functions best when all students are self-motivated, prepared, curious, courteous, and in concert with assigned faculty, committed to informing, challenging, assisting, and empowering one’s peers and elevating the collective discourse and studio dynamic.

II. Course Overview
The course will be based on studio productivity and progress and will focus on individual creative production. Students will apply artistic techniques in preferred media that build on new and prior training and experience to produce an autonomous body of work for the MFA Thesis Exhibition. Feedback and assessment will take the form of individual and group critique discussions. Students will also discuss their work in the context of current art theory, criticism, and practices that culminate in a series of written assertions and position paper about their creative work.

III. Course Objectives
By the end of this course, each student will be able to:
- Produce a focused creative direction and autonomous body of works
- Be conversant in contemporary practice, criticism, and theory pertinent to their goals
- Clearly assert how their work relates to historic and contemporary arts practices
- Establish goals and timeline for their MFA Exhibit and thesis
- Compose a lucid written creative statement about one’s ideas and creative products

IV. Course Prerequisites
Students should be highly motivated, self-directed, and have completed the following courses:
ART 5910, ART 5698 and ART 5284

V. Required Texts and Materials
There is no required textbook
VI. Supplementary Readings and Activities
Any assigned readings and/or pertinent handouts will be distributed by email or in hardcopy. Students are encouraged to suggest contemporary topics and/or specific relevant activities. Class sessions may include off-campus forays to attend a relevant arts exhibition or event.

VII. Basis for Final Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation/Participation (10pts/day x 15 mtgs + Final = 150pts)</td>
<td>15%</td>
</tr>
<tr>
<td>Notebook, Creative Statement + Pre/Post Self-Assessment (50pts)</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Crits (Productivity/ Growth) (200pts)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm: Group Critique (300pts)</td>
<td>25%</td>
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<tr>
<td>Final: Group Critique (400pts)</td>
<td>35%</td>
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<tr>
<td>Total Points = 1,000</td>
<td>100%</td>
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</table>

Grading Scale (Points)

- 900-1000 A
- 800-899 B
- 740-799 C
- 600-699 D
- 0 - 590 F

VIII. Grade Dissemination
Written assignments and creative products will receive narrative in-progress feedback during individual meetings and group critiques. Graded project assessments, writing assignments and/or performance progress updates in this course will be distributed individually only by request. Students can view their scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are in-progress assessments (i.e., unofficial grades). Final grades will be posted online following the final critique and a scheduled end-of-semester individual meeting. If you need help accessing myUCF Grades, see the online tutorial: https://myucfgrades.ucf.edu/help/.

IX. Course Policies: Grades

Attendance Policy (Grades):
Attendance in mandatory. Students are responsible for all information or assignments missed due to an excused or unexcused absence. The instructor will not repeat demonstrations, critiques, or grading for unexcused absences. Moreover, in the studio art laboratory model, active working students contribute to the overall classroom dynamic and discourse. Accordingly, as this class only meets once per week: 60-points will be subtracted from the student’s overall earned points for each unexcused absence and a 20-point penalty will be assessed for each late arrival, unauthorized “break” and/or early departure (before class is dismissed), which has a corresponding downward effect on the total earned points and final grade.

Late Work Policy: There are no make-ups for in-class work sessions, discussions, writing assignments, quizzes, the midterm, or project critiques. Any complete work turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 calendar days late. Incomplete or past due assignments will not be accepted if overdue by more than seven calendar days.
Extra Credit Policy: There are no extra credit opportunities for this course. However, if a student reworks or reproduces a submitted assignment after receiving constructive criticism and/or balancing due dates, assigned works may be resubmitted for a one-time grade reconsideration.

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

X. Course Policies: Technology and Media
Email: The official form of communication between the instructor and students is email using an approved UCF knights email address. I will try to respond in a timely manner to email posts within Webcourses on Monday’s and Wednesday’s in the order they are received. I do not check my email on weekends and I do not reply to messages sent from alternate email addresses.

Webcourses: Students should check Webcourses regularly (at a minimum once daily before class. I will send email updates about assignments, due dates, distribute readings and/or manage threaded discussions, post grades etc. weekly during the semester.

Laptop Usage: Laptops, tablets or related technologies may be used during class sessions for the purposes of typing notes, edit images or text for class assignments but they are prohibited during all individual meetings, group critiques, demonstrations or presentations. Correspondingly, the instructor reserves the right to change this policy if the use of these devices become a distraction to the instructor or classmates.

Recording Devices: Unless specifically approved in writing by the instructor, students are not permitted to use cameras, video recorders, tape recorders, or other audio technology devices to record class lectures, demonstrations, discussions, or individual meetings during class (. This recording ban extends to office hours and out-of-class discussions.

XI. Course Policies: Student Expectations
Disability Access: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

XII. Attendance Policy (Student Expectations): Attendance during all class sessions is mandatory. Students are expected to come to class prepared and on time, maintain consistent individual work habits, contribute to group discussions and critiques and support and/or collaborate with classmates. However, if the student is sick or has a legitimate reason for missing class they must promptly provide the instructor with an appropriate documentation to excuse the absence and receive information/assignments about what they missed from the instructor.
Conversely, if the absence is unexcused, students are responsible for obtaining the information and/or assignments from classmates. The instructor will not repeat demonstrations, critiques, or grading for unexcused absences. Moreover, the preceding section: IX. Course Policies: Grades Attendance Policy (Grades) provides specific information about how unexcused absences affect overall earned points and, possibly, the student’s final grade.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Students not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings and stay for the duration. Students who habitually disturb the class (e.g., talking, arriving late, leaving often or early, technology rings, pings or related interruptions, etc.), and have been warned will be asked to leave class (resulting in a corresponding reduction in their overall points and possibly their final grade).

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor’s discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

XIII. Important Dates to Remember (Fall 2017)
While this list of important dates includes observed holidays, university deadlines, and course is not exhaustive, and does not include all of the arts events on campus or in Greater Orlando we should also be mindful of adhering to/attending, use them as a guide. Likewise, all the dates and assignments listed in the schedule below are also important, tentative, and subject to change at the discretion of the professor.

<table>
<thead>
<tr>
<th>UCF Events + Holidays</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Deadline</td>
<td>Mon, 8/21 – Fri, 8/24</td>
</tr>
<tr>
<td>Last Day to Drop and Request Full Refund</td>
<td>Thu, 8/24</td>
</tr>
<tr>
<td>Drop/Swap Deadline</td>
<td>Thu, 8/24</td>
</tr>
<tr>
<td>Add Deadline</td>
<td>Fri, 8/24</td>
</tr>
<tr>
<td>Payment Deadline</td>
<td>Fri, 9/1</td>
</tr>
<tr>
<td>Labor Day Holiday (No-Classes)</td>
<td>Mon, 9/4</td>
</tr>
<tr>
<td>Academic Advising Weeks</td>
<td>Mon, 10/9 – Fri, 10/20</td>
</tr>
<tr>
<td>Grade Forgiveness Deadline</td>
<td>Mon, 10/30</td>
</tr>
<tr>
<td>Last Day to Reinstate Drop for Nonpayment Class Deadline</td>
<td>Mon, 10/30</td>
</tr>
<tr>
<td>Withdrawal Deadline:</td>
<td>Mon, 10/30</td>
</tr>
<tr>
<td>Veteran’s Day Holiday (No-Classes)</td>
<td>Fri, 11/10</td>
</tr>
<tr>
<td>Thanksgiving Holiday (No-Classes)</td>
<td>Thu, 11/23 – Sun, 11/26</td>
</tr>
<tr>
<td>VA Deferral Payment Deadline</td>
<td>Fri, 12/1</td>
</tr>
<tr>
<td>Final Examination Period</td>
<td>Mon, 12/1 – Sat, 12/9</td>
</tr>
</tbody>
</table>
Religious Observances
Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major religious observances. Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center’s main web page under “Calendars,” and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XIV. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Before Class</th>
<th>In Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>By Next Class: <strong>Wed 8/30</strong>&lt;br&gt;Prepare: a creative statement that describes in detail (concepts, materials, size, process, goals, etc.) the works you plan to make this semester. Be specific and aim for 350 words.</td>
<td>Course Overview/Discussion:&lt;br&gt;Review course syllabus, objectives, critiques/discussions, expectations (e.g., attendance, participation, projects, etc.) and share individual backgrounds and goals for the semester, etc.</td>
</tr>
<tr>
<td>WEEK 2</td>
<td>By Next Class: <strong>Wed 9/6</strong>&lt;br&gt;Create PPT (5 historical references + 5 current influences). Submit 1-page statement of intent for semester.</td>
<td>Submit (Start of class):&lt;br&gt;A creative statement (350 words)</td>
</tr>
<tr>
<td>Wed 8/30</td>
<td></td>
<td>Workday:&lt;br&gt;Individual studio critiques</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>By Next Class: <strong>Wed 9/13</strong>&lt;br&gt;Prepare for In-Progress Group Critique</td>
<td>Deliver: PPT Presentations</td>
</tr>
<tr>
<td>Wed 9/6</td>
<td></td>
<td>Submit: Copy of PPT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workday:&lt;br&gt;Individual studio critiques</td>
</tr>
</tbody>
</table>
| WEEK 4  | Wed 9/13 | **By Next Class:** Wed 9/20  
Read: Anselm Kiefer’s *Bookworks (1989)*,  
Bring: discussion notes | **(IN-PROGRESS) GROUP CRITIQUE** |
|---------|----------|-------------------------------------------------------------------------------------------------------------------|
| WEEK 5  | Wed 9/20 | **Discuss:** Anselm Kiefer’s *Bookworks (1989)*, by Buzz Spector (and how/why reading/writing critical reviews is valuable exercise)  
Submit: Discussion notes (Kiefer)  
**Workday:**  
Individual studio critiques |
| WEEK 6  | Wed 9/27 | **Workday:**  
Individual studio critiques |
| WEEK 7  | Wed 10/4 | **By Next Class:** Wed 10/11  
Prepare: for Midterm Group Critiques | **Workday:**  
Individual studio critiques |
| WEEK 8  | Wed 10/11 | **By Next Class:** Wed 10/18  
*Read: Handout/s (TBA)*  
*Bring: discussion notes (Due: Wed 10/18)* | **MIDTERM GROUP CRITIQUE** |
| WEEK 9  | Wed 10/18 | **Discuss: Handout/s (TBA)**  
Submit: Discussion notes (TBA)  
**Workday:**  
Individual studio critiques |
| WEEK 10 | Wed 10/25 | **Workday:**  
Individual studio critiques |
| WEEK 11          | By Next Class: **Wed 11/8**  
|                 | Read: *Handout/s (TBA)*  
| Workday:        | Individual studio critiques |
| WEEK 12         | Discuss: *Handout/s (TBA)*  
|                 | Submit: Notes  
|                 | Workday: Individual studio critiques |
| WEEK 13         | Workday: Individual studio critiques |
| WEEK 14         | By Next Class: **Wed 11/29**  
|                 | Prepare: for Final Critique  
| Workday:        | Individual studio critiques |
| WEEK 15         | **FINAL GROUP CRITIQUE**  
| WEEK 16         | FINAL EXAM and LAB CLEAN-UP  
|                 | Note: Finals mtg time: **7:00-9:50PM** |

* Note: The schedule and assignments are subject to revision
Grad Course Revision - College of Arts and Humanities - ART 6911C Studio Concentration
2018-2019 Graduate Course Revision

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Arts and Humanities</th>
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<tbody>
<tr>
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<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>School of Visual Arts and Design</td>
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Please use the import feature to import the course information. Do not type the course prefix and code.

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<tr>
<th>Prefix*</th>
<th>Code* 6911 6911C</th>
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</table>

<table>
<thead>
<tr>
<th>Name*</th>
<th>Studio Concentration Project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Revision - College of Arts and Humanities - ART 6911C Studio Concentration</th>
</tr>
</thead>
</table>

30 Character Abbreviation: **Studio Concentration**
**Course Description**

Continuation of Concentration I. The principle class for Over this repeatable four-course sequence, students will create individually driven studio work production. May be used that evolves in the degree program a maximum of 2 times materials, depth, scope and content by building upon prior efforts.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
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<tr>
<td>Class Hours:</td>
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</tr>
<tr>
<td>Lab and Field Work Hours:</td>
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<tr>
<td>Contact Hours:</td>
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**Repeat for credit?**

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</tr>
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<tr>
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</tr>
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<td>+ Yes</td>
</tr>
<tr>
<td>Yes ○ No</td>
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</tbody>
</table>

**Repeat within same semester?**

<table>
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<tbody>
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<tr>
<td>+ No</td>
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<tr>
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</tr>
</tbody>
</table>

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

**Prerequisite(s):**

Admission to Emerging Media MFA and ART-5940 or C. I

**Corequisite(s):**

**Graded S/U?**

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**Split-Level Class:**

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List undergraduate split-level course:

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

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<tr>
<td>+ Odd Spring</td>
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<tr>
<td>+ Even Spring</td>
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</tr>
</tbody>
</table>

- Odd Fall ✓
- Even Fall ✓
- Odd Spring ✓
- Even Spring ✓
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**

<table>
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<tr>
<td>Jason Burrell</td>
<td></td>
</tr>
<tr>
<td>+ Required Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course ✓
- Elective Course

**Justification for Course Revision**

- What is the rationale for revising this course?
  - Removing the “II” designation from ART 6944C 6914 6911C: Studio Concentration aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

- What majors require or recommend this course for graduation?
  - Emerging Media M. F. A.

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

What is the estimated annual enrollment?

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

Detail Discussion N/A

Attachment List

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

Check

Activity Log

Jason Burrell

+ I have completed all relevant parts of the form.

Attached

Activity Log

Jason Burrell

+ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID 56996

Course Type Art

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group
Studio Concentration
Course: ART 6911
Term: TDB
Class Meeting Time: TBD
Professor: Brooks Dierdorff
Email: brooksdierdorff@ucf.edu
Office: VAB 203
Office Hours: TBD

Course Description:

This interdisciplinary graduate studio art course is dedicated to the study, production, and discussion of contemporary art. The course will focus on further developing a studio practice as an artist as well as improving criticism skills that will aid graduate students in evaluating their work. It is rare that a group of artists devote sustained time to considering one another’s work - typically there just isn’t the time. This class offers us this opportunity and we will devote most of the semester to critiques of each students’ artwork. The remaining meeting times will seek to address

The course is designed for students who have extensive experience in studio art. Being a 6000-level graduate course at UCF, expectations for students at this level are extremely high. Students will be expected to simultaneously learn new concepts through readings, presentations, and lectures, work hard on their artistic practice, engaging in rigorous critique of work by peers through written and verbal critique, and discuss and write about historical and contemporary art and theory. Although this is a studio course, and a large share of your energy will be devoted to the creation of your own work, equal energy will be devoted to reading, reading responses, and class discussions.

Coursework:

Each student will get 3 scheduled critiques throughout the term (separate from the program-wide midterm and final critiques). The week prior to your schedule critique, each student will select a reading for everyone else in the class to read in advance of their critique meeting. The student being critiqued has the responsibility of structuring the discussion of their studio work and will use this reading as an
introduction to their conceptual direction. This reading is not your own writing, but something that has inspired you. It can be from any source that informs your work and doesn’t have to be restricted to art history or criticism. It should prepare the crit group for a more substantial conversation about your concepts and visual choices. In essence, your critique week is partly a presentation of your current work, a discussion of this reading in relations to your work, and part dialogue with your artist peers about both.

In presenting your work I would like you to think about a few things: How do we as visual artists speak about our work to varied audiences? How do you describe your artwork to your dentist without any images to rely on? How do you communicate what you’re are doing but not be overly theoretical? How do you speak about your work to fellow artists at a party? How do you speak about your work in front of a group of professors? How do you speak about your work if you are giving a 45-minute artist lecture? As an artist you will encounter these circumstances again and again. By the end of this class I hope that you will be confident in your ability to handle all of these occasions with grace.

In the weeks leading up to our first critique, I will be assigning readings that you will respond to in writing, as well as discuss in class.

Oh and we are going to look and critique each student’s website. You do have a website, don’t you???

Our last formal class meeting will be on Monday, November 26th. Your program-wide final critique is on Friday, November 30th.

This class will also have an informal and voluntary gathering at Art Basel on Thursday, December 6th. Please plan ahead!

Required Materials:
Whatever your studio practice requires

Required Texts:
I will provide you with PDFs on Webcourses

Additional Requirements:
- Energetic participation in classroom activities and critique
- A willingness to take risks and engage in considerate discourse
- A willingness to dedicate substantial amounts of time outside the classroom for creative research and completion of projects.
- Appropriate classroom behavior: No eating, texting, phone use, Facebook use, or anything else corrosive or disruptive to the classroom atmosphere.

Grades:

Two factors will be considered in the determination of grades:
1) The quality of the learning process, including the contributions a student offers to their peer classmates during critiques, demonstration of connections between readings and studio practice, inventiveness, risk, enthusiasm, and effort. This will be worth 60% of your grade.

2) Completing the assigned readings and projects, and on time. This is worth 40% of your grade.

<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>Grade Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A — Excellent</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>74-76</td>
<td>C</td>
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<td>70-73</td>
<td>C-</td>
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<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
</tbody>
</table>

Graded materials in this course will be returned individually only by request. You can access your scores in the Grades section of the companion site on Webcourses@UCF.

Late Work
No late work is accepted and there are no exceptions. You are expected to meet all deadlines.

