Agenda

1. Welcome and call to order

2. Review of minutes from November 6, 2019

3. General business
   - Minutes from this meeting will be emailed to the Committee for approval to close the fall semester.

4. Program and Course proposals

5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee

Patricia Bockelman, Chair, College of Graduate Studies
Terrie Sypolt, Vice Chair, University Libraries
Elsie Olan, College of Community Innovation and Education
Andre Gesquiere, College of Sciences
Sonia Arellano, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Diane Andrews, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Wei Wei, Rosen College of Hospitality Management
TBD, Graduate Student Association
Tosha Dupras, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
David Hagan, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, College of Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Alan Fyall, Rosen College of Hospitality Management, Administrator
Graduate Council Curriculum Committee  
November 20, 2019  
2:30 p.m., HPA1 room 304

1. College of Business Administration

College of Business Administration course deletion

1. FIN 7930 Seminar in Market Microstructure  
   - Course replaced by courses FIN 7845 & 7864 in PhD curriculum, not a part of any program curriculum

2. College of Community Innovation and Education

College of Community Innovation and Education course addition

1. EME 6938 ST: Metacognition (special topic)

3. College of Arts and Humanities

College of Arts and Humanities course additions

1. PHI 5697 Neuroethics  
2. SPN 5848 Romance Linguistics

College of Arts and Humanities course continuations

1. AMH 6592 Seminar in Oral History  
2. MUE 6746 Assessment and Evaluation in Music Education  
3. MUE 6785 Introduction to Research in Music Education  
4. MUE 6936 Current Topics in Music Education  
5. MUL 5436 Guitar Literature and Pedagogy  
6. MUN 5478L Early Music Ensemble  
7. MUT 5936 Music Theory Seminar  
8. MVJ 6952 Jazz VI  
9. SPW 6405 Medieval Spanish Literature

College of Arts and Humanities course deletions

1. AMH 5137 Colloquium in U.S. Revolutionary Period  
   - Course no longer taught. Part of History MA-see program revision on agenda.
2. AMH 5219 Colloquium in Late 19th Century U.S.
• Course no longer taught. Part of History MA-see program revision on agenda.
3. AMH 5446 Colloquium in U.S. Frontier
• Course no longer taught. Part of History MA-see program revision on agenda.
4. HIS 5095 Readings in Historic Preservation
• Course no longer taught. Part of History MA-see program revision on agenda.
5. HIS 6068 Seminar in Documentary Editing and New Media
• Course no longer taught. Part of History MA-see program revision on agenda.
6. LIN 6932 Problems in Linguistics
• Course replaced with LIN 5137. See emails from other programs.
7. TPA 6209C Theatre Crafts
• Course has not been offered since the MFA Design track went on hiatus in 2008.
8. TPA 6288C Mask Making
• Course has not been offered since the MFA Design track went on hiatus in 2008.
9. WST 5619 Applied Gender Studies
• Content not supported by current faculty.

College of Arts and Humanities program revisions

1. Ethics, Theoretical and Applied Graduate Certificate
   • Revision to add three courses to Electives
2. Gender Studies Graduate Certificate
   • The History and Sociology departments deleted courses used as electives in this program-deleting those courses from certificate. Adding new course, Global Women in Crisis. Deleting WST 5619.
3. History MA
   • Added language to allow students to take 2 courses in other programs/departments. Updated specialization list.
4. Teaching English as a Foreign Language Graduate Certificate
   • Removing fully online statement from description

4. College of Health Professions and Sciences

College of Health Professions and Sciences course additions

1. ATR 6908 Directed Independent Study
2. ATR 6918 Directed Research
3. ATR 6946C Athletic Training Optional Internship
4. ATR 6958 Athletic Training Study Abroad
College of Health Professions and Sciences course continuations

1. PET 6217 Peak Performance in Sports
2. PET 6367 Bioenergetics of Human Movement and Performance
3. PET 7365 Cardiovascular Dynamics During Exercise
4. PET 7368 Regulation of Metabolism During Exercise
5. SPM 5155 Introduction to Sports Administration
6. SPM 5308 Marketing and Promoting Sports and Fitness Programs- credit hour breakdown that is currently in the catalog is the same as is listed in the proposal-course being continued with no changes.

College of Health Professions and Sciences course revisions

1. PHT 6805C Clinical Education I
   • Changing grading scale from S/U to ABCDF
2. PHT 7742C Acute Care Physical Therapy
   • Revision to pre-reqs
3. PHT 7822C Clinical Education II
   • Changing grading scale from S/U to ABCDF
4. PHT 7823C Clinical Education III
   • Changing grading scale from S/U to ABCDF
5. PHT 7829C Clinical Education IV
   • Changing grading scale from S/U to ABCDF

College of Health Professions and Sciences program revisions

1. Kinesiology MS
   • Revision to CIP code. Program formally named Sport & Exercise Science in the College of Education and Human Performance was renamed to Kinesiology and relocated to the new College of Health Professions and Sciences.
2. Physical Therapy DPT
   • Moving course PHT 7742C (on agenda) from Year 3 to Year 2. Adding PHT 6958 Study Abroad course to electives. Changing overall credits from 112 to 114.
General Catalog Information

**Read before you begin**

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

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

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

Proposal Type: * Grad Course Deletion

College: * College of Business Administration

Unit / Department / College: * College of Business Administration Department of Finance

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

Prefix: * FIN

Code: * 7930

Course Title: * Seminar in Market Microstructure

Full Title: * FIN 7930 Seminar in Market Microstructure

Course Description: * Study of private sector financial theory, policy, empires, and decision making.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0
### Contact Hours: 3

### Prerequisite(s):
Admission to the business doctoral program, FIN 7811, FIN 7816, and C.I.

### Corequisite(s):

### Graded S/U?
- [ ] Yes
- [ ] No

### Split-Level Class?
- [ ] Yes
- [ ] No

### List undergraduate split-level course:

### Term of Offering

**When was the course offered?**
- [ ] Odd Fall
- [ ] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

### Utilization of Course

**The course was a:**
- [ ] Required Course
- [ ] Elective Course

### Justification for Course Deletion

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

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

**Is this course a required course for graduation or prerequisite for another course?**
- [ ] Yes
- [ ] No

**If yes, have all relevant units been informed of the deletion?**
- [ ] Yes
- [ ] No

**If not, explain:**

### Notes:
The following two courses have replaced FIN 7930: FIN 7845 Empirical Methods I and FIN 7864 Advanced Empirical Methods. The department concluded that FIN 7930 is no longer needed in the PhD curriculum given the more comprehensive material covered in FIN 7845 and FIN 7864.

### Attachment
### Administration Use Only

| **Catalog Ownership:** Department of Finance |

| **Course OID** |

| **Course Type** | Finance |

| **Status** | Active-Visible | Inactive-Hidden |

### PeopleSoft

| **Academic Group** |

| **Career** |

| **Print in Catalog** |

| **Effective Date** |

| **Lab Fee** |

| **CRSE_ID** | 004598 |
Impact Report for FIN 7930

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title  FIN 7930 - Seminar in Market Microstructure
**Read before you begin**

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

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

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

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

**Full Title**: Grad Course Addition Special Topic - EME 6938 ST: Metacognition

**Prefix**: EME

**Code**: 6938

**Earliest semester course may be offered**: Fall

**Year**: 2020

**Course Title**: ST: Metacognition
30 Char.

ST: Metacognition

Abbreviation - must begin with ST:

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

Dr. Roger Azevedo

Department Chair Phone Number:

Dr. Richard Hartshorne

Dept Chair Email:

richard.hartshorne@ucf.edu

Course Description (25 word limit):

The goal of this graduate seminar is to critically examine contemporary interdisciplinary research in the area of metacognition.

Grading Scheme:

ABCDF

Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.
Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification

Why is this course being offered as a special topic? This course is being offered as a special topic because there is none identical or similar to it. This course will eventually be a required course once the Learning Sciences Cluster established it’s track, Master’s, and doctoral programs.

What is the source of students to enroll in this course? Mainly CCIE but also all grad students across disciplines at UCF

What is the estimated annual enrollment? 25

Do you plan to request that this course become permanent? Yes

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

Detail Discussion

I have checked with Dr. Taub in CCIE and fellow FDCI Cluster member who is in charge of analyzing all courses at UCF and other universities across FL and the nation and there is no other course being offered at UCF the is identical to the one I’m proposing.