Extra Credit Policy
You may receive extra credit by attending extra-curricular art-related exhibitions and events and writing a 250-word response to the show/event that you attend. I will announce these opportunities throughout the term.

Submitting Written Materials
Most written responses will be turned in through Webcourses. Any uploaded written materials asked for must be submitted in an appropriate format. Specific guidelines for formatting and submitting written materials will be provided with the writing assignments. These will be posted on the course.
website. Use only the Word (doc, docx) or Acrobat (pdf) document formats when uploading written assignments to the course site.

**Email**
Check your Webcourses mail and Knights mail often. You *must* use Knights email. Don't expect an immediate response when you send a message. Be patient. Generally, two business days is considered a reasonable amount of time to receive a reply. Don't expect a reply on the weekend.

**Webcourses**
You are expected to use Webcourses@UCF throughout the semester. Course materials and assignments will be posted on the course web site.

[http://webcourses.ucf.edu/](http://webcourses.ucf.edu/)

The following are go-to resources for issues relating to Webcourses and Knights email etc...

- online@ucf Support [http://onlinesupport.cdl.ucf.edu/](http://onlinesupport.cdl.ucf.edu/)

**Classroom devices**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. Turn off cell phones and place them out of sight while in the classroom. No texting during class. Laptops are permitted for note taking only during lectures. Please, do not surf the web, check Facebook or your email during lectures, discussions, or critiques. Remain attentive to class activities. Do not distract others or engage in unrelated activities while the instructor and classmates are speaking. Those who repeatedly violate this request will lose course points resulting in a lower course grade.

**Accessibility**
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

- UCF Orlando campus, Ferrell Commons, Bldg. 7F, Room 185.
- Phone (407) 823-2371
- TTY/TDD only phone (407) 823-2116.
- Email sas@ucf.edu
- [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/)

**Attendance**
You are expected to attend all classes. As this class meets just once a week, missing any class is missing a lot. After 2 unexcused absences your grade will drop by a letter grade. If you miss 5 or more classes your will be failed from the course.

As our meeting time is brief, expect a fair amount of time outside of class each week devoted to readings and other assignments.
Field Trips:
Students are encouraged to coordinate among themselves regarding travel to off campus sites for gallery visits or shooting sessions. A form must be filled out by each student for each event and submitted in advance of the field trip. Should the timeframe of an off campus trip be unworkable, given an individual student’s class schedule, a substitute assignment or project can be substituted IF the student consults with the instructor in advance of the scheduled field trip.

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

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Core Policy Statements:

Academic Integrity
Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

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


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

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

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

• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <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.

Follow @ucf_photo on Instagram!!!
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Arts and Humanities</th>
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</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>School of Visual Arts and Design</td>
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Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code*</th>
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<tbody>
<tr>
<td>ART</td>
<td>6930</td>
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</table>

<table>
<thead>
<tr>
<th>Name*</th>
<th>Graduate Seminar</th>
</tr>
</thead>
</table>

| Full Title* | Grad Course Revision - College of Arts and Humanities - ART 6930 Graduate Seminar |

<table>
<thead>
<tr>
<th>30 Character Abbreviation:</th>
<th>Graduate Seminar</th>
</tr>
</thead>
</table>

https://ucf.curriculog.com/proposal:2189/print
Course Description: Admission to Emerging Media MFA program, graduate standing, or C. I. Lecture and interactive discussion centers upon interactive discussions centered on art, digital media, film, aesthetics, culture, technology, and/or industry in relation to emerging media. May be used include select readings, writing assignments, instructor/guest lectures, and/or participating in the degree program a maximum of 4 times arts events. Seminar format.

Credit Hours: 1

Class Hours: 1

Lab and Field Work Hours: 0

Contact Hours: 1

Repeat for credit?

Jason Burrell

+ Yes

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

Repeat within same semester?

Jason Burrell

+ No

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

Prerequisite(s): Admission to Emerging Media MFA, graduate standing or C. I

Corequisite(s):

Graded S/U? Yes No

Split-Level Class:

Activity Log

Jason Burrell

+ No

Yes No

Yes No
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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<tr>
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<tr>
<td>+ Even Fall</td>
<td></td>
</tr>
<tr>
<td>+ Odd Spring</td>
<td></td>
</tr>
<tr>
<td>+ Even Spring</td>
<td></td>
</tr>
</tbody>
</table>

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
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<tbody>
<tr>
<td>Jason Burrell</td>
<td></td>
</tr>
<tr>
<td>+ Required Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course

**Justification for Course Revision**

**What is the rationale for revising this course?**

The repeatable six-course seminar sequence in ART 6930 revised course description, repeatability and prereqs aligns with the 7-year APR recommendations to increase the dynamic and dialogue between cohorts, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.

**What majors require or recommend this course for graduation?**

**Emerging Media M. F. A.**

**If not a major requirement, what will be the source of students?**
What is the estimated annual enrollment?

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

Detail Discussion  N/A

Attachment List

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Jason Burrell</td>
<td>I have completed all relevant parts of the form.</td>
</tr>
<tr>
<td></td>
<td>I have completed all relevant parts of the form.</td>
</tr>
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<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Burrell</td>
<td>I have attached a course syllabus and rationale.</td>
</tr>
<tr>
<td></td>
<td>I have attached a course syllabus and rationale.</td>
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Administration Use Only

<table>
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<tr>
<td>Course OID</td>
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<table>
<thead>
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| Status | Active-Visible Inactive-Hidden |

PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
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</thead>
<tbody>
<tr>
<td>Career</td>
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</tbody>
</table>

Print in Catalog
ART 6930.0061 (80009) Graduate Seminar

Instructor: Jason Burrell  
Term: Fall 2018
Office: VAB 105-C (via VAB 117)  
Class Meeting Days: Tuesday
Phone: 407-823-0092  
Class Meeting Hours: 6:00-7:15pm
Email: Jason.Burrell@ucf.edu  
Class Location: OTC 500 room 134
Office Hours: M, T, R 2:00-4:00pm  
Credits: 1
Website: svad.cah.ucf.edu/staff.php?id=391

Course Overview
PR: Admission to Emerging Media MFA program, graduate standing, or C.I. Lecture and interactive discussion centers upon art, digital media, film, aesthetics, culture, technology, and industry in relation to emerging media. The School of Visual Arts & Design affirms that a theoretical and working understanding of the historical meanings and studio applications of the human image are critical in the education of Visual Art and Art History students. To develop such an understanding, Art courses often utilize images of clothed and unclothed human figures.

Class Notes
Orlando Tech Center, Suite 500, 12461 Research Parkway, Orlando, FL 32816-3121
This class meets with:
ART 5941.0061

Required Text
None.

Supplementary Texts
Academic Keys
Artisrez
Call for Artists
Chronicle of Higher Education
College Art Association
NYFA.com
Trans Artist
SPE

Grading
Grading is based upon attendance and participation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale (%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>94 - 100</td>
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<td>90 - 93</td>
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<tr>
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<td>C+</td>
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<tr>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>C-</td>
</tr>
</tbody>
</table>

TOTAL 100%
Grade Dissemination
Grades will be provided for 1) Midterm Review 2) Final Review

Course Policies
Grades
A. Students excel using the course concepts and put forth outstanding contributions earn the grade of A. Demonstrate understanding of reading content, bringing relevant references, and highlighting connections to work being produced in the programs will distinguish contributions.

B. Students who understand the class concepts and participate will earn a B. This level work will go beyond merely speaking in discussions.

C. Students who occasionally demonstrate an understanding of the class concepts will earn the grade of C. C level participation is sound but in the judgment of the instructor does not achieve the level of B level work.

D. Students attend class, rarely contribute but do not demonstrate a clear understanding of the class concepts will receive the grade of D.

F. Students that do not attend or participate will receive the grade of F.

Late Work Policy
There are no make-ups for absences.

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.

Technology and Media
Email
Email is the official form of communication between the instructor and student. Your instructor will reply only to messages sent from a knights email address.

Laptop Usage
No laptops or tablets used during class time (unless specifically stated by instructor).

Classroom Policies
Students and the faculty are expected to help maintain this shared facility.

Student Expectations
Disability Access
The University of Central Florida and this instructor is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
Attendance Policy
Attendance to all classes is mandatory. More than two absences will affect your grade. If the student is sick or has a legitimate reason for missing class they must promptly provide the instructor with an appropriate documentation to excuse the absence and receive information/assignments about what they missed from the instructor. If the student has an unexcused absence they must obtain the information/assignments from another student. The instructor will not repeat demonstrations, critiques, or grading for unexcused absent students. Three absences will drop your grade at least one letter grade (from an A to a B, or from a B to a C, etc.). No student with three or more absences will receive an A or A- for their final grade. After the fourth absence the student fails the course. Students are responsible for all information missed due to an absence. Two late arrivals will be treated as an absence.

Professionalism Policy
Per university policy and classroom etiquette: electronic devices including mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy
Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Important Dates
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Start</td>
<td>Monday, August 20</td>
</tr>
<tr>
<td>Last Day to Drop and Request Full Refund</td>
<td>Thursday, August 24, 11:59pm</td>
</tr>
<tr>
<td>Add Deadline</td>
<td>Friday, August 24, 11:59pm</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 3</td>
</tr>
<tr>
<td>Football Campus Closure</td>
<td>Friday, September 21, 2:30pm</td>
</tr>
<tr>
<td>MFA Mid-Term Critique</td>
<td>Friday, October 19</td>
</tr>
<tr>
<td>Withdrawal &amp; Grade Forgiveness Deadline</td>
<td>Friday, October 26, 11:59pm</td>
</tr>
<tr>
<td>Football Campus Closure</td>
<td>Thursday, November 1, 2:30pm</td>
</tr>
<tr>
<td>Veterans Day</td>
<td>Monday, November 12</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Thursday, November 22 through Saturday, November 24</td>
</tr>
<tr>
<td>MFA Final Critique</td>
<td>Friday, November 30</td>
</tr>
<tr>
<td>Classes End</td>
<td>Saturday, December 1</td>
</tr>
<tr>
<td>Course Final Exam</td>
<td>Tuesday, December 4, 4:00pm-6:50pm</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Monday, December 3 through Saturday, December 8</td>
</tr>
<tr>
<td>Grades Available</td>
<td>Wednesday, December 14</td>
</tr>
</tbody>
</table>

Religious Observances
Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For additional information, refer to page 60 of the UCF Undergraduate Catalog. For a current schedule of major religious holidays, see the Faculty Center's main web page under “Calendars,” or contact the Office of Diversity Initiatives at 407-823-6479.

Studio Art MFA Mid-Term Critiques in Artists Studios, Fall 2018
Policy:
• Installation plans should include pedestals, televisions, electrical, designating a dark space, and lighting
• Students must announce installation plan ahead of exhibition
• Students must patch, sand and paint any holes they make in the walls
• To protect GTAs, this is not an open critique, faculty and BFA Seminar only allowed
• The critique utilizes conversation methodology (students stand by their work and speak with faculty as they walk from student to student (chairs?))

**Studio Art MFA Final Critiques at OTC, Fall 2018**

Calendar:
- Wednesday, November 28, Installation starting 9:00am
- Friday, November 30, Critique 10:00am-4:00pm
- Friday, November 30, De-installation concludes 6:00pm

Policy:
- Standard MFA critique, a schedule with each student presenting to the cohort and faculty
- Coordinated through Graduate Practicum and Seminar classes

**Class Schedule**

<table>
<thead>
<tr>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
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</tr>
<tr>
<td>Introduction, Syllabus</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>8/28</td>
</tr>
<tr>
<td>Art Basel Preparations</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>9/4</td>
</tr>
<tr>
<td>Standard Professional Material</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>9/11</td>
</tr>
<tr>
<td>Publications</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>9/18</td>
</tr>
<tr>
<td>Teaching Application</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>9/25</td>
</tr>
<tr>
<td>Exhibition Application/Proposals</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>10/2</td>
</tr>
<tr>
<td>Mid Term Review and Discussions</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>10/9</td>
</tr>
<tr>
<td>Residency Application</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10/16</td>
</tr>
<tr>
<td>Conferences</td>
</tr>
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<td>10</td>
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<tr>
<td>10/23</td>
</tr>
<tr>
<td>Public Art Proposals</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>10/30</td>
</tr>
<tr>
<td>Grant Writing</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>11/6</td>
</tr>
<tr>
<td>Election Day/Public Art</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>11/13</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>11/20</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>11/27</td>
</tr>
<tr>
<td>TBD</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>12/4 4:30pm – 5:45pm</td>
</tr>
<tr>
<td>Final</td>
</tr>
</tbody>
</table>

The schedule and syllabus is subject to revision by the instructor. When possible, advance notice will be given.
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Management</td>
</tr>
</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code* 6325</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name*</th>
<th>Applied Research Tools</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Full Title*</th>
<th>Grad Course Revision - College of Business Administration - MAN 6325 Applied Research Tools</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation:</th>
<th>Applied Research Tools</th>
</tr>
</thead>
</table>
Course Description* Development of applied qualitative and quantitative research skills for collecting, analyzing and reporting data to organizations, within the context of managing human resources and change.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Repeat for credit? Yes No

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

Repeat within same semester? Yes No

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

Prerequisite(s): MAN-6305 and MAN-6285, MAN-6305 and MAN-6285.

Corequisite(s):

Graded S/U? Yes No

Split-Level Class: Yes No

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

List undergraduate split-level course:

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

Term of Offering
When will the course be offered?  
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:
- Ronald Piccolo
- **Required Course**

Activity Log

Justification for Course Revision

What is the rationale for revising this course?

This course is used in multiple tracks of the Professional MSM program including tracks in HR, entrepreneurship, and business analytics. The existing course description includes the phrase “within the context of management human resources and change”, but that is no longer relevant or appropriate given that the course has applications outside of the HR domain.

The proposed course revision simply removes that tagline.

We also eliminated the prerequisites for the same reason: given that the course is taught in multiple tracks of the PMSM program, some of the existing prerequisite courses are no longer relevant.

What majors require or recommend this course for graduation?

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

What is the estimated annual enrollment?

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

Detail Discussion

Attachment List

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

Check
Activity Log

Ronald Piccolo

- I have completed all relevant parts of the form.

- I have attached a course syllabus and rationale.

Attached

Ronald Piccolo

- I have completed all relevant parts of the form.

- I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership: Department of Management

Course OID: 58315

Course Type: Management

Status: Active-Visible, Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID: 011772
Instructor Contact
Instructor: Dr. Christopher D. Hollander
Office: HEC 328 (Main Campus)
Office Hours: Monday 5 PM – 6 PM at the EDC or by Appointment
Phone: 407-900-8902 (Google Voice)
E-mail: Christopher.Hollander@ucf.edu

Course Information
Course Name: Applied Research Tools
Course ID & Section: MAN 6325 Section 0001
Credit Hours: 3
Semester/Year: Summer 2018
Location: EDC (Downtown Orlando)

Course Description
This course will foster the development of applied qualitative and quantitative research skills for collecting, analyzing and reporting data to organizations, within the context of managing human resources and change. It is designed as part of the Business Analytics Program, a track in the PMSM degree offered as a market rate program through the College of Business Executive Development Center.

Suggested prerequisites: programming fundamentals (data types, control structures, functions), basic statistics, basic probability, basic linear algebra (vectors, matrices)

Course Objectives
The general objectives of this course are to provide an introduction to the tools and techniques of management science and business analytics.

By the end of this course, students should be able to:

1) Explain the core ideas of management science and business analytics
2) Explain the role of spreadsheets and scripting in management science and business analytics
3) Understand and construct linear programming models
4) Understand and construct integer programming models
5) Understand and construct nonlinear programming models
6) Understand and construct Monte Carlo simulations
7) Understand the role and impact of uncertainty in the decision-making process
8) Understand the role of machine learning in management science and business analytics
Required Text

- Practical Management Science, 6th Edition
  

- Business Analytics - Methods, Models, and Decisions, 2nd Edition
  
  > Supplemental Chapters and Examples: [http://wps.prenhall.com/bp_evans_bus_2/](http://wps.prenhall.com/bp_evans_bus_2/)

Supplemental Texts and Resources

- ColumbiaX: Data, Models, and Decisions in Business Analytics:
  > [https://courses.edx.org/courses/course-v1:ColumbiaX+BAMM.102x+2T2017/course/](https://courses.edx.org/courses/course-v1:ColumbiaX+BAMM.102x+2T2017/course/)

- Georgia Tech Deterministic Optimization:
  > [https://courses.edx.org/courses/course-v1:GTx+ISYE6669x+1T2018/course/](https://courses.edx.org/courses/course-v1:GTx+ISYE6669x+1T2018/course/)

- MIT Courses in Business (including Analytics):
  > [https://ocw.mit.edu/courses/sloan-school-of-management/](https://ocw.mit.edu/courses/sloan-school-of-management/)

- Applied Mathematical Programming (Bradley, Hax, and Magnanti):

- Convex Optimization (Boyd and Vandenberghe):

- Alternative to Excel’s commercial solver:
  > [https://opensolver.org/](https://opensolver.org/)

Course Requirements

- Students shall have a reliable internet connection
- Students shall have Microsoft Excel 2016 installed
- Students shall have the latest version of Anaconda installed
- Students shall have the latest version of R and R Studio installed
- Students shall check the course website at least twice a week for updates
- Students shall plan to spend at least 10 hours a week working on course-related activities (reading, assessments, interacting with other students)

Missed Assignments/Make-Ups/Extra Credit

PRIOR AUTHORIZATION IS REQUIRED TO SUBMIT LATE ASSESSMENTS

Per university policy, late submission of assignments will be accepted without penalty for one week beyond the original deadline when that deadline conflicts with university-sponsored events, religious observances, or legal obligations (such as jury duty), and when official documentation of a conflict is provided to an instructor.

Students are also allowed to request a deadline extension (or an equivalent, alternate assignment) of one week for approved acceptable absences. This deadline extension must be requested within 48 hours of the original assessment deadline. Acceptable absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Beyond these exceptions, late submission of assessments will result in a 10% penalty per day.
Evaluation and Grading
Your final grade will be determined by your performance on the following assessments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Readings will be assigned at the end of each class and posted on WebCourses. It is critical to keep up with the readings if you intended to be successful in this course. Quizzes will be conducted through Canvas and will cover material discussed in lecture and the assigned readings. Exams will cover topics from the assignments, lectures, and readings.

Grades will follow a modified +/- scale based on the following table. It is important to note that UCF does not differentiate between an A and an A+ with regards to your GPA.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>80 – 86.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76.9</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Attendance Policy
While attendance will not be officially recorded, failure to show up to class is strongly discouraged. Students showing up more than 15 minutes late to class may be asked to leave.

Academic Honesty
Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Accessibility Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Tentative Schedule
The following schedule is intended to provide a rough idea of the course structure. Be aware that it is subject to change at any time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/14</td>
<td>Monday</td>
<td>Introduction to Business Analytics</td>
</tr>
<tr>
<td>2</td>
<td>5/21</td>
<td>Monday</td>
<td>Introduction to Spreadsheet Modeling and Python Review</td>
</tr>
<tr>
<td>3</td>
<td>5/28</td>
<td>Monday</td>
<td>No Class – Memorial Day</td>
</tr>
<tr>
<td>4</td>
<td>6/4</td>
<td>Monday</td>
<td>Linear Programming</td>
</tr>
<tr>
<td>5</td>
<td>6/13</td>
<td>Wednesday</td>
<td>Network Models</td>
</tr>
<tr>
<td>6</td>
<td>6/20</td>
<td>Wednesday</td>
<td>Integer Programming</td>
</tr>
<tr>
<td>7</td>
<td>6/27</td>
<td>Wednesday</td>
<td>Nonlinear Programming</td>
</tr>
<tr>
<td>8</td>
<td>7/4</td>
<td>Wednesday</td>
<td>No Class – Independence Day</td>
</tr>
<tr>
<td>9</td>
<td>7/11</td>
<td>Wednesday</td>
<td>Simulation Models</td>
</tr>
<tr>
<td>10</td>
<td>7/16</td>
<td>Monday</td>
<td>Decision Analysis</td>
</tr>
<tr>
<td>11</td>
<td>7/23</td>
<td>Monday</td>
<td>Introduction to Machine Learning and Data Mining</td>
</tr>
<tr>
<td>12</td>
<td>7/30</td>
<td>Monday</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

The mid term and final exams will be in a take-home format done outside of lecture hours.
Grad Course Revision - College of Community Innovation and Education - ECT 6791 Research in Career Education
2018-2019 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
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<tbody>
<tr>
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<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
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Please use the import feature to import the course information. Do not type the course prefix and code.

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<tr>
<td>Code*</td>
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<table>
<thead>
<tr>
<th>Name*</th>
<th>Research in Career Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - ECT 6791 Research in Career Education</td>
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</table>

<p>| 30 Character Abbreviation: | Research in Career Education |</p>
<table>
<thead>
<tr>
<th>Course Description*</th>
<th>Curricular, instructional, demographic, and trends research in the field of career education.</th>
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<table>
<thead>
<tr>
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<table>
<thead>
<tr>
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<table>
<thead>
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</table>

<table>
<thead>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, indicate the total times the course may be used in the degree program.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Repeat within same semester?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ Yes No</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>EDF 6432 or EDF 6481 Graduate standing or C. I.</th>
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<table>
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<tr>
<th>Corequisite(s):</th>
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<th>Activity Log</th>
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<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Split-Level Class:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ Yes No</td>
</tr>
</tbody>
</table>
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

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

### Term of Offering

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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<tbody>
<tr>
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<tr>
<td>+ Odd Summer</td>
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</tr>
<tr>
<td>+ Even Summer</td>
<td></td>
</tr>
<tr>
<td>Odd Fall</td>
<td></td>
</tr>
<tr>
<td>Even Fall</td>
<td></td>
</tr>
<tr>
<td>Odd Spring</td>
<td></td>
</tr>
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<td>Even Spring</td>
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<td>Odd Summer</td>
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<td>Even Summer</td>
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<tr>
<td>Every Semester</td>
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<tr>
<td>Occasional</td>
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### Intended Utilization of Course

<table>
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<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
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<tr>
<td>+ Required Course</td>
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<tr>
<td>Required Course</td>
<td></td>
</tr>
<tr>
<td>Elective Course</td>
<td></td>
</tr>
</tbody>
</table>

### Justification for Course Revision

- **What is the rationale for revising this course?**
  - The pre-requisite section and semester offered section were incorrect.

- **What majors require or recommend this course for graduation?**
  - Career and Technical Education, M. A.

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

- **What is the estimated annual enrollment?**
  - 25-40
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

*After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.*

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>✚ I have completed all relevant parts of the form.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>✚ I have attached a course syllabus and rationale.</td>
<td></td>
</tr>
</tbody>
</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>✚ Department of Child, Family, and Community Sciences</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
<th>57439</th>
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<table>
<thead>
<tr>
<th>Course Type</th>
<th>Education: Career/Technical</th>
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<table>
<thead>
<tr>
<th>Status</th>
<th>🔗 Active-Visible ☑️ Inactive-Hidden</th>
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</table>

**PeopleSoft**

<table>
<thead>
<tr>
<th>Academic Group</th>
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<table>
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<tr>
<th>Career</th>
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</thead>
</table>
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department: Educational Leadership and Higher Education
Department Coordinator: Ms. Lindsay Archambault
Coordinator Office: Main Campus, Education Complex, Ste 206
Course Internet Address: https://webcourses.ucf.edu/

Course Title: Research in Career Education
Course Number: ECT 6791
Course Credit: 3 hours
Prerequisites: Graduate standing or C.I.
Intended Audience: Graduate level
Semester: Summer

Instructor: TBA
Instructor Email: TBA
Office Location: TBA
Office Hours: TBA

Catalog Description
Curricular, instructional, demographic, and trends research in the field of career education.

Course Overview
A "research" course in occupational education is meant to provide opportunities for review of research and discourse about career and workforce education. At the graduate level, courses should offer opportunities to write intensively and discuss research findings in preparation for the comprehensive examinations. The course starts out with an overview of types of research that has been conducted. Students will then focus on an area of interest to complete the other assignments of the course which involve the various types of research.
Course Objectives

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

1. Identify an area of research in career and/or workforce education
2. Examine various types of research methodologies
3. Differentiate between qualitative and quantitative research
4. Analyze the components of a research article
5. Evaluate research findings
6. Discuss the results of a national research report
7. Develop a review of literature annotated bibliography
8. Develop a proposal draft for peer review
9. Create a proposal for a journal article or conference presentation
10. Reflect, evaluate and discuss the research topics covered in this course
11. Demonstrate the ability to use the Internet search engines
12. Research databases in the UCF Library using online access.
13. Demonstrate the ability to use APA format

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook


Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu/). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70%)
Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.
Module Discussions (5%)
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

Reflection (5%)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20%)
There will be one overall exam at the end of the course. It is worth 200 points or 20% of the final course grade. A late submission will not be accepted. There is no repost opportunity for a final examination. Pay attention to the course Schedule.

Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity“ by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.
Late Assignments

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".
The faculty in this program have chosen NOT to adopt plus or minus policy for grades.

Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy.

However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after
the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

**Grade Availability**
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

**Make-up Assignments for Authorized University Events or Co-Curricular Activities**
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.
# Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

## Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
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<th>Points</th>
</tr>
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<tbody>
<tr>
<td><strong>Academic Activity: Introduction - REQUIRED</strong></td>
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<tr>
<td><strong>Module 1 Career and Workforce Education Research</strong></td>
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<tr>
<td>Activities: Read Lesson and Web Resources</td>
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<tr>
<td>Assignments:</td>
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<tr>
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<td>Assignment 1 Part B Methods Discussion</td>
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<td><strong>Module 3 Analyzing Topical Research</strong></td>
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<tr>
<td>Activities: Read Lesson and Web Resources</td>
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<td>Assignment 3 Part B</td>
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<tr>
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<td>Activities: Read Lesson and Web Resources</td>
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<tr>
<td>Assignments:</td>
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<td><strong>Final Exam</strong></td>
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**Total Points** 1000
UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

**UCF Cares**
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.
Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online.

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightsemail.ucf.edu.

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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).
In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Ethical Policies**

At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

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**The UCF Creed**

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

**Integrity**
I will practice and defend academic and personal honesty.

**Scholarship**
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**
I will use my talents to enrich the human experience.

**Excellence**
I will strive toward the highest standards of performance in any endeavor I undertake.
Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students’ subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
l. Values technology as a tool to enhance learning. (Disposition)

4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 5207 Management of Career Education Programs

2018-2019 Graduate Course Revision

**General Catalog Information**

**Read before you begin**

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

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

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

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

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<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
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<tbody>
<tr>
<td>Proposal Type</td>
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<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
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Please use the import feature to import the course information. Do not type the course prefix and code.

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<tr>
<th>Prefix*</th>
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<table>
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<tr>
<th>Name*</th>
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<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - ECW 5207 Management of Career Education Programs</td>
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| 30 Character Abbreviation: | Management of Career Ed Prog |
**Course Description**

Study and achievement of selected competencies needed by vocational career and workforce education teachers, supervisors, and local administrators in the management of vocational career education programs in the schools.

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**Repeat for credit?**

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

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<tbody>
<tr>
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</tbody>
</table>

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

**Prerequisite(s):** Rank-III Certificate Graduate Standing or C. I.

**Corequisite(s):** None

**Graded S/U?**

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<th>Lisa Martino</th>
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<tbody>
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<td>Yes ☐ No</td>
</tr>
</tbody>
</table>

**Split-Level Class:**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td>Yes ☐ No</td>
</tr>
</tbody>
</table>
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>+ Odd Summer</td>
<td></td>
</tr>
<tr>
<td>+ Even Summer</td>
<td></td>
</tr>
</tbody>
</table>

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>+ Elective Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course

**Justification for Course Revision**

**What is the rationale for revising this course?**

The title of the course used the word "vocational", which is outdated and was changed in 2006 to "career and technical education" in the Carl D. Perkins Act of 2006. The credit hours and pre-requisite course was incorrect and the semester offered was incorrect.

**What majors require or recommend this course for graduation?**

Career and Technical Education M. A.

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

**What is the estimated annual**

15-20
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ I have completed all relevant parts of the form.</td>
</tr>
<tr>
<td></td>
<td>✓ I have completed all relevant parts of the form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ I have attached a course syllabus and rationale.</td>
</tr>
<tr>
<td></td>
<td>✓ I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td>+ Department of Child, Family, and Community Sciences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
<th>57440</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>Education: Career/Workforce</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

**PeopleSoft**

Academic Group

https://ucf.curriculog.com/proposal:2256/print
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department: Educational Leadership and Higher Education
Department Coordinator: Ms. Lindsay Archambault
Coordinator Office: Main Campus, Education Complex, Ste 206
Course Internet Address: https://webcourses.ucf.edu/

Course Title: Management of Career Education Programs
Course Number: ECW 5207
Course Credit: 3 hours
Prerequisites: Graduate standing or C.I.
Intended Audience: Graduate level
Semester: Summer

Instructor: TBA
Instructor Email: TBA
Office Location: TBA
Office Hours: TBA

Catalog Description

Study and achievement of selected competencies needed by career and workforce education teachers, supervisors, and local administrators in the management of career education programs in the schools.

Course Objectives

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

1. Describe the foundations of occupational education leadership.
2. Assemble federal and state legislative impacts on career and technical education.
3. Compare the delivery systems and missions of secondary, postsecondary and adult education programs.
4. Formulate how the Career Development Theory aligns with occupational programs.
5. Research strategies for improving instructional management.
6. Defend the financial management process in career and technical education.
7. Analyze career and technical education’s financing policy.
8. Explain the personnel management process in career and technical education.
10. Conduct an evaluation of an occupational program.
11. Reflect upon the topics covered in this course.
12. Demonstrate clear understanding and appropriate use of APA style protocol.
13. Provide constructive and substantive peer responses and feedback.
14. Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

**Statement of Course Goals and Objectives**

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

**Required Materials/Resources**

**Required Textbook**


Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70%)
Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

Module Discussions (5%)
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

Reflection (5%)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20%)
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.
Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.
Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program have chosen NOT to adopt plus or minus policy for grades.
Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty.
member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

### Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Activity: Introduction - REQUIRED</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 1 Foundations of Occupational Education Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Activity 1 Critically Analyze CTE Leadership Research Articles</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Module 2 Compare Various Occupational Education Systems</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Activity 2 Compare/Contrast CTE Instructional Program Delivery</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #1</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Module 3 Career Development Theory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Activity 3 Evaluate a CTE Program to Align with Career Development Theory</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Module 4 Strategies for Improving Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Activity 4 Evaluate CTE Program Instructional Components</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #3</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Module 5 Financial Management Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Activity 5 Interview Administrator of CTE Program’s Funding Source</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #4</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
Module 6 Personnel Management Process

**Activities:** Read Lesson and Web Resources

**Assignments:**
- Activity 6 Report on CTE Program Personnel Motivational Strategies 100
- Discussion Question #5 10

Module 7 Evaluate a Career & Technical Educational Program

**Activities:** Read Lesson and Web Resources

**Assignments:**
- Activity 7 Evaluate the Management of a CTE Program 100
- Discussion Question #5 10

**Course Reflection**

50

**Final Exam**

200

**Total Points**

1000

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**UCF Policies, Guidelines, and Resources**

**Course Accessibility**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) [<http://sas.sdes.ucf.edu>](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**
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

**UCF Cares**
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call
Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**UCF University Writing Center**
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the [UCF University Writing Center](#) for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

**Online Learning**
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

**Knight’s Email Account and Webcourse Communication**
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. **All** students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu).
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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:
- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.

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

**Integrity**
I will practice and defend academic and personal honesty.

**Scholarship**
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**
I will use my talents to enrich the human experience.

**Excellence**
I will strive toward the highest standards of performance in any endeavor I undertake.

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**Conceptual Framework**

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)
3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (Disposition)
4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 5561 Student Guidance in the Career/Workforce Program

2018-2019 Graduate Course Revision

**General Catalog Information**

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>ECW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code*</td>
<td>5561</td>
</tr>
</tbody>
</table>

| Name* | Student Guidance in the Vocational Career/Workforce Program |
| Full Title* | Grad Course Revision - College of Community Innovation and Education - ECW 5561 Student Guidance in the Career/Workforce Program |

30 Character Abbreviation: **Stud Guid in Career/Workforce**
**Course Description**

Achievement of skills used by teachers as they gather student data, confer with students, and help students plan for employment or further education.

**Credit Hours:** 2-3.3

**Class Hours:** 2-3 Online 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 2-3.9.3

**Repeat for credit?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

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

**Repeat within same semester?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

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

**Prerequisite(s):** Basic Teacher Certificate Graduate Standing or C. I.

**Corequisite(s):** None.

**Graded S/U?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

**Split-Level Class:**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>Odd Spring</td>
<td>+</td>
</tr>
<tr>
<td>Even Spring</td>
<td>+</td>
</tr>
</tbody>
</table>

- Odd Fall  |  
- Even Fall  | 
- Odd Spring  |  
- Even Spring  |  
- Odd Summer  |  
- Even Summer  |  
- Every Semester  |  
- Occasional  |  

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>Required Course</td>
<td>+</td>
</tr>
</tbody>
</table>

- Required Course  |  
- Elective Course  |  

**Justification for Course Revision**

What is the rationale for revising this course?

The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006. The credit hours and pre-requisite course were incorrect as well as semester offered.

What majors require or recommend this course for graduation?

Career and Technical Education, M. A.

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

What is the estimated annual enrollment?

25-40
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

**Attachment List**

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

**Check**

- **Activity Log**
  - Lisa Martino
  - I have completed all relevant parts of the form.

**Attached**

- **Activity Log**
  - Lisa Martino
  - I have attached a course syllabus and rationale.

**Administration Use Only**

- **Catalog Ownership:**
  - Lisa Martino
  - Department of Child, Family, and Community Sciences

- **Course OID** 57442

- **Course Type** **Education: Career/Workforce**

- **Status** Active-Visible, Inactive-Hidden

**PeopleSoft**

**Academic Group**
Career and Technical Education M.A. Degree Program  
Department of Educational Leadership and Higher Education

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**Department:** Educational Leadership and Higher Education  
**Department Coordinator:** Ms. Lindsay Archambault  
**Coordinator Office:** Main Campus, Education Complex, Ste 206  
**Course Internet Address:** [https://webcourses.ucf.edu/](https://webcourses.ucf.edu/)

**Course Title:** Student Guidance in the Career/Workforce Program  
**Course Number:** ECW 5561  
**Course Credit:** 3 hours  
**Prerequisites:** Graduate standing or C.I.  
**Intended Audience:** Graduate level  
**Semester:** Spring

**Instructor:** TBA  
**Instructor Email:** TBA  
**Office Location:** TBA  
**Office Hours:** TBA

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**Catalog Description**

Achievement of skills used by teachers as they gather student data, confer with students, and help students plan for employment or further education.