Course Syllabus Policy

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

To this end, each syllabus should include the following required elements:
Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes
Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

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

Check Attached* ✔ I have attached a course syllabus.

Support from involved units that no duplication exists

Duplication support materials attached

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
EME 6938 // Section 003 – Metacognition
University of Central Florida

Spring 2020
Department of Learning Sciences and Educational Research

Instructor: Dr. Roger Azevedo
Class: Tuesdays, 1:30-4:20PM, CB1 220
Email: roger.azevedo@ucf.edu
Office: HPA2 #238E
Phone: 407-823-5349
Office Hours: Tuesdays from 11AM-12:30PM or by appointment

COURSE DESCRIPTION
Metacognition typically refers to the processes that allow people to reflect on their own cognitive abilities. In other words, metacognition allows people to know what they know or to think about their thinking. The goal of this graduate seminar is to critically examine contemporary interdisciplinary research in the area of metacognition. We will examine several contemporary issues, models, theories, methodologies, research and analytical tools, and applications of metacognition from the fields of psychology (e.g., cognitive, developmental), learning sciences, education, computer science, artificial intelligence (AI), and neuroscience. Some of the topics to be covered will include: (1) interdisciplinary models, frameworks, and theories of metacognition, metamemory, and metacomprehension; (2) traditional (e.g., self-reports) and contemporary interdisciplinary methods (e.g., concurrent think alouds, advanced learning technologies) used to measure metacognition; (3) different types of metacognitive processes (e.g., judgements of learning, feelings of knowing); (4) interplay between cognitive, metacognitive, affective, and motivational processes during learning, problem solving, reasoning, and performance across different contexts (e.g., laboratory, classrooms, real-world settings) and domains (e.g., reading, science, medicine, military); (5) development of metacognitive knowledge and skills; (6) training of metacognitive skills across disciplines and their effectiveness on different types of learning; and (7) effectiveness of advanced learning technologies (e.g., intelligent tutoring systems, serious games, hypermedia environments, immersive virtual learning environments, tangible computing) to measure, detect, foster, and model different metacognitive processes and their impact on skill acquisition, performance, and learning.

The goals of this course include: (1) providing graduate students with several opportunities to critically read, analyze, and discuss contemporary research from various fields related to metacognition; (2) developing graduate students’ oral and written skills needed to communicate their thinking, reasoning, and analytical skills; (3) exposing graduate students to the diverse set of interdisciplinary readings (from psychology, educational psychology, learning sciences, computer science, artificial intelligence, engineering, philosophy, cognitive neuroscience) and their contributions to our understanding of metacognition; (4) understanding the strengths and weaknesses of theories, models, frameworks, methods, and approaches used to understand, describe, and analyze metacognitive phenomena; and (5) reviewing the literature on a particular topic that is directly tied to the graduate student’s current field of study (e.g., learning sciences, psychology, computer science, human factors, applied cognitive psychology, engineering, learning and educational sciences, medical training, STEM teaching and learning, psychometrics, statistics, arts and humanities, etc.).

LEARNING OUTCOMES
After completing this seminar, students will: (1) have developed an advanced foundation of the interdisciplinary issues related to metacognition; (2) gain a deeper understanding of the complex nature of metacognition through active participation in various instructional activities; and (3) critically evaluate the literature as demonstrate their critical thinking skills through various written and oral opportunities and assessment methods throughout the semester.

COURSE EVALUATION
Your grade will be based on a series of activities ranging from weekly thought questions, in-class activities and participation, leading seminar discussions, several writing assignments ranging from a brief critical analysis of an important issue (e.g., what is metacognition?) to writing up a review of the literature related to your field of study.
Students will complete the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Thought Questions</td>
<td>10%</td>
<td>weekly</td>
</tr>
<tr>
<td>Critique of a Contemporary Issue (5 pages)</td>
<td>15%</td>
<td>TBD</td>
</tr>
<tr>
<td>Leading Seminar Discussion</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>In-Class Presentation of a Topic Related to Metacognition</td>
<td>20%</td>
<td>TBD</td>
</tr>
<tr>
<td>Final Writing Assignment (15-20 pages)</td>
<td>35%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*Note: Details of this syllabus are subject to change at the discretion of the instructor. Any changes will be announced during class. You are responsible for recording such changes if and when they occur.*

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>B+</td>
<td>86-89%</td>
</tr>
<tr>
<td>C+</td>
<td>76-79%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B</td>
<td>83-85%</td>
</tr>
<tr>
<td>C</td>
<td>73-75%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
</tbody>
</table>

**Required and Supplemental Readings:**

Individual readings will be made available to all students on webcourses@UCF.