**Course Overview**

This course begins with providing a background of the major career counseling theories and assessments. As you go through the activities, you will collect various resources and construct one assessment that you can implement in your classroom. One of the resources provided is an online career decision making tool that students can use. This resource provides various activities, discussion questions, and lessons for teachers or counselors to implement. Towards the end of the course, you will apply everything that you have learned and conduct a counseling interview, plan the steps needed for further counseling, and create career plans that have various activities for multiple student populations.
Course Objectives

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

- Demonstrate clear understanding and appropriate use of APA style protocol.
- Provide constructive and substantive peer responses and feedback.
- Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.
- Gain an historical perspective of career development as a field
- Explain key career theories and theorist
- Evaluate career development resources found on the World Wide Web
- Analyze various types of career assessments
- Construct value sort assessment cards
- Locate career resources using the World Wide Web
- Apply national career guidance competencies and ethics
- Compare current career counseling techniques and theories with past techniques and theories.
- Apply career development theories, assessments, and techniques
- Conduct three preliminary counseling interviews
- Explore emerging issues and trends for counseling diverse student populations
- Plan counseling activities for 2 diverse student populations
- Develop career guidance lesson plans

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook


Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu/). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70%)
Your written work must be professional in appearance and in APA style format. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.
Module Discussions (5%)  
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

Reflection (5%)  
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20%)  
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.

Administrative Course Requirements

Attendance  
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity  
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.
Late Assignments

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program have chosen NOT to adopt plus or minus policy for grades.

Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.
Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student's responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Activity: Introduction - REQUIRED</strong></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 1 Early History of Guidance Counseling, Theories, and Testing/Measurement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Module Question and Answer with Peer Discussion</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Module 2 Career Theorist</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
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<td></td>
</tr>
<tr>
<td>Assignments: Module Question and Answer with Peer Discussion</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Module 3 Career Guidance Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Work Value/Career Interest Card Sorting Assignment</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #1</td>
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<td>10</td>
</tr>
<tr>
<td><strong>Module 4 Career Counseling Competencies and Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments: Assignment 4 Part A: Counseling Students Assignment</td>
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<td>40</td>
</tr>
<tr>
<td>Assignment 4 Part B: Career Major Website</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Discussion Question #2</td>
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</tr>
<tr>
<td><strong>Module 5 Counseling Students</strong></td>
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<tr>
<td>Activities: Read Lesson and Web Resources</td>
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<td></td>
</tr>
<tr>
<td>Assignments: Assignment 5 Part A: Career Counseling Form</td>
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</tr>
<tr>
<td>Assignment 5 Part B: Compare and Contrast</td>
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<td>50</td>
</tr>
<tr>
<td>Discussion Question #3</td>
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<td>10</td>
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<tr>
<td><strong>Module 6 Counseling Diverse Populations</strong></td>
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</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
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<td></td>
</tr>
<tr>
<td>Assignments: Assignment 6 Part A: Counseling Diverse Populations Plan</td>
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</tr>
<tr>
<td>Assignment 6 Part B: Counseling Diverse Populations Research Brief</td>
<td></td>
<td>60</td>
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</tbody>
</table>
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Discussion Question #4
Module 7 Career Guidance Lesson Plan
Activities: Read Lesson and Web Resources
Assignments:
  Assignment 7: Group Work – Create a Guidance Plan Portfolio 100
  Discussion Question #5 10
Course Reflection 50
Final Essay Examination 200

Total Points 1000

UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html](http://www.ehs.ucf.edu/workplacesafety.html) (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 [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the 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.

**UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightsemail.ucf.edu.

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.

**Plagiarism & Turnitin**
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Ethical Policies**
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

**This Syllabus May Be Modified At The Discretion Of The Instructor. Changes Will Be Discussed In Class And/OR Via Email.**
The UCF Creed

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

**Integrity** I will practice and defend academic and personal honesty.

**Scholarship** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity** I will use my talents to enrich the human experience.

**Excellence** I will strive toward the highest standards of performance in any endeavor I undertake.

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

**Career & Technical Education Educator Accomplished Practices**

The Educator Accomplished Practices. Each effective educator applies the foundational principles through **six (6) Educator Accomplished Practices**. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

**Quality of Instruction**

1. **Instructional Design and Lesson Planning.**

   Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
c. Designs instruction for students to achieve mastery;
d. Selects appropriate formative assessments to monitor learning;
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities
h. Models and implements the use of higher order thinking abilities
i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students’ cultural, linguistic and family background;
e. Models clear, acceptable oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
j. Values high academic standards and believes students deserve a high-quality education (Disposition)
3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. \(\text{(Disposition)}\)

4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 6105 Career Education Curriculum Planning & Implementation

2018-2019 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department/ College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
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Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
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<th>Code*</th>
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<table>
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<tr>
<th>Name*</th>
<th>Vocational Career/Workforce Career Education Curriculum Program Planning, Development, and Evaluation &amp; Implementation</th>
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<tr>
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</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Career Ed Curriculum Program Plan Planning</td>
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Course Description*

Achievement of selected teacher competencies related knowledge and skills necessary to program objectives participate in the initial determination, planning, courses organization, and implementation of study new or expanded adult, long-range plans career and workforce education, and techniques for evaluating vocational program effectiveness technical education institutions or programs.

Credit Hours: 2-4 3

Class Hours: 2-4 Online 3

Lab and Field Work Hours: 0

Contact Hours: 2-4 9 3

Repeat for credit?

Activity Log

Lisa Martino
+ No

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

Repeat within same semester?

Activity Log

Lisa Martino
+ No

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

Prerequisite(s): Basic Teacher Certificate Graduate Standing or C. I.

Corequisite(s): None.

Graded S/U?

Activity Log

Lisa Martino
+ No

Yes No

https://ucf.curriculog.com/proposal/2263/print
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

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

Term of Offering

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<tr>
<td>+ Odd Fall</td>
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<td>+ Even Fall</td>
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Odd Fall ☑ Even Fall ☑ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

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<th>The course will be used primarily as:</th>
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<tbody>
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<tr>
<td>+ Required Course</td>
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</table>

Required Course ☐ Elective Course ☐

Justification for Course Revision

What is the rationale for revising this course?

The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006. The credit hours and pre-requisite course were incorrect and the semester offered was incorrect.

What majors require or recommend this course for graduation?

Career and Technical Education, M. A.

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

What is the estimated annual enrollment? 25-40

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

**Detail Discussion**

After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

**Attachment List**

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

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<th>Check</th>
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<td>I have attached a course syllabus and rationale.</td>
</tr>
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**Administration Use Only**

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<td>Lisa Martino</td>
<td>Department of Child, Family, and Community Sciences</td>
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https://ucf.curriculog.com/proposal/2263/print
## Career and Technical Education M.A. Degree Program
### Department of Educational Leadership and Higher Education

<table>
<thead>
<tr>
<th>Department:</th>
<th>Educational Leadership and Higher Education</th>
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<tbody>
<tr>
<td>Department Coordinator:</td>
<td>Ms. Lindsay Archambault</td>
</tr>
<tr>
<td>Coordinator Office:</td>
<td>Main Campus, Education Complex, Ste 206</td>
</tr>
<tr>
<td>Course Internet Address:</td>
<td><a href="https://webcourses.ucf.edu/">https://webcourses.ucf.edu/</a></td>
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<tr>
<td>Course Credit:</td>
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<td>Graduate standing or C.I.</td>
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<td>Graduate level</td>
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<td>Semester:</td>
<td>Fall</td>
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</table>

| Instructor:            | TBA                                                     |
| Instructor Email:      | TBA                                                     |
| Office Hours:          | TBA                                                     |
| Office Location:       | TBA                                                     |

### Catalog Description
Achievement of knowledge and skills necessary to participate in the initial determination, planning, organization, and implementation of new or expanded adult, career and workforce education, and technical education institutions or programs.

### Course Overview
This course will provide an in-depth review of curriculum components, CTE curriculum design influences, instructional design models, and program planning standards. Program curricula evaluation and review processes are discussed as well.

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

- Discuss essential elements for a training/education curriculum model.
- Explain how learning to learn is important for course development.
- Describe the seven-stage model of lesson planning.
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

- Explain the systems approach to instructional design.
- Differentiate between the behavioral and cognitive psychology approach to curriculum development.
- Identify the four curriculum planning models.
- Explore curriculum framework development resources.
- Differentiate between standards and benchmarks in program planning.
- Explain three instructional design models relevant to career and technical education.
- Draft a curriculum design model that "fits" your situation identifying components and layout.
- Identify program planning standards.
- Select the criteria for various data collection strategies for curriculum development.
- Report on data collection strategies for curriculum planning.
- Describe the eight steps in a needs assessment process.
- Create the goals or mission of a proposed program.
- Select one curriculum/program to review.
- Develop an evaluation plan for a curriculum program.
- Demonstrate appropriate use of APA style protocol.
- Provide constructive and substantive peer responses and feedback.
- Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbooks
- ISBN: 978-0-8269-4063-6

Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab. You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.
Career and Technical Education Programs

Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the date indicated in the course, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 100 points, then late points will be 10 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.
- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70% or 700 points)

Your written work must be professional in appearance and in APA style format. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). There may be repost opportunities for these assignments as indicated in the instructions. Please see the "Grading Procedures" for more information.

Module Discussions (5% or 50 points)

There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.
Reflection (5% or 50 points)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20% or 200 points)
There will be one overall exam at the end of the course. It is weighted at 20% of the total course grade. A late post will not be accepted and there are no repost opportunities for this assignment.

Evaluation and Grading System
All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component is assessed by the discussion board interaction and engagement. It simulates required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule". This course uses a 1000-point grading system.
Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940 – 1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870 – 939</td>
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<tr>
<td>C</td>
<td>80 - 86</td>
<td>800 – 869</td>
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<tr>
<td>D</td>
<td>73 - 79</td>
<td>730 – 799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

*The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above.

- Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you may have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per your instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you cannot go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.
Grade Availability
Grades are completed approximately one week after the due date. Because we use web interns as part of our program requirements, this time frame may vary accordingly. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Course Schedule

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<th>Assignments</th>
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<td>Discussion Questions (5 total @ 10 pts each)</td>
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<td>Module 1 Curriculum: What is it?</td>
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<tr>
<td>Activities: Read Chapters 1, 7, and 8</td>
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<td>Module 2 Curriculum Models</td>
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<td>Activities: Read Chapter 6</td>
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<td>Assignments:</td>
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<td>Module 2 Curriculum Model Outline Plan</td>
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<td><strong>Module 4 Data Collection for Curriculum Planning</strong></td>
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<td>Activities: Read Chapter 2</td>
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<td>Activities: Read Chapter 3</td>
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UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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>).

Page 9 of 17
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.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.
Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightsemail.ucf.edu.

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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

THIS SYLLABUS MAY BE MODIFIED AT THE DISCRETION OF THE INSTRUCTOR. CHANGES WILL BE DISCUSSED IN CLASS AND/OR VIA EMAIL.

The UCF Creed

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

**Integrity**
- I will practice and defend academic and personal honesty.

**Scholarship**
- I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**
- I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**
- I will use my talents to enrich the human experience.

**Excellence**
- I will strive toward the highest standards of performance in any endeavor I undertake.

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).
The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

**Career & Technical Education Educator Accomplished Practices**

The Educator Accomplished Practices. Each effective educator applies the foundational principles through **six (6) Educator Accomplished Practices**. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.
Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (*Disposition*)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (*Disposition*)

4. Assessment.

The effective educator consistently:
a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student; and
f. Applies technology to organize and integrate assessment information.
g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Public Affairs</td>
</tr>
</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>PAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code*</td>
<td>7868</td>
</tr>
</tbody>
</table>

| Name*                            | Advanced Statistics for Public Affairs III: Continued Survey of Statistical Public Affairs Aff Affairs Mixed Methods Research |

| Full Title*                      | Grad Course Revision - College of Community Innovation and Education - PAF 7868 Public Affairs Mixed Methods Research |

| 30 Character Abbreviation:       | Public Aff Mixed Methods Res                  |
**Course Description**

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
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<tbody>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>

Repeat for credit? Yes ☐ No ☐

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

Repeat within same semester? Yes ☐ No ☐

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

**Prerequisite(s):**

Admission to Public Affairs Ph.D. and PAF 7805 Advanced Stats for Public Affairs II or C.I.

**Corequisite(s):**

**Graded S/U?** Yes ☐ No ☐

**Split-Level Class:** Yes ☐ No ☐

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

**List undergraduate split-level course:**

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

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
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<tr>
<td>☐ Odd Fall</td>
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<tr>
<td>☐ Even Summer</td>
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**Intended Utilization of Course**

<table>
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<tr>
<th>The course will be used primarily as:</th>
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<tbody>
<tr>
<td>☑ Required Course</td>
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</table>

**Justification for Course Revision**

<table>
<thead>
<tr>
<th>What is the rationale for revising this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The current course title does not accurately reflect the course content, as this course primarily focuses on mixed methods research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What majors require or recommend this course for graduation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Affairs Ph.D.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>If not a major requirement, what will be the source of students?</th>
</tr>
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</table>

<table>
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<tr>
<th>What is the estimated annual enrollment?</th>
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</table>

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

**Detail Discussion**

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
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<tr>
<td>☑ I have completed all relevant parts of the form.</td>
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</table>

<table>
<thead>
<tr>
<th>Attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ I have attached a course syllabus and rationale.</td>
</tr>
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</table>

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
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</table>
**UNIVERSITY OF CENTRAL FLORIDA**

PAF 7868 Public Affairs Mixed Methods Research

**Instructor:** Su-I Hou, DrPH, CPH, MCHES, RN  
**Semester:** Spring, 2019  
**Credits:** 3  
**Room HPAII 363**  
**Thursdays 6:00-8:50pm**

**Office:** HPA I Room 217  
**Hours:** Mon. 3-5pm & Thur 3-6pm; or by appointment  
**Phone:** (407) 823-3344  
**E-mail:** su-i.hou@ucf.edu  
**FAX:** (407) 823-5821

**Required Text(s):**  

**Additional Reading Resources:**  
2. Best practices for MMR in the health sciences, Office of Behavioral and Social Sciences Research (OBSSR), National Institute of Health (NIH).

**Description of Course**  
An advanced methods or statistical course that develops expertise in advance research methods skills such as mixed methods, or advanced statistic skills such as geographic information analysis, research syntheses, meta-analyses, and/or economic analysis such as cost effectiveness analysis.

**Full Course Description**  
Mixed methods are an increasingly important study designs in social science, education, public health, and public affairs research. The purposes of this course are to (1) provide doctoral students with an introduction to the emerging field of mixed methods research (MMR), while examining the types of research questions that can be answered by mixing quantitative and qualitative methods of inquiry; (2) provide students with an introduction to the core and complex types of MMR designs, data collection strategies, and the procedures for analyzing and integrating quantitative and qualitative data; and (3) examine the important issues and future directions of MMR and its application across disciplines. Throughout the course, special attention will be given to the process of developing a MMR manuscript for potential submission to conferences or journals.

**Course Pre-requisites**  
Prior to enrolling in this course, students need to have had at least one research methods course in both qualitative and quantitative areas, and an intermediate level statistics course that at a minimum covers multiple regression, MANOVA, and chi-square. These course prerequisites are designed to ensure that students registered for the course have the required minimum background for successful study of the course content.
Ethical Principles and Values
The Public Affairs (PAF) Doctoral Program is governed by ethical principles and values that direct professional behavior and guide the curriculum to align with the UCF Golden Rule. Each doctoral student is expected to uphold these principles and values.

Domains, Competencies and Course Objectives
Faculty members in the CCIE have identified five domains and core competencies for each domain necessary for comprehensive preparation in Public Affairs. This course is integral to the overall curriculum and designed to address certain domains and meet specific core competencies identified below, along with the specific course objectives and the tools to measure those competencies.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Core Competency</th>
<th>Course Objectives</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical &amp; Analytical Thinking</td>
<td>Critique research design, execution, and analysis</td>
<td>Apply mixed methods research (MMR) concepts and terminology</td>
<td>MMR article reviews</td>
</tr>
<tr>
<td>Research Methods, Statistics, &amp; Theory domain</td>
<td>Work collaboratively in interdisciplinary teams</td>
<td>Critically examine empirical studies using mixed methods</td>
<td>MMR case studies</td>
</tr>
<tr>
<td>Leadership &amp; Engagement</td>
<td>Effectively communicate the findings and implications of research through multiple modalities to research, professional, and lay audiences</td>
<td>Interpret and explain various MMR designs.</td>
<td>MMR after class session activities</td>
</tr>
<tr>
<td>Communication &amp; Dissemination</td>
<td>Organize large amounts of materials and communicate it to others</td>
<td>Determine and engage in appropriate analytic strategies for mixed methods studies.</td>
<td>Peer critique on MMR manuscripts</td>
</tr>
<tr>
<td></td>
<td>Demonstrate skills and understanding of teaching</td>
<td>Display qualitative and quantitative data in a variety of figures and tables.</td>
<td>MMR manuscripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate oral and written communication skills in the delivery of presentation(s) and paper(s) on MMR.</td>
<td>Oral &amp; written communications of MMR case studies, articles &amp; MMR manuscripts</td>
</tr>
</tbody>
</table>

Academic Integrity/Plagiarism
The PAF program holds students to high standards of integrity. Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Acts of cheating include, but are not limited to, copying another student’s paper or answers, using a "cheat sheet", handing in another’s paper as your own, or copying a paper or any other information on an exam or assignment.

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

Plagiarism includes, but is not limited to, not acknowledging sources of information appropriately and in accordance with APA guidelines, "copying and pasting" without putting into your own words (even if a citation is used), and any other instance where one person utilizes the words or ideas of another without giving proper credit. Note that plagiarism does not have to be intentional in order to be penalized—even inadvertent instances will subject a student to punishment. You must cite often in each paragraph. Citing once at the end of a paragraph is not acceptable. Students who observe others violate this policy are expected to report this to the instructor.
PAF program and University policies on academic integrity will be strictly enforced (see the UCF Golden Rule for further information). Cheating or plagiarism may result in a failing grade for the assignment and/or a failing grade in the class and potential removal from the program. In all cases, a report will be filed with the Office of Student Conduct.

Your professor may use Turnitin.com for course assignments. Turnitin.com is an online system, which determines if work has been copied from another source. For a more detailed look at this process, please visit http://www.turnitin.com

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

Course Requirements
• APA Style is required for all written assignments as part of the PAF-PhD program.
• All assignments are expected to be proof-read and professional in style and format. If you have any questions on what this means, please consult the APA Style manual. http://library.ucf.edu/rosen/guide_apa.php
• Methods of Evaluation –
  All assignments are due 11pm on Wednesday night, the day before the class of that week.

1. After-Session Homework Activities [20%]
In order to reinforce learning & provide application opportunities, after-session homework activities will be assigned. These activities include, but not limited to: reviewing key MMR characteristics, label core introduction elements, draw design diagrams, data collection & analysis strategies by designs, etc. Detailed instructions will be discussed and provided during class sessions.

2. MMR Methodological Article Review [10%]
To help develop your ability to evaluate mixed methods research (MMR), each student will conduct a comprehensive critique of one choice MMR article. The articles must be selected from peer-reviewed journals (for example, The Journal of Mixed Methods Research). The review should be a critical evaluation of an MMR empirical or methodological article, plus leading a discussion with Q/A in class. See Appendix A for components of the article review.

This assignment has three components: 1) clearly and concisely provide an informative overview of the study to the class AND tie the article with course material or broader MMR related issues, 2) critically review the article using Appendix A rubric, and 3) thoughtfully lead a group discussion and related MMR emerging (methodological) issues.

Study overview presentation. Each (pair of) students will have 10-12 minutes to present a clear and informative overview of the study. Remember to tie the article with course material and MMR related issues

MMR critique. Refer to the article review rubric (Appendix A) and prepare a summary of your critical review that discusses the following:
a) Describe the study. Critically identifies the study link with class material or MMR issues in general.
b) Use the rubric to evaluate of the MMR article.
c) Critically explain the strengths of the study or methodology and lessons learned.
d) Critically explain the limitations and how the study or methodology could be strengthened.
e) Prepare three questions to facilitate class discussion & applications in various disciplines.

Discussion. Students will have 3-5 minutes to lead a class discussion.

Upload your both of your critique and presentation documents (e.g., PowerPoint slides, article review form with brief critique summary, etc.) to WebCourse – Assignment Dropbox.

Name the files "LAST NAMES-2019-TwoWordsTitle-type". e.g. "Smith-Wang-2019-SeniorObesity-critique.docx"; "Smith-Wang-2019-SeniorObesity-presentation.pptx"

3. **Mixed Methods Case Study Analysis [10%, assigned date]**
Each student team will be assigned a MMR case study of a specific MMR design. Students will describe, analyze, and present the case to the class and lead a class group discussion.

4. **Mixed Methods Study Manuscript [50%, assigned dates]**
The purpose of this assignment is to learn how to develop a MMR manuscript from existing dataset(s) for professional conference presentations or peer-review journal submissions. Each pair of students will craft their MMR study title, research questions, describe how they integrate both quantitative and qualitative data for analyses to answer research questions, present MMR result findings, and discuss implication of study results, & make recommendations. See Appendix B for components of preparing the MMR manuscript.

To ensure sufficient progress and quality development on the manuscript throughout the semester, multiple intermediate progress reports will be assigned for students to receive feedback from both the instructor and student peers. Late assignments will NOT be accepted, except under rare emergency situations and with prior approval and arrangement with the instructor. The manuscript progress will include four key parts:

- MMR manuscript midterm - oral progress report & within group feedback 2/21 10%
- MMR manuscript peer-critique 4/11 10%
- MMR manuscript final (oral) presentation 4/18 10%
- MMR manuscript final (written) paper & within group feedback 4/25 20%

Within-group peer evaluation of individual efforts and contribution are used to ensure fairness in grading.

5. **Attendance & Participation (10%)**
Attendance is expected at all class meetings. All students are expected to come to class prepared to participate during class discussions. This class is highly participatory, and it is difficult to make-up a missed class. Students are responsible for all class content and announcements whether they are present or not. Students with more than two absences may be withdrawn from this class.

Participation and professionalism is critical to the success of this course. Theses includes, but not limited to:
1) come to class prepared (submit assignments on time, review articles and course materials);
2) be attentive to class lectures and discussions, as well as peer presentations;
3) share experience, post relevant questions and/or clarifying points;
4) respond to the instructor, speakers, and other students’ questions; and
5) actively participate in group projects throughout the semester and be held accountable for assigned tasks.

Within-group peer evaluation of individual efforts and contribution are used to ensure fairness in grading.

The class schedule includes time for project consultations with the instructor. Students are expected to work on their MMR project throughout the semester.
<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Mode</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment progress</th>
<th>Assignment DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Course Overview/Introduction to Mixed Methods</td>
<td>Readings:</td>
<td>HW #1</td>
<td></td>
</tr>
<tr>
<td>Jan. 10</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 1-2</td>
<td>Review MMR core features</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Choosing a Mixed Methods Design Overview</td>
<td>Readings:</td>
<td>Case study assignment</td>
<td>HW #1</td>
</tr>
<tr>
<td>Jan. 17</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 1-2</td>
<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td></td>
<td>MMR – Core Designs Case Studies (A-C)</td>
<td>Readings:</td>
<td>Early course feedback</td>
<td>Come prepared to discuss assigned cases</td>
</tr>
<tr>
<td>Jan. 24</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>(MMR Project Consult) Data Preparation</td>
<td>Readings:</td>
<td>Identify data variables interested for MMR proj.</td>
<td>Conduct literature review for your MMR proj.</td>
</tr>
<tr>
<td>Jan. 31</td>
<td></td>
<td></td>
<td>● Project consultations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(Sunshine Conf)</td>
<td>● MMR proj literature review</td>
<td></td>
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<tr>
<td>Week 5</td>
<td></td>
<td>Introducing a Mixed Methods Study</td>
<td>Readings:</td>
<td>HW #2</td>
<td>HW #2</td>
</tr>
<tr>
<td>Feb. 7</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 5</td>
<td>Label intro core elements</td>
<td>Discuss assigned cases</td>
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<tr>
<td>(CNY)</td>
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<td>● Projects discussion</td>
<td></td>
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<tr>
<td>Week 6</td>
<td></td>
<td>MMR – Complex Applications Case Studies (D-G)</td>
<td>Readings:</td>
<td>HW #2</td>
<td>HW #2</td>
</tr>
<tr>
<td>Feb. 14</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 4</td>
<td>Discuss assigned cases</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Appendix D-G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>MMR progress report (title, intro draft with ref., purpose, RQs)</td>
<td>Readings:</td>
<td>MMR Progress Report</td>
<td></td>
</tr>
<tr>
<td>Feb. 21</td>
<td></td>
<td></td>
<td>● Project consultations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>web</td>
<td>MMR design diagram</td>
<td>Readings:</td>
<td>HW #3</td>
<td>HW #3</td>
</tr>
<tr>
<td>Feb. 28</td>
<td></td>
<td>Work on your MMR intro + methodology (see Appendix B guide)</td>
<td>● Creswell &amp; Clark MMR – ch. 3</td>
<td>Draw study diagrams</td>
<td></td>
</tr>
<tr>
<td>feedback)</td>
<td></td>
<td></td>
<td>● Student choice articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td>Collecting Data in MMR Class proj discussion (1)</td>
<td>Readings:</td>
<td>HW #4</td>
<td></td>
</tr>
<tr>
<td>Mar. 7</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 6</td>
<td>Data analysis</td>
<td>HW #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Group discussion session</td>
<td></td>
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</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>No class – Spring Break!!!</td>
<td>NO CLASS</td>
<td>HW #4</td>
<td></td>
</tr>
<tr>
<td>Mar. 14</td>
<td></td>
<td></td>
<td>Work on MMR project (intro + methods; Section I, III - VII)</td>
<td></td>
<td></td>
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<tr>
<td>(sp break)</td>
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<tr>
<td>Week 11</td>
<td></td>
<td>Analyzing &amp; interpreting MMR data Class proj discussion (2)</td>
<td>Readings:</td>
<td>HW #4</td>
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</tr>
<tr>
<td>Mar. 21</td>
<td></td>
<td></td>
<td>● Creswell &amp; Clark MMR – ch. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Withdrawal</td>
<td></td>
<td></td>
<td>● Work on MMR data analysis</td>
<td></td>
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<tr>
<td>by 3/20)</td>
<td></td>
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<tr>
<td>Week 12</td>
<td></td>
<td>MMR articles review Class proj discussion (3)</td>
<td>Readings:</td>
<td>MMR Articles Review</td>
<td></td>
</tr>
<tr>
<td>Mar. 28</td>
<td></td>
<td></td>
<td>● Assigned MMR articles review</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Project Consultation / Work Session (mtg w/ instructor)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>● Work on MMR discussion</td>
<td></td>
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</tr>
<tr>
<td>Week 13 Apr. 4</td>
<td>Writing a MMR Article</td>
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<tr>
<td></td>
<td>Class proj discussion (4)</td>
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<tr>
<td></td>
<td>Re-cap / Team work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Readings:</td>
<td>• Creswell &amp; Clark MMR – ch. 8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Work on MMR discussion</td>
<td></td>
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<tr>
<td>Journal / conf.</td>
<td></td>
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</tr>
<tr>
<td>outlets</td>
<td>Complete your MMR data analyses &amp; result tables &amp; discussion</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 14 Apr. 11 (SGS)</th>
<th>Advances in MMR</th>
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<tbody>
<tr>
<td></td>
<td>Peer review of MMR manuscript draft</td>
</tr>
<tr>
<td>Readings:</td>
<td>• Creswell &amp; Clark MMR – ch. 9</td>
</tr>
<tr>
<td></td>
<td>• RE-cap / Q &amp; A</td>
</tr>
<tr>
<td>Bring your list of journal / conf. outlets for instructor review</td>
<td></td>
</tr>
<tr>
<td>Bring manuscript draft for peer review</td>
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</table>

<table>
<thead>
<tr>
<th>Week 15 Apr. 18</th>
<th>MMR manuscript (oral) report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td>• NA</td>
</tr>
<tr>
<td>Final course feedback</td>
<td></td>
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<tr>
<td>Final MMR manuscript Presentations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16 Apr. 25 (EACE)</th>
<th>MMR (written) manuscript due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Mixed Methods Study Manuscript Due @ 7pm</td>
<td></td>
</tr>
<tr>
<td>MMR manuscript</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** All dates and times are subject to change by the instructor. Be informed and routinely check the Schedule and Class Discussion topics for any changes or updates.

- **Makeup Exam / Assignment Policy** *The Course Syllabi Policy (4-403)* requires that the syllabi provide students with the instructor’s makeup-exam policy. One example is to not allow makeup exams, and offering the students who miss an exam a paper assignment worth the same number of points. This option needs to be rigorous enough to compare with the exam that was missed. There are many examples of other options regarding these on the FCTL’s website.

- **Grading System**
  The *UCF Course Syllabi Policy (4-403)* requires that the syllabi provide students with the grading system. The PAF Program requires the use of the (+ -) system of grading provided below, and this may not be altered by a faculty member. In the doctoral program to pass a core courses, a B- or better is required. This means that a student earning a grade of (C+) or lower must repeat the core course. Also, students with a GPA of less than 3.0 may be dismissed from the program, and any student who receives a C+ or lower in a core courses may be dismissed from the program. However any student who receives an F in their doctoral course work is automatically dismissed from the program.

**GRADING POINTS**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>A-</td>
<td>89</td>
</tr>
<tr>
<td>A-</td>
<td>86</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>79</td>
</tr>
<tr>
<td>B+</td>
<td>76</td>
</tr>
<tr>
<td>B+</td>
<td>72</td>
</tr>
<tr>
<td>B+</td>
<td>69</td>
</tr>
<tr>
<td>B-</td>
<td>66</td>
</tr>
<tr>
<td>B-</td>
<td>62</td>
</tr>
<tr>
<td>B-</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>93</td>
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<tr>
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<td>A-</td>
<td>86</td>
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<td>A-</td>
<td>82</td>
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<tr>
<td>B+</td>
<td>79</td>
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<tr>
<td>B-</td>
<td>62</td>
</tr>
<tr>
<td>B-</td>
<td>59</td>
</tr>
</tbody>
</table>

**Disclaimer Statement:**
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course. If changes are made an amended syllabus will be provided to students and the PAF Office.
Ethical Principles, Values, and Curriculum Domains Guiding the Public Affairs Program

Ethical Principles

**Beneficence or Doing Good:** The program is dedicated to preparing scholars and practitioners who will “do good works” through practice and research that seeks to “strengthen communities and change lives” by ameliorating or resolving complex social issues.

**Justice or Fairness:** The program is dedicated to demonstrating and practicing fairness in all matters relating to teaching, research, and service. Addressing issues of social justice will be the guiding principle when conducting community-based research.

**Integrity or Honesty:** The program is committed to demonstrating honesty in actions with students, faculty members, and the greater community. This principle is the hallmark of the research conducted by students and faculty members associated with the program.

**Respect or Inclusiveness:** Representatives of the program are committed to demonstrating respect for all individuals and their right to have their belief systems. Through respect for others their ideas are considered or included in all discussions and decisions regarding teaching, research, or service.

Values

**Creativity:** The program values the ability to generate and critically evaluate new knowledge through rigorous research, scholarship, and practice that positively impacts people, institutions, and their communities while advancing the knowledge base within and across disciplines.

**Interdisciplinary Approach:** The program is committed to an interdisciplinary approach to learning, research, and the generation of translational and transformational knowledge.

**Partnership:** The program values research-practice collaborations that form links between the academic, policy, and professional communities.

**Community:** The program values scholars that will use these tools to address complex social issues to improve peoples’ lives locally and globally with honesty and integrity.

**Scholarship:** The program values scholarship that will use these tools to build the knowledge base with honesty and integrity.

Curriculum Domains

**Critical Analysis:** Demonstrate an ability to critically analyze existing bodies of knowledge and core areas of public affairs practice, research, and theory.

**Rigorous Research:** Demonstrate an ability to develop theoretically-based research with appropriate design and rigorous methods and analysis to address community-based issues.

**Leadership:** Demonstrate leadership capabilities in designing and implementing change strategies to collaboratively strengthen communities.

**Communication:** Demonstrate the ability to translate and communicate research to the specific audience targeted.
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Public Affairs</td>
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</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code* 7947</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name*</td>
<td>Practicum in Community-based Public Affairs Community-Based Research</td>
</tr>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - PAF 7947 Public Affairs Community-based Research</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Public Aff Community-Based Res</td>
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</table>
Table with course information:

<table>
<thead>
<tr>
<th>Description</th>
<th>Credit Hours: 3</th>
</tr>
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<tbody>
<tr>
<td>Lab and Field Work Hours: 0</td>
<td>Class Hours: 3</td>
</tr>
<tr>
<td>Contact Hours: 3</td>
<td>Repeat for credit? Yes No</td>
</tr>
<tr>
<td>Repeat within same semester? Yes No</td>
<td></td>
</tr>
</tbody>
</table>

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

**Prerequisite(s):** Admission to Public Affairs Ph.D. and PAF 7000, PAF 7802, PAF 7804, PAF 7317, PAF 7820, PAF 7325, PAF 7805 or C.I

**Corequisite(s):**

**Graded S/U?** Yes No

**Split-Level Class:** Yes No

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

**List undergraduate split-level course:**

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

When will the course be offered?

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Intended Utilization of Course

The course will be used primarily as:

- Required Course
- Elective Course

Justification for Course Revision

What is the rationale for revising this course?

The course is not a practicum.

What majors require or recommend this course for graduation?

Public Affairs Ph.D.

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

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

Detail Discussion

Attachment List

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

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

Attached  ✔ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID
**UNIVERSITY OF CENTRAL FLORIDA**  
PAF7947  **Public Affairs Community-Based Research**

<table>
<thead>
<tr>
<th>Instructor: Kim M. Anderson, PhD</th>
<th>Semester: Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room: HPA 1 #213</td>
<td>Room: HPA 1 #213</td>
</tr>
<tr>
<td>Tuesdays: 6:00 – 8:50 p.m.**</td>
<td>Tuesdays: 6:00 – 8:50 p.m.**</td>
</tr>
<tr>
<td><strong>Class times will be adjusted when meeting with community partners to accommodate their work schedules.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office: HPA 1 #223</th>
<th>Phone: (407) 823-5201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>Cell Phone: (573) 424-029</td>
</tr>
<tr>
<td><strong>E-mail:</strong> <a href="mailto:kim.anderson@ucf.edu">kim.anderson@ucf.edu</a></td>
<td>FAX: 407-823-5821</td>
</tr>
</tbody>
</table>

**Required Text(s):**


Additional readings are located on the course website or are available through the UCF Library.