**COURSE REQUIREMENTS**

(1) **Participation and Thought Questions (10%) (Due: Before every class)**

Students are responsible for the required reading assignments and for contributing to the discussion of these assignments. The required readings will be made available at the beginning of the semester on Dropbox. Students will be responsible to submit, each week, 1 thought question about the core readings for that class (except during student presentation days). Please submit your question at the beginning of each class. These questions should address central issues, inconsistencies, or alternative conceptualizations of the phenomenon we are addressing, rather than a factual or peripheral question. Students are strongly encouraged to raise their questions to the class at appropriate times during discussions/lectures.

(2) **Critique of a Contemporary Issue related to Metacognition (15%) (Due: TBD)**

The first assignment will consist of a critical review/analysis (5 double-spaced pages) of a contemporary issue related to some aspect of metacognition. For example, “beyond self-reports: why are online traces of metacognition more accurate?”, “why is metacognition important for understanding complex learning, reasoning, problem solving or conceptual understanding?”, “what knowledge and skills do teachers need to have in order to foster students’ metacognition?”, “can we train humans to accurately monitor their knowledge and skills during learning: what are the key issues?”, “will AI-based systems or robots ever be capable of self-modifying their cognitive architecture?”, “can cognitive neuroscience truly contribute to metacognition?”, “how can we enhance current methods for measuring metacognition during learning with learning technologies?”, “do researchers need to collect multiple trace data (e.g., log files, eye tracking, electro-dermal activity, EEG, etc.) to understand metacognition?”, “are non-humans capable of metacognition?”, “can accelerate the development of theory of mind in children?”, “how is giftedness, self-regulation, and learning related?”, “how has machine learning advanced our understanding of metacognition and intelligent systems?”, “why has the training of metacognition been so challenging is ensuring long-term retention and transfer of knowledge and skills to other tasks, topics, and contexts?”, etc. **You must use 3-5 empirical articles as part of this assignment.** Students are strongly recommended to discuss this assignment with the instructor and to obtain feedback prior to completing their assignment.

(3) **Leading Seminar Discussion (20%) (Due: TBD)**

The second assignment will consist of you selecting a topic (from the list of course readings—see weekly course topics and readings on pages 5-8), and then presenting and **leading a 60-minute discussion** on that topic. You will need to review and integrate the readings as you prepare your discussion questions. Two students will lead the weekly seminar discussions (depending on class size).

During your seminar discussion, you should present and discuss the following issues:

1. **Describe the general area of the field of metacognition** targeted by the author(s),
2. **Summarize the key issues** raised by the author(s),
(3) **Present the key arguments** (points of discussion) raised by the author(s),

(4) **Provide your own critique** as to the **relevance, support, and adequacy of the claims and arguments** presented by the author(s) to support their claims and arguments (e.g., this can include theoretical assumptions, methods and analytical procedures, coding schemes, inference drawn from the data collected),

(5) **Assess the usefulness** of the article in advancing future research and in providing professionals (e.g., learning scientists, cognitive psychologists, human factors researchers, physicians, teachers, programmers, instructional designers, policymakers, data scientists, software developers, AI researchers) with guidance regarding the way in which they perform their jobs, and

(6) **Provide a list of questions for discussion** (including future directions) and be prepared to lead the class discussion.

(4) **In-Class Presentation of a Topic Related to Metacognition (20%) (Due: TBD)**

The third assignment will consist of a critical analysis of a topic related to metacognition. The purpose of this assignment is for students to critically examine and assess how a particular framework (e.g., Nelson & Narens, 1990), model (e.g., Efklides, 2011), theory (e.g., Winne, 2018), paradigm (e.g., metacomprehension), analytical approach (e.g., concurrent think-aloud protocols), set of empirical findings in a specific area of research (e.g., metacognition in reading), leading scholar’s contributions (e.g., Azevedo, Bol, Brown, Dunlosky, Efklides, Flavell, Graesser, Hacker, Hadwin, Halpern, Kornat, Metcalfe, Nelson, Roebers, Thiede, Veenman, Wiley, Winne), etc. have impacted the field. The instructor will facilitate the selection of the topic and the specific approach to your in-class presentation. Students are strongly encouraged to work in pairs, however, you may also work by yourself. Each group is required to present (20-30 minutes) their review, synthesis, arguments, or findings to the class (20%) either on TBD. Students are strongly recommended to discuss all aspects of this assignment with the instructor and to obtain feedback prior to their presentation. Specific guidelines for the in-class presentation will be discussed and distributed in class.