**Description of Course**

This practicum provides students the experience of conducting community-engaged research and to build on the various courses taken preceding the course.

The course experientially introduces students to the art and practice of community engaged research. Students will conduct research in collaboration with a community partners: Victim Service Center of Central Florida: [https://www.victimservicecenter.org/](https://www.victimservicecenter.org/)  

The course focuses on initiating and conducting research in partnership with a community agency. Under the supervision of the instructor, students will work with a community partner to determine their agency’s research interest and to develop a research question. Students will develop a research design, collect and analyze data, and provide a written report and oral presentation to the community partner.

Tasks performed by students include: coordinate and attend research meetings with community partners, conduct literature reviews, design surveys and/or interview instruments, administer surveys and/or interview research participants (e.g., individual, focus groups), data analysis, both quantitative (statistics, run charts, etc.) and qualitative (interview analyses, etc.), and preparing presentations and reports to the community partner.
**Ethical Principles and Values**
Faculty members in the College of Health and Public Affairs have identified ethical principles and values necessary for comprehensive preparation in the Public Affairs Doctoral Program (PAF). These ethical principles and values direct professional behavior and guide the curriculum while aligning with the UCF Golden Rule. These principles and values are listed at the end of this syllabus, and each doctoral student is expected to know and uphold these principles and values.

**Domains, Course Competencies and Objectives**
Faculty members in the College of Health and Public Affairs have identified five domains and core competencies for each domain necessary for a comprehensive preparation in Public Affairs. This course is integral to the overall curriculum and designed to address certain domains and more specific core competencies, which are identified below along with the specific course objectives and the tools to measure those competencies.

<table>
<thead>
<tr>
<th>Program Domain(s)</th>
<th>Competencies</th>
<th>Course Objectives</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; Engagement</td>
<td>Work collaboratively in interdisciplinary teams</td>
<td>Demonstrate ability to work collaboratively on project teams on a single research project</td>
<td>Study Drafts</td>
</tr>
<tr>
<td>Leadership &amp; Engagement</td>
<td>Value research collaborations intended to answer specific community concerns while building the knowledge base</td>
<td>Demonstrate the efficacy of working across disciplinary lines on a single research project focused on a community problem</td>
<td>Study Drafts</td>
</tr>
<tr>
<td>Leadership &amp; Engagement</td>
<td>Identify and analyze political, cultural, social, and economic factors influencing the development of and change to programs and policies</td>
<td>Systematically assess factors influencing a specific program or policy</td>
<td>Final Study Report—Academic Paper</td>
</tr>
<tr>
<td>Research, Methods, Statistics &amp; Theory</td>
<td>Integrate and apply interdisciplinary theories and research findings to solve community problems</td>
<td>Integrate and apply interdisciplinary theories and research findings to complete a study that addresses a specific community problem</td>
<td>Final Study Report—Academic Paper</td>
</tr>
<tr>
<td>Communication &amp; Dissemination</td>
<td>Effectively communicate the findings and</td>
<td>Communicate findings in written and oral form the academic and</td>
<td>Final reports and presentations</td>
</tr>
</tbody>
</table>
Academic Integrity/Plagiarism

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

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

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

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

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

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

**Method of the Course**
The course will be conducted in seminar fashion with discussion focused on a common set of readings that will promote the development of critical thinking and writing skills. The seminar format creates opportunities for students to exercise critical thinking skills at the highest level. Timely completion of the reading and full participation is expected. In addition, students will write extensively. It is critical to manifest a respectful attitude toward the subject and to value the diversity of opinions expressed in class. I encourage all students to freely ask questions and to express their opinions. Lastly, the course will both explore the theoretical and practical application of service learning as a pedagogical technique and engaged scholarship as a research methodology to encourage the development of your identity as a community engaged scholar.

**Makeup / Assignment Policy**
All assignments must be submitted to the Instructor electronically through Webcourse by the due date. Exceptions to assignment due dates will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation).

**Grading System**
In the PAF doctoral program to pass a core course, a B- or better is required. This means that a student earning a grade of (C+) or lower must repeat the core course. Also, students with a GPA of less than 3.0 may be dismissed from the program, and any student who receives a C+ or lower in a core courses may be dismissed from the program. *However any student who receives an F in their doctoral course work is automatically dismissed from the program.*

**GRADING POINTS** *Using (+ -)*

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<tr>
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<tr>
<td>C-</td>
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<tr>
<td>F</td>
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Assignments and Course Projects

APA Style 6th Edition is required for all written assignments and papers as part of the Public Affairs PhD program.

<table>
<thead>
<tr>
<th>EVALUATION AREA</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Draft Intro, Lit. Review</td>
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<tr>
<td>Draft Methods</td>
<td>10</td>
</tr>
<tr>
<td>Draft Results</td>
<td>10</td>
</tr>
<tr>
<td>Draft Discussion/Implications</td>
<td>10</td>
</tr>
<tr>
<td>Academic Paper</td>
<td>30</td>
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<tr>
<td>Agency Presentation &amp; Agency White Paper</td>
<td>30</td>
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<tr>
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<tr>
<td>April 17</td>
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<td>April 24</td>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>May 1</td>
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</tbody>
</table>

Community-Engaged Research Project

The major deliverables for this course are based on a group community-engaged research project with a community partner.

To ensure sufficient progress and quality development on the community-engaged research project throughout the semester, multiple intermediate progress reports will be assigned for students to receive feedback from the instructor. The community-engaged research project will include the following intermediate reports:

- Initial Meeting with Agency/Develop Research Questions Due: 1/23
- Draft Introduction/Literature Review Due: 2/13
- Work with Agency/Finalize Research Design and Instruments Due: 2/20
- Work with Agency/Finalize Data Contacts and Access Due: 2/20
- Draft Methods Due: 3/6
- Conduct Data Collection Due: 3/27
- Conduct Data Analysis Due: 3/27
- Draft Results Due: 4/3
- Draft Discussion/Implications Due: 4/17
Final Study Report Academic Paper: Due: 4/24
This is the final study report written as a scholarly journal article of up to 8000 words. It should clearly state the research question, set the research within the context of a broader literature or combination of literatures, briefly describe the method and analytic procedures, report findings, and state implications for theory and practice. This is a group paper based on a group project.

Final Study Report Practitioner White Paper: Due: 5/1
This is the final study report written for the community partner and broader practitioner audiences. The report should be up to 4,000 words. It should be written in an audience appropriate style, focusing on the research question, findings, and implications (though not excluding discussion of method). Students are encouraged to creatively use graphics to communicate messages. This is a group paper based on the group project.

Final Presentation—Community Partner Due: 5/1
The group research presentations for the community may be conducted off-campus. The presentation should focus on findings and implications or recommendations, while leaving the audience with certainty that the implications or recommendations are based on sound research. Presentations should last 30 minutes, plus time for question and answer. Presentations will be assessed according to the following criteria:

- **Use of Time**: Does the presentation fall within the allotted 30 minutes? Is time allocated to individual sections in an appropriately balanced manner?
- **Coherence and Presentation Style**: Are all presenters clearly understood, engaging in conversational presentation? Including audience eye contact?
- **Logic of Presentation**: Does the presentation flow well?
- **Response to Questions**: Are all questions from the panel answered in a satisfactory (if not satisfying) manner?
- **Urge to Read**: A good presentation will lead audience desire to read the full paper.

**Final Academic Paper**

**Introduction**
The introduction provides a rationale for the study. It is 1-2 paragraphs. This generally introduces the prevalence/incidence of the social problem and its impacts. In other words, it highlights why we should care about the social problem. It then ends with a sentence of how your study’s findings will impact the social problem.

**Literature Review**
The literature review is what is known about the social problem. This is a review of research findings that address the social problem. You are summarizing previous research and discussing what information is missing. You are also introducing theoretical/conceptual frameworks that have shaped inquiry of the social problem.
Method
The method section should include the research design and the research questions you develop/hypotheses. A description of the methods used, including descriptions of the sampling strategy, sample inclusion/exclusion criteria, and data collection instruments. The data analysis section you will address specific to your research questions. You will conduct data analysis according.

Results
The findings should address the research question(s)/hypotheses. Focus exclusively on data in the results section.

Discussion/Limitations/Implications
This section of the paper discusses the findings and their importance. The discussion section should be closely tied to points made in the introduction and to the results of the research. Start with an introductory paragraph that summarizes the results. Next, link the findings to the existing research reviewed in the literature review section and addresses how it supports, adds, or contradicts previous findings. Also, discuss the limitations of the research methods and design. Implications offers an assessment of the implications for practice, policy, and/or future research. This includes recommendations based on the findings. The conclusion is 2-3 sentences summing up the impact of the study.

COURSE SCHEDULE

Disclaimer Statement:
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course. If changes are made an amended syllabus will be provided to students and the PAF Office.

Session 1 January 9
Topic: Welcome and Introduction, Overview of the Course

Session 2 January 16
Topic: Setting up Community Partnerships

Session 3 January 23
Topic: Ethics


Session 4 January 30
Topic: Community Research Questions


Session 5 February 6
Topic: Community Research Questions


Session 6 February 13
Topic: Community Data Collection

**Session 7 February 20**  
Topic: Community Data Collection  

**Session 8 February 27**  
Topic: Community Data Analysis  

**Session 9 March**  
Topic: Community-University Partnerships  


**Session 10 March 13 No Class SPRING BREAK**

**Session 11 March 20**  
Topic: Community-University Partnerships  

**Session 12 March 27**  
Topic: Community-University Partnerships  

**Session 13 April 3**  
Topic: Community-University Partnerships  

Session 14 April 10
Topic: Community Engaged Scholarship and Dissemination

Sessions 15 April 17
Topic: Community Engaged Scholarship and Dissemination

Session 16 April 24 No Class STUDY DAY

Session 17 FINAL
Agency Presentation & Agency Paper

Bibliography


Books


**Ethical Principles**

**Beneficence or Doing Good:** The program is dedicated to preparing scholars and practitioners who will “do good works” through practice and research that seeks to “strengthen communities and change lives” by ameliorating or resolving complex social issues.

**Justice or Fairness:** The program is dedicated to demonstrating and practicing fairness in all matters relating to teaching, research, and service. Addressing issues of social justice will be the guiding principle when conducting community-based research.

**Integrity or Honesty:** The program is committed to demonstrating honesty in actions with students, faculty members, and the greater community. This principle is the hallmark of the research conducted by students and faculty members associated with the program.

**Respect or Inclusiveness:** Representatives of the program are committed to demonstrating respect for all individuals and their right to have their belief systems. Through respect for others their ideas are considered or included in all discussions and decisions regarding teaching, research, or service.

**Values**

**Creativity:** The program values the ability to generate and critically evaluate new knowledge through rigorous research, scholarship, and practice that positively impacts people, institutions, and their communities while advancing the knowledge base within and across disciplines.

**Interdisciplinary Approach:** The program is committed to an interdisciplinary approach to learning, research, and the generation of translational and transformational knowledge.

**Partnership:** The program values research-practice collaborations that form links between the academic, policy, and professional communities.

**Community:** The program values scholars that will use these tools to address complex social issues to improve peoples’ lives locally and globally with honesty and integrity.
Scholarship: The program values scholarship that will use these tools to build the knowledge base with honesty and integrity.

Curriculum Domains

Critical Analysis: Demonstrate an ability to critically analyze existing bodies of knowledge and core areas of public affairs practice, research, and theory.

Rigorous Research: Demonstrate an ability to develop theoretically-based research with appropriate design and rigorous methods and analysis to address community-based issues.

Leadership: Demonstrate leadership capabilities in designing and implementing change strategies to collaboratively strengthen communities.

Communication: Demonstrate the ability to translate and communicate research to the specific audience targeted.

Teaching: Demonstrate the ability to teach and mentor inside and outside of a classroom setting.
Grad Course Revision - College of Community Innovation and Education - ECW 6205 Administration of Local Career Education Programs

2018-2019 Graduate Course Revision

**General Catalog Information**

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
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Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code*</th>
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<td>ECW</td>
<td>6205</td>
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<table>
<thead>
<tr>
<th>Name*</th>
<th>in Vocational of Local Career Education Programs</th>
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<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - ECW 6205 Administration of Local Career Education Programs</td>
</tr>
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</table>

| 30 Character Abbreviation: | Admin of Local Career Ed Prog |
Course Description: Administrative responsibilities in an Organization, personnel selection and assignment, and establishment of policies and procedures for local program of vocational career and workforce education that includes two or more fields of occupational-education programs within federal, state and local requirements.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3 9 3

Repeat for credit? [No]

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

Repeat within same semester? [No]

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

Prerequisite(s): Basic Teacher Certificate Graduate Standing or C. I.

Corequisite(s): None

Graded S/U? [No]

Split-Level Class: [No]
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

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

**Term of Offering**

<table>
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<th>Activity Log</th>
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<tr>
<td>Lisa Martino</td>
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<tr>
<td>+ Odd Summer</td>
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<td>+ Even Summer</td>
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**Intended Utilization of Course**

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<th>The course will be used primarily as:</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
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<tr>
<td>+ Elective Course</td>
<td></td>
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</table>

<table>
<thead>
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<th>Required Course</th>
<th>Elective Course</th>
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**Justification for Course Revision**

**What is the rationale for revising this course?**

The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006. The course description revisions now align with the FL State Numbering System. The pre-req was not correct and the semester offered was not shown.

**What majors require or recommend this course for graduation?**

Career and Technical Education, M. A.

**If not a major requirement, what**

https://ucf.curriculog.com/proposal:2264/print
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Attachment List**

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

### Check

- **Lisa Martino**
  - + I have completed all relevant parts of the form.
  - ✔ I have completed all relevant parts of the form.

### Attached

- **Lisa Martino**
  - + I have attached a course syllabus and rationale.
  - ✔ I have attached a course syllabus and rationale.

---

**Administration Use Only**

### Catalog Ownership:

- **Lisa Martino**
  - + Department of Child, Family, and Community Sciences

### Course OID

- 57445

### Course Type

- Education: Career/Workforce

### Status

- Active-Visible
- Inactive-Hidden
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department: Educational Leadership and Higher Education
Department Coordinator: Ms. Lindsay Archambault
Coordinator Office: Main Campus, Education Complex, Ste 206
Course Internet Address: https://webcourses.ucf.edu/

Course Title: Administration of Local Career Education Programs
Course Number: ECW 6205
Course Credit: 3 hours
Prerequisites: Graduate standing or C.I.
Intended Audience: Graduate level
Semester: Summer

Instructor: TBA
Instructor Email: TBA
Office Location: TBA
Office Hours: TBA

Catalog Description
Organization, personnel selection and assignment, and establishment of policies and procedures for local career and workforce education programs within federal, state and local requirements.

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

- Examine Career and Technical Education (CTE) organizational structures at the state, district, and local level
- Examine legislative processes, social issues, and public policy affecting CTE.
- Survey local CTE directors for a variety of specific practices in key administrative areas involved in the administration of CTE programs
- Develop partnerships with faculty, staff, and community representatives to improve program outcomes
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

- Establish a system of processes to monitor and evaluate organizational performance
- Develop a CTE program vision and culture to allow for continuous improvement and ethical conduct
- Discuss advocacy action plans that foster high quality CTE programs to include diversity and inclusion
- Review various CTE program policies and procedures
- Examine various organizational behavioral theories
- Anticipate organizational issues and apply solutions
- Develop a personal administrator philosophy and style
- Reflect upon the topics covered in this course
- Demonstrate clear understanding and appropriate use of APA style protocol
- Provide constructive and substantive peer responses and feedback
- Research scholarly articles using scholastic databases, such as the UCF Library and ERIC

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education


**Materials/Resources**

- Technology requirements for online courses.
- UCF Library Access

**Webcourses**

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

**Academic Course Requirements**

The following course expectations are used in determining your grade in the course.

**Module Assignments (70%)**

Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

**Module Discussions (5%)**

There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

**Reflection (5%)**

At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

**Final Examination (20%)**
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.

**Administrative Course Requirements**

**Attendance**
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

**Academic Activity**
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Late Assignments**
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor’s note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.
Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

**Grading scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<td>940-1000</td>
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<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>
The faculty in this program have chosen NOT to adopt plus or minus policy for grades.

Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.
The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
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<td><strong>Module 1 Organizational Structures of CTE Program</strong></td>
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<td>Discussion Question #1 Discuss social issues and public policy affecting CTE</td>
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<td><strong>Module 3 CTE Program Benefits to Local Community</strong></td>
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<td>Assignments:</td>
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<tr>
<td>Activity 3 Group Work – CTE Program Benefits and Community Involvement</td>
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<td>Discussion Question #2 Discuss community partnerships with faculty, staff, and local community representatives</td>
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<tr>
<td><strong>Module 4 Administration of High Quality CTE Programs</strong></td>
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<tr>
<td>Activities: Read Lesson and Web Resources</td>
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### Assignments:

| Activity 4 | Develop a CTE program vision and culture plan
| Discussion Question #3 | Discuss a system of processes to monitor and evaluate organizational performance |

| Module 5 CTE Program Policies and Procedures |
| Activities: | Read Lesson and Web Resources |
| Assignments: | Activity 5 Create a CTE Program Policy and Procedure Manual |
| | Discussion Question #4 Discuss advocacy action plans |

| Module 6 Organizational Behavior Theories |
| Activities: | Read Lesson and Web Resources |
| Assignments: | Activity 6 Develop a CTE Administrator Leadership Philosophy |
| | Discussion Question #5 Discuss anticipating organizational issues and potential solutions |

### Course Reflection

- 50 points

### Final Exam

- 200 points

### Total Points

- 1000 points

---

### UCF Policies, Guidelines, and Resources

**Course Accessibility**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) [http://sas.sdes.ucf.edu](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.
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Campus Safety
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and
information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ufcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.
You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. **All** students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu).

**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.

**Plagiarism & Turnitin**
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Ethical Policies**
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:
- Access the [Golden Rule](http://www.knightsemail.ucf.edu/) on line
- Read thoroughly [Student Rights and Responsibilities](http://www.knightsemail.ucf.edu/)
- [Rules of Student Conduct](http://www.knightsemail.ucf.edu/)
- [Student Academic Behavior Standards](http://www.knightsemail.ucf.edu/)
This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.

The UCF Creed

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

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

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.
Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

---

**Career & Technical Education Educator Accomplished Practices**

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

**Quality of Instruction**
1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
1. Values technology as a tool to enhance learning. *(Disposition)*

4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias *(Disposition)*

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 6206 Supervision in Local Career and Technical Education Programs

2018-2019 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
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<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
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Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code*</th>
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<tr>
<td>ECW</td>
<td>6206</td>
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<table>
<thead>
<tr>
<th>Name*</th>
<th>Supervision in Vocational Local Career and Technical Education Programs</th>
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<tbody>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - ECW 6206 Supervision in Local Career and Technical Education Programs</td>
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30 Character Abbreviation: Supervision of CTE Programs
### Course Description

**Supervisory Techniques:** A study in the supervision of CTE instruction, including plans for teacher professional education, curriculum and implementing instruction improvement of staff, curriculum coordination of program activities, and personal personnel relations in vocational education.

### Credit Hours

3

### Class Hours

3 Online 3

### Lab and Field Work Hours

0

### Contact Hours

3 0 3

### Repeat for credit?

<table>
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### If yes, indicate the total times the course may be used in the degree program.

### Repeat within same semester?

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### NOTE:

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

### Prerequisite(s):

**Basic Teacher Certificate Graduate Standing** or C. I.

### Corequisite(s):

None.

### Graded S/U?

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### Split-Level Class:

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

**List undergraduate split-level course:**

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

### Term of Offering

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### Intended Utilization of Course

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<tr>
<td>□ Required Course</td>
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<tr>
<td>☐ Elective Course</td>
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### Justification for Course Revision

**What is the rationale for revising this course?**

The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006.

In addition, the course description, pre-requisite, and semester offered were incorrect.

**What majors require or recommend this course for graduation?**

Career and Technical Education, M.A.

**If not a major requirement, what**

https://ucf.curriculog.com/proposal/2268/print
will be the source of students?

What is the estimated annual enrollment? 25-40

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

Detail Discussion After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

Attachment List

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

Check

<table>
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<th>Activity Log</th>
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Attached

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<tbody>
<tr>
<td>Lisa Martino</td>
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<tr>
<td>+ I have attached a course syllabus and rationale.</td>
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<tr>
<td>I have attached a course syllabus and rationale.</td>
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</table>

Administration Use Only

Catalog Ownership:

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<th>Activity Log</th>
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<tbody>
<tr>
<td>Lisa Martino</td>
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<td>+ Department of Child, Family, and Community Sciences</td>
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Course OID 57446

Course Type Education: Career/Workforce

Status Active-Visible Inactive-Hidden
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department: Educational Leadership and Higher Education
Department Coordinator: Ms. Lindsay Archambault
Coordinator Office: Main Campus, Education Complex, Ste 206
Course Internet Address: https://webcourses.ucf.edu/

Course Title: Supervision of Local Career and Technical Education Programs
Course Number: ECW 6206
Course Credit: 3 hours
Prerequisites: Graduate standing or C.I.
Intended Audience: Graduate level
Semester: Spring

Instructor: TBA
Instructor Email: TBA
Office Location: TBA
Office Hours: TBA

Catalog Description
A study in the supervision of CTE instruction, including plans for teacher professional education, curriculum and instruction improvement, coordination of program activities, and personnel relations.

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

1. Examine supervisory theories for career and technical education
2. Identify resources and develop a bibliography of supervisor techniques, styles, and theories
3. Establish performance goals and objectives for CTE program faculty and staff
4. Examine support staff roles in a CTE program
5. Develop a teacher professional education workshop program
6. Explain a teacher evaluation observation session to improve instruction
7. Create a CTE program curriculum and instruction review plan
8. Examine various student codes of conduct and disciplinary methods
9. Explore various student attendance and program performance monitoring systems
10. Demonstrate strategies for diversity and inclusion for faculty, staff, and students in CTE programs
11. Reflect upon the topics covered in this course.
12. Demonstrate clear understanding and appropriate use of APA style protocol.
13. Provide constructive and substantive peer responses and feedback.
14. Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook


Career and Technical Education M.A. Degree Program  
Department of Educational Leadership and Higher Education

Materials/Resources
- Technology requirements for online courses.
- UCF Library Access

Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70%)
Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

Module Discussions (5%)
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

Reflection (5%)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20%)
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.
Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.
Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program have chosen NOT to adopt plus or minus policy for grades.
Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty.
member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activity: Introduction - REQUIRED</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Module 1 CTE Supervisor Techniques, Styles and Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1 Develop a bibliography of resources</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Performance Goals and Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 2 Performance Goals and Objectives Plan</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Discussion Question #1 Discuss support staff roles in a CTE program</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Module 3 CTE Teacher Professional Education and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 3 Teacher Professional Development Workshop Plan</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #2 Discuss teacher evaluation observation plans</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Module 4 CTE Program Curriculum &amp; Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 4 Curriculum &amp; Instruction Review Plan</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Discussion Question #3 Discuss resources for C&amp;I trends</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Module 5 CTE Student Policy &amp; Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities: Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 5 Outline Student Code of Conduct/Rights &amp; Responsibilities Plan</td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

Page 7 of 17
Discussion Question #4 Compare/contrast various student disciplinary methods

Module 6 CTE Program Diversity & Inclusion
Activities: Read Lesson and Web Resources
Assignments:
  Activity 6 Diversity & Inclusion Strategy Plan for faculty, staff, and students  100
  Discussion Question #5 Discuss ways to promote diversity in a CTE program  10
Course Reflection  50
Final Exam  200
Total Points  1000

UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

**UCF Cares**
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightemail.ucf.edu.

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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

THIS SYLLABUS MAY BE MODIFIED AT THE DISCRETION OF THE INSTRUCTOR. CHANGES WILL BE DISCUSSED IN CLASS AND/OR VIA EMAIL.
The UCF Creed

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

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

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (*Disposition*)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (*Disposition*)

4. Assessment.
The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 6666 Issues in Career Education

2018-2019 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Community Innovation and Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposal Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Course Revision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit / Department / College*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

Please use the import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>Code*</th>
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</thead>
<tbody>
<tr>
<td>ECW</td>
<td>6666</td>
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</table>

<table>
<thead>
<tr>
<th>Name*</th>
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<tbody>
<tr>
<td>Issues in Career Education</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Full Title*</th>
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<tbody>
<tr>
<td>Grad Course Revision - College of Community Innovation and Education - ECW 6666 Issues in Career Education</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in Career Education</td>
</tr>
</tbody>
</table>
**Course Description**

An examination of current issues in career education including changing work force demands and implications for secondary and postsecondary career education.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>3 Online 3</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
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</tr>
<tr>
<td>Contact Hours:</td>
<td>3 9 3</td>
</tr>
</tbody>
</table>

**Repeat for credit?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>

**Repeat within same semester?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>

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

**Prerequisite(s):**

EDF-6432 or EDF-6481 Graduate Standing or C. I.

**Corequisite(s):**

None.

**Graded S/U?**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
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</tbody>
</table>

**Split-Level Class:**

<table>
<thead>
<tr>
<th>Lisa Martino</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>+ Odd Spring</td>
<td></td>
</tr>
<tr>
<td>+ Even Spring</td>
<td></td>
</tr>
</tbody>
</table>

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
</tr>
<tr>
<td>+ Required Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course

**Justification for Course Revision**

- **What is the rationale for revising this course?**
  - The pre-requisite courses and semester offered were incorrect.

- **What majors require or recommend this course for graduation?**
  - Career and Technical Education, M. A.

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

- **What is the estimated annual enrollment?**
  - 25-40
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

**Attachment List**

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

<table>
<thead>
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<th>Activity Log</th>
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<td>Lisa Martino</td>
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<tr>
<td>+ I have attached a course syllabus and rationale.</td>
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**Administration Use Only**

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<table>
<thead>
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<th>Status</th>
<th>Active-Visible Inactive-Hidden</th>
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**PeopleSoft**

| Academic Group | Career |
### Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

<table>
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<tr>
<th>Department:</th>
<th>Educational Leadership and Higher Education</th>
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<tbody>
<tr>
<td>Department Coordinator:</td>
<td>Ms. Lindsay Archambault</td>
</tr>
<tr>
<td>Coordinator Office:</td>
<td>Main Campus, Education Complex, Suite 206</td>
</tr>
<tr>
<td>Course Internet Address:</td>
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<th>Issues in Career Education</th>
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<tr>
<td>Course Number:</td>
<td>ECW 6666</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Graduate standing or C.I.</td>
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<td>Intended Audience:</td>
<td>Graduate level</td>
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<td>Semester:</td>
<td>Spring</td>
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</table>

| Instructor: | TBA |
| Instructor Email: | TBA |
| Office Location: | TBA |
| Office Hours: | TBA |

### Catalog Description
An examination of current issues in career education including changing workforce demands and implications for secondary and postsecondary career and workforce education.

### Course Overview
An "Issues" course is meant to provide opportunities for review of research and discourse about identified issues. At the graduate level courses should offer opportunities to write intensively, in preparation for comprehensive examinations, thus becoming a relative "expert" in a selected area. Four issue areas have been identified: (1) curricular; (2) instructional; (3) demographic; and (4) trends.

While very broad categories, delving into these topics will provide skill in reviewing research. Emphasis is given to demonstrating the ability to analyze and synthesize the literature to defend your position on the issues. The activities in this course are designed for flexibility and opportunity to address more specific areas of your discipline and field of study within the broad CTE areas.
Course Objectives

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

- Identify the Curricular, Instructional, and Demographic Issues of Career Education.
- Research and discuss the societal, economic and educational Curricular Issues of Career Education.
- Research and discuss the pedagogical, methodological and technological Instructional Issues of Career Education.
- Research and discuss the historical, student and teacher demographic issues of career education.
- Analyze business and industry involvement as well as occupational and educational trends in career education.
- Demonstrate the ability to use Internet search engines and library databases to narrow a search of relevant issues in key CTE areas.
- Identify an area of research in CTE
- Demonstrate the ability to properly use APA format
- Demonstrate the ability to defend an argument on relevant CTE issue
- Reflect, evaluate and discuss the issue topics covered in this course.
Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

(a) Quality of instruction

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

(b) Continuous Improvement, Responsibility and Ethics

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

Required Materials/Resources

Required Textbook


*There are no additional textbooks required for this course. All content and web resources are located in the Webcourse.

Materials/Resources

- Technology requirements for online courses.
- UCF Library Access

Page 3 of 19

College of Community Innovation and Education

University of Central Florida

Career and Technical Education Programs
Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab. You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements
It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

Written Assignments (50%)
In Modules 1 and 2, you will develop a written report and a brief research paper. Your written work must be professional in appearance and in APA format. It should also be free from grammatical and spelling errors.

Group Project (15%)
There is a group project in this course in Module 3. It is weighted at 15% of the total course grade. Your grade is based on your individual participation and completed work in the group.

Individual Project (10%)
In Module 4, there are two individual activities. Assignment 4 discussion assignment is worth 100 points or 10% of your final grade.

Class Participation (10%)
In Module 5, there is a full class group activity event and requires cooperative interaction. This is meant to be a "capstone" discussion focusing on selected trends for particular issues in CTE.

Reflection Activity (5%)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (10%)
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.
Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity - REQUIRED
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.
- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.
- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.
Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
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<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
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</tbody>
</table>
The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

**Grading Procedures**

The following are the grading procedures used in determining your grade in each course.

**Assignments Posting**
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above.

- Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

**Reposting**
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per your instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

**Grade Availability**
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

**Make-up Assignments for Authorized University Events or Co-Curricular Activities**
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be
equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

**Major Topics of the Course**

<table>
<thead>
<tr>
<th>Career Issue - Building</th>
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<tbody>
<tr>
<td>Curricular Issues</td>
</tr>
<tr>
<td>Instructional Issues</td>
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<tr>
<td>Demographic Issues</td>
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<tr>
<td>Trends in Issues</td>
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## Course Schedule

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<tr>
<th>Assignments</th>
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<td><strong>START HERE MODULE</strong></td>
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</tr>
<tr>
<td><strong>Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Read: Meet Your Instructor, Course Policies and Student Expectations,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Schedule, and Syllabus.</td>
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<tr>
<td>2. Email instructor with any questions.</td>
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<td><strong>REQUIRED Academic Activity:</strong> Introduction Discussion</td>
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<td><strong>Activities:</strong></td>
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<td>Read Module 1 Lesson and Instructions page</td>
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<td><strong>Module 2 Curricular Issues</strong></td>
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<tr>
<td><strong>Activities:</strong></td>
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<td>Assignment 2 Part C: Final Brief Research Paper</td>
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<td><strong>Module 3 Instructional Issues (Paried Group Project)</strong></td>
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<td>Assignment 3 - Part A Topic Choice (Team Lead only)</td>
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<td>Assignment 3 - Part B Group Charter</td>
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<td>Assignment 3 - Part C Project Outline</td>
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<td>Assignment 3 - Part D Paired Debate Final Product</td>
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<td>Assignment 3 - Part E Class Discussion Final Product</td>
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Module 4 Demographic Issues
**Activities:** Read Module 4 Lesson and Instructions page

**Assignments:**
- Assignment 4 Part A: Topic Choice
- Assignment 4 Part B: Multimedia Project and Discussion Post

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<td>Part B</td>
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Module 5 Trends in Issues (Class Participation Project)
**Activities:** Read Module 5 Lesson and Instructions page

**Assignments:**
- Assignment 5 Part A: Trends in State, National and International
- Assignment 5 Part B: Final Trends in Issues Project Discussion Post

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<td>Part B</td>
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ECW 6666 Reflection Activity

| ECW 6666 | 50 |

Final Essay Quiz

| Final Essay Quiz | 100 |

**Total Points**

| Total Points | 1000 |

**UCF Policies, Guidelines, and Resources**

**Course Accessibility**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) [http://sas.sdes.ucf.edu](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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and
information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

**UCF University Writing Center**
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the [UCF University Writing Center](mailto:ucfcares@ucf.edu) for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

**Online Learning**
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](mailto:ucfcares@ucf.edu)

**Knight’s Email Account and Webcourse Communication**
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.
You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu).

**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.

**Plagiarism & Turnitin**

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see [http://www.osc.sdes.ucf.edu/](http://www.osc.sdes.ucf.edu/)).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Ethical Policies**

At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the [Golden Rule](http://www.ucf.edu) on line
- Read thoroughly [Student Rights and Responsibilities](http://www.ucf.edu)
- [Rules of Student Conduct](http://www.ucf.edu)
- [Student Academic Behavior Standards](http://www.ucf.edu)
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email.

The UCF Creed

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

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

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.
Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

Career & Technical Education Educator Accomplished Practices

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction
1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students’ subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
l. Values technology as a tool to enhance learning. (Disposition)
4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (*Disposition*)

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
Grad Course Revision - College of Community Innovation and Education - ECW 6695 School/Community Relations for Career and Technical Education Programs

2018-2019 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>ECW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code*</td>
<td>6695</td>
</tr>
<tr>
<td>Name*</td>
<td>School/Community Relations for Vocational Career and Technical Education Programs</td>
</tr>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Community Innovation and Education - ECW 6695 School/Community Relations for Career and Technical Education Programs</td>
</tr>
</tbody>
</table>

30 Character Abbreviation: School/Comm Relations for CTE
**Course Description**
Achievement of proficiency in Assemble the use of media techniques knowledge and skills to promote the vocational program. Development utilize community resources and establish public relations procedures and maintenance of productive relationships between school practices for career and community groups technical education (CTE) programs.

| Credit Hours: | 2-4 3 |
| Class Hours:  | 2-4 Online 3 |
| Lab and Field Work Hours: | 0 |
| Contact Hours: | 2-4 9 3 |

**Repeat for credit?**
- Lisa Martino
  - Yes
  - No

**Repeat within same semester?**
- Lisa Martino
  - Yes
  - No

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

**Prerequisite(s):** Basic Teacher-Certificate Graduate Standing or C. I.

**Corequisite(s):** None

**Graded S/U?**
- Lisa Martino
  - Yes
  - No

**Split-Level Class:**
- Activity Log
If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

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

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Lisa Martino</td>
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<td>+ Odd Fall</td>
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<tr>
<td>+ Even Fall</td>
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</tbody>
</table>

- Odd Fall  ✓ Even Fall  ■ Odd Spring  ■ Even Spring  ■ Odd Summer
- Even Summer  ■ Every Semester  ■ Occasional

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
<td></td>
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<tr>
<td>+ Elective Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course  ■ Elective Course

**Justification for Course Revision**

- **What is the rationale for revising this course?**
  - The title of the course used the word "vocational", which is outdated and was changed to "career and technical education" in the Carl D. Perkins Act of 2006.
  - Additionally, the credit hours, pre-requisite course, semester offered, and course description were incorrect.