(5) **Final Writing Assignment (35%) (Due: TBD)**

You have two options for the final writing assignment—you can either submit (1) a review of the literature for your thesis, dissertation, or manuscript, or (2) a data analysis proposal or report of results from emerging data (e.g., preliminary findings from thesis or dissertation). **Either choice has to focus exclusively on some aspect of metacognition!** Each submission has different expectations, sections, writing styles, etc. We will discuss the major differences between each of the two submission types in class. Below is a brief description of each of the two choices.

**Option #1. The review of the literature** (15-20 pages, double spaced) of some major issue related to the seminar. This paper should outline the major issues and ongoing debates in the research area. There should be a critical review of the literature for each issue, outlining the research that has been conducted, major findings, and whether these appear conclusive. Furthermore, you should also include alternative theoretical views, methodological perspectives, and a summary of research findings and implications for research and training implementation.

This paper needs to be thoroughly researched and referenced, based on scholarly journals. See the APA 6th edition manual if you are not sure when or how to use references in formal writing. You are also expected to conduct searches using the various academic electronic databases (e.g., PsycINFO, IEEE Explorer, Medline, ERIC). Specific guidelines for the final research paper will be discussed and distributed in class.

**Option #2. The data analytical proposal or a data analysis report** of emerging data (from your on-going research project, thesis or dissertation). The assignment will consist of a 15-20 double-spaced data analysis report. The objective of this assignment is for you to present the results of a study you are currently running (similar to a Results section in a thesis, dissertation, and/or journal article) based on a subset of your own data (i.e., from your research, fellowship, graduate assistantship, training context) related to metacognition. The data to be reported may include metacognitive judgements, learning outcomes, performance measures, and trace data (e.g., log files, physiological data, concurrent think-aloud protocols, eye tracking, screen recordings, human-machine interactions, etc.) and it should be analyzed using either traditional (e.g., ANCOVA) or computational (e.g. machine learning algorithms) techniques, or a combination of both.

Your report will include: (1) a **brief overview of the study and context** from which the data was collected, (2) **specific research questions and hypotheses**, (3) **an overview of the specific analytical methods/approaches** you used to analyze the data, (3) **a results section, which describes the findings** of your analysis, (4) **interpretation** of
the results, (5) your critique of the analytical methods (i.e., weaknesses, strengths), and (6) suggestions for improving the methodological analyses.

We will discuss the exact amount of data that you will analyze for your report. As such, your report may also include an appendix or appendices, tables, and figures (e.g., to illustrate a process model and underlying processes). The appendices, tables, and figures are not included in the 15-20-page limit.

The instructor will work closely with each student to determine the type(s) and amount of data to be analyzed for the assignment, the scope of the data analysis, and all other issues related to this assignment. Students are strongly advised to discuss their report with the instructor. The structure of the assignment will be based on the six points listed above.

**COURSE REQUIREMENTS AND UNIVERSITY POLICIES**

**Academic Integrity**

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 (https://goldenrule.sdes.ucf.edu/) 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.

Although I assume by now that you are familiar with what constitutes plagiarism, I still see several instances of it each semester. Therefore, here are a few tips for avoiding it.

- When citing from published or unpublished sources that you did not create (written or verbally), paraphrase whenever you can. Changing one or two words in each original sentence is **NOT** paraphrasing and often does not translate well.

- When you do paraphrase, you still need to cite the original source where you obtained the information.

- You may use the author’s exact words when: (a) your paraphrasing is not clearer or more concise than the original text; (b) you are using very specific definitions or exact wording is essential; (c) you include quotation marks around the quoted text and properly cite the source (author name, year of publication, page number); and (d) you limit the number of quotes you use to no more than 5% of your paper.

- Do not copy or reproduce any part of an existing paper (published or unpublished) without properly citing the paper