- **What majors require or recommend this course for graduation?**
  - Career and Technical Education, M. A.
If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? 25-40

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

**Detail Discussion** After reviewing the course with the department chair, it was advised that there are no duplications or conflicts to updating the course as necessary.

**Attachment List**

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

**Check**

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
</tr>
<tr>
<td>+ I have completed all relevant parts of the form.</td>
</tr>
</tbody>
</table>

I have completed all relevant parts of the form.

**Attached**

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
</tr>
<tr>
<td>+ I have attached a course syllabus and rationale.</td>
</tr>
</tbody>
</table>

I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog Ownership**

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
</tr>
<tr>
<td>+ Department of Child, Family, and Community Sciences</td>
</tr>
</tbody>
</table>

Department of Child, Family, and Community Sciences

**Course OID** 57448

**Course Type** Education: Career/Workforce

**Status** Active-Visible Inactive-Hidden
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Department: Educational Leadership and Higher Education
Coordinator: Ms. Lindsay Archambault
Coordinator Office: Main Campus, Education Complex, Ste 206
Course Internet Address: https://webcourses.ucf.edu/

Course Title: School/Community Relations for Career and Technical Education Programs
Course Number: ECW 6695
Course Credit: 3 hours
Prerequisites: Graduate standing or C.I.
Intended Audience: Graduate level
Semester: Fall

Instructor: TBA
Instructor Email: TBA
Office Location: TBA
Office Hours: TBA

Catalog Description
Assemble the knowledge and skills to utilize community resources and establish public relations procedures and practices for career and technical education (CTE) programs.

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

1. Evaluate a career and technical education program’s environment, demographics and cultural makeup.
2. Write a mission statement, vision, and goal for a career and technical education program
3. Investigate state government initiatives that support and strengthen CTE programs
4. Explore potential community partnerships to expand CTE programs and career pathways
5. Evaluate the pros and cons of Career and Technical Student Organizations (CTSOs)
6. Examine various policy and procedures for advisory boards and committees
7. Develop an advisory board charter for a CTE program
8. Describe the role guidance counselors as a community resource
9. Develop a media analysis report
10. Plan a community public relations promotion

**Statement of Course Goals and Objectives**

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

**(a) Quality of instruction**

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment

**(b) Continuous Improvement, Responsibility and Ethics**

5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

**Required Materials/Resources**

**Required Textbook**


**Materials/Resources**

- Technology requirements for online courses.
- UCF Library Access
Webcourses
This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through https://webcourses.ucf.edu/). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

The following course expectations are used in determining your grade in the course.

Module Assignments (70%)
Your written work must be professional in appearance. It should also be free from grammatical and spelling errors. It is very important that your work be posted on or before the published due date/time to be considered on time. You will have until a specific date and time noted for each course (see Schedule). Please see the "Grading Procedures" provided below.

Module Discussions (5%)
There are five module discussion activities. Each discussion activity is worth 10 points for a total of 50 points or 5% of your final grade. You will contribute to a discussion about the course lessons and engage in a conversation with your peers. This is done to encourage class discussion and master the course content.

Reflection (5%)
At the very end of each course, we require a reflection. It is done to offer you an opportunity to sit and think about the course – any aspect of it – and note your reflections.

Final Examination (20%)
There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.
Administrative Course Requirements

Attendance
Our online courses place a strong emphasis upon the interaction of the students. Therefore, you are expected to attend all class sessions. The failure to attend class will negatively affect your grade. Attending class in Webcourses includes, but is not limited to, logging in at least every two days, reading the syllabus and course schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity “by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.

- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Evaluation and Grading System
All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Below is the grading scale used in the course. Points available for each assignment are listed in the "Schedule".

Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>729 and below</td>
</tr>
</tbody>
</table>

The faculty in this program have chosen NOT to adopt plus or minus policy for grades.
Grading Procedures

The following are the grading procedures used in determining your grade in each course.

Assignments Posting
Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability
Grades are completed approximately one week after the due date. You can view your grades by selecting the "Grades" link from the Course Homepage. If you do not see your grade after two weeks, please notify your instructor.

Make-up Assignments for Authorized University Events or Co-Curricular Activities
Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the faculty.
member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activity: Introduction - REQUIRED</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Module 1 The CTE Program Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1 Develop a CTE program environment chart and mission statement</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Local Government/Community CTE Initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
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<td></td>
</tr>
<tr>
<td>Activity 2 Create a CTE govern/community partnership plan Discussion Question #1</td>
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<td>150</td>
</tr>
<tr>
<td>Module 3 Career and Technical Student Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Read Lesson and Web Resources</td>
<td></td>
<td></td>
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<tr>
<td><strong>Assignments:</strong></td>
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<td></td>
</tr>
<tr>
<td>Activity 3 Debate the pros and cons of CTSOs Discussion Question #2</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Module 4 Advisory Boards, Committees, and Guidance Counselors</td>
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<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Read Lesson and Web Resources</td>
<td></td>
<td></td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>Activity 4 Develop an advisory board charter for a CTE program Discussion Question #3</td>
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<td>150</td>
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<tr>
<td>Module 5 CTE Program Media Analysis</td>
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<td></td>
</tr>
<tr>
<td><strong>Activities:</strong> Read Lesson and Web Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
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</table>
Assignments:
Activity 5 Develop a medical analysis report
Discussion Question #4

Module 6 Community-CTE Public Relations
Activities: Read Lesson and Web Resources
Assignments:
Activity 6 Plan a community public relations promotion
Discussion Question #5

Course Reflection
Final Exam
Total Points

UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, 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
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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, 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/workplacesafety.html> (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 <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.

**UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges.

You can also e-mail ufcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.
UCF University Writing Center
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website. Contact the UCF University Writing Center for online help.

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning
Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: Student Support for Learning Online

Knight’s Email Account and Webcourse Communication
In this class, our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "course mail" tool frequently.

You will be expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

To create your Knight's Email account, visit www.knightsemail.ucf.edu.
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.

Plagiarism & Turnitin
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

In this course we may 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 may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Ethical Policies
At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:
- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Student Conduct
- Student Academic Behavior Standards

THIS SYLLABUS MAY BE MODIFIED AT THE DISCRETION OF THE INSTRUCTOR. CHANGES WILL BE DISCUSSED IN CLASS AND/OR VIA EMAIL.
Career and Technical Education M.A. Degree Program  
Department of Educational Leadership and Higher Education

The UCF Creed

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

**Integrity**  
I will practice and defend academic and personal honesty.

**Scholarship**  
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**  
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**  
I will use my talents to enrich the human experience.

**Excellence**  
I will strive toward the highest standards of performance in any endeavor I undertake.

Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

**Career & Technical Education Educator Accomplished Practices**

The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

**Quality of Instruction**

1. **Instructional Design and Lesson Planning.**

   Applying concepts from human development and learning theories, the effective educator consistently:

   a. Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

g. Identifies strategies, materials, and technologies that she/he will use to expand students’ thinking abilities

h. Models and implements the use of higher order thinking abilities

i. Reflects research-based best practices in instructional methods (Disposition)

2. The Learning Environment.

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

j. Values high academic standards and believes students deserve a high-quality education (Disposition)

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.

l. Values technology as a tool to enhance learning. (Disposition)
4. Assessment.

The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student; and

f. Applies technology to organize and integrate assessment information.

g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;

d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression

b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives

c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
**Grad Course Revision - College of Medicine - BSC 6431 Practice of Biomedical Sciences**

2018-2019 Graduate Course Revision

### General Catalog Information

**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>College of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Type</td>
<td>Grad Course Revision</td>
</tr>
<tr>
<td>Unit / Department / College*</td>
<td>College of Medicine Burnett School of Biomedical Sciences</td>
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Please use the Import feature to import the course information. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix*</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code*</td>
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</tr>
<tr>
<td>Name*</td>
<td>Practice of Biomedical Sciences</td>
</tr>
<tr>
<td>Full Title*</td>
<td>Grad Course Revision - College of Medicine - BSC 6431 Practice of Biomedical Sciences</td>
</tr>
<tr>
<td>30 Character Abbreviation:</td>
<td>Practice of Biomed Sciences</td>
</tr>
</tbody>
</table>
**Course Description**: Introduces students to the practice of biomolecular science.

**Credit Hours**: 3

**Class Hours**: 3

**Lab and Field Work Hours**: 0

**Contact Hours**: 3

**Repeat for credit?** Yes No

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

**Repeat within same semester?** Yes No

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

**Prerequisite(s)**: Graduate standing.

**Corequisite(s)**:

**Graded S/U?** Yes No

**Split-Level Class?** Yes No

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

**List undergraduate split-level course**:

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

**Term of Offering**

When will the course be offered?
Intended Utilization of Course

The course will be used primarily as: Required Course

Justification for Course Revision

A letter grade "A to F" would provide a better assessment of the student's performance in the class. Currently a "U grade" would not allow PhD students to proceed to Candidacy and the student must wait another year until the next time the course is offered. The new grading scale would give opportunities to students to pass the course with a letter grade and advance in the program.

Similarly, MS students could graduate with a "C" grade in the course whereas a "U" grade would delay the graduation for another year.

Finally, many students would prefer to receive a grade to include GPA.

What majors require or recommend this course for graduation?

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

What is the estimated annual enrollment?

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

Detail Discussion

Attachment List

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

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

Attached ☐ I have attached a course syllabus and rationale.
Course Syllabus

2019 Fall Syllabus (draft) - BSC6431 Practice of Biomolecular Sciences

Enrollment requirements: Biomedical Sciences PhD students OR Biotechnology MS students only (unless grandfathered by past MS program handbooks in BSBS)

Meeting time/date/place: 10:30a-12:20p on the 8 Mondays listed below (reduced seat time); Bldg/Room: CB1 O320

Instructors: Dr. Justine Tigno-Aranjuez and Dr. Alexander Cole

Contact information:

Dr. Tigno-Aranjuez - Justine.Tigno-Aranjuez@ucf.edu

Office Hours: T, W, Th; BBS 338 at Lake Nona, 9-12am, by appointment only

Dr. Cole - acole@ucf.edu (however, preferred contact is through Webcourses' Mail)

Office Hours: M, W, Th; BMS 236, Main Campus, 8-11am, by appointment only

Brief Course Description: A graduate-level course that introduces both MS and PhD students to aspects of the practice of biomedical sciences that are relevant to careers in biomedical research. This course is required of all PhD students and thesis-based MS students in BSBS, and thus the content is geared to their degree requirements. If you are not in one of these degrees, the content of this course may not be well-suited to your degree, and/or you may not have the background to ensure a satisfactory grade. Detailed information about course content, including all assignments, can be found within the three Modules.

Face-to-Face lectures are given the first Monday of the semester, the second Monday of the semester, and then every other Monday until the end of the semester, for a total of 8 classes. You can figure out the exact dates you are required to be in class by looking at the due date for assignments titled "Class Attendance - Day X", where "X" is a number between 1 and 8.

Student Learning Outcomes: Students must demonstrate a knowledge of all aspects of the practice of biomedical sciences that are presented in this course, including (but not limited to) the ability to interpret and write portions of peer-reviewed manuscripts in the field, as well as write and peer-review NIH-style grants to procure research dollars.

Grading, Attendance & Completion of Assignments
Grading: (grades will be posted as soon as possible after the due date)

A = 90-100
B = 80-89
C = 70-79
D = 64-69
F = <64

EXTREMELY IMPORTANT: This class involves in-class participation, often choreographed with your assignments, which cannot be substituted by any other format. Thus, class attendance and timely and proper completion of assignments are required. Only 1 absence will be allowed, regardless of excuse. Each absence beyond the first will result in a full letter grade deduction of your final grade. More than 15 minutes late to any class will be marked absent. Do not wait until the last minute to upload your assignments to Webcourses. Assignments not turned in by the posted deadline will received a "zero" for that assignment; there will be no exceptions to this rule. Submitting placeholder or other incomplete assignments to subvert the late assignment submission rules will be counted as late/incomplete ("zero") at the sole determination of the instructor(s). There will be no makeup assignments. The abovementioned rules regarding attendance and assignment submission will be applied strictly and equitably to all students in this course.

Technical difficulties and other issues beyond the instructors' reasonable control cannot be used as excuses for students to not attend class and/or turn in their assignments on time.

Other Policy Statements:

(adopted from UCF Faculty Center)

Academic Integrity

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

http://www.academicintegrity.org/icai/assets/FVProject.pdf
UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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

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

### Plagiarism

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

### Misuse of Sources

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

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

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, a warning, probation, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty (if applicable to degree), where the final grade for this course will be preceded by the letter Z, and any other sanctions which may be required by the Office of Student Conduct such as retaking the course, attendance of additional seminars, community service etc.
For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

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

Overview of Class Content:

**Publication and Ethics Module (Dr. Tigno-Aranjuez) - content may be altered at the discretion of the instructor**

Class 1
- Lecture: Parts of a Manuscript; Writing a Manuscript
- Assignment: Write a Manuscript from Mock Data
- Additional Reading Material: Useful References

Class 2
- Lecture: Ethical Considerations in Authorship and Publishing; The Peer Review Process
- Assignment: Serve as a Reviewer for Peer Manuscripts

Class 3
- Lecture: Basic Statistics for Scientists
- Discussion: Review of Mock Data
- Assignment: Serve as an Editor for Peer Reviews, Analyze Sample Data

Class 4
- Discussion: Case Studies of Publishing Misconduct
- Assignment: Implementation of Material Covered and Publication Module Assessment

**Grantsmanship Module (Dr. Cole) - content may be altered at the discretion of the instructor**

Class 5
- Lecture: Grantsmanship
- Assignment: Grant Assignment #1
Webcourse: Grantsmanship Webcourse

Class 6

Discussion: Mock Study Section – Peer Review #1

Assignment: Grant Assignment #2

Class 7

Discussion: Mock Study Section – Peer Review #2

Assignment: Writing Assignment and Ethics Case Study

Class 8

Discussion: Mock Study Section – Part 3

Lecture: How To Write a Specific Aims Section

Writing Your Grants: Hints From the NIH

Sample Grants (1-4)

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Aug 26, 2019</td>
<td>Class Attendance - Day 1 (August 20)</td>
<td>12:30pm</td>
</tr>
<tr>
<td>Fri Aug 30, 2019</td>
<td>Student acknowledgement - COMPLETE DURING FIRST WEEK</td>
<td>11:59pm</td>
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<tr>
<td>Mon Sep 2, 2019</td>
<td>Assignment: Write a (Partial) Manuscript from Mock Data</td>
<td>10:30am</td>
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<td>Class Attendance - Day 2 (August 27)</td>
<td>12:30pm</td>
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<tr>
<td>Mon Sep 9, 2019</td>
<td>Assignment: Peer Review of Manuscripts</td>
<td>10:30am</td>
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<tr>
<td></td>
<td>Class Attendance - Day 3 (September 10)</td>
<td>12:30pm</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Due Time</td>
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<tr>
<td>Mon Sep 23, 2019</td>
<td>Assignment: Editor Assessment of Reviews (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129677">link</a>)</td>
<td>10:30am</td>
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<tr>
<td>Mon Sep 30, 2019</td>
<td>Assignment: Implementation of Material Covered, and Assessment (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129678">link</a>)</td>
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<tr>
<td>Mon Oct 7, 2019</td>
<td>Class Attendance - Day 5 (October 8) (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129685">link</a>)</td>
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<td>Mon Oct 21, 2019</td>
<td>Class Attendance - Day 6 (October 22) (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129686">link</a>)</td>
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<td>Wed Oct 30, 2019</td>
<td>Grant Assignment #1 (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129693">link</a>)</td>
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<tr>
<td>Mon Nov 4, 2019</td>
<td>Peer-review #1 (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129698">link</a>)</td>
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<td>Mon Nov 18, 2019</td>
<td>Class Attendance - Day 8 (November 19) (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129688">link</a>)</td>
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<td>Wed Nov 13, 2019</td>
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<td>Mon Nov 18, 2019</td>
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<td>Wed Nov 27, 2019</td>
<td>EHS-related training (Biosafety, BBP, Lab safety, Radiation safety) (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129689">link</a>)</td>
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<td>Wed Nov 27, 2019</td>
<td>Ethical Decision Making in Graduate School and Beyond seminar (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129690">link</a>)</td>
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<td>Wed Nov 27, 2019</td>
<td>Ethics/Responsible Conduct of Research Workshops (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129691">link</a>)</td>
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<td>Wed Nov 27, 2019</td>
<td>IRB and IACUC - CITI training (<a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129697">link</a>)</td>
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<td>Fri Nov 29, 2019</td>
<td><a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129701">Thesis and Dissertation Webcourse</a></td>
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<td>Wed Dec 11, 2019</td>
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<td><a href="https://webcourses.ucf.edu/courses/1327187/assignments/6129692">Final Grade (S or U) for Course</a></td>
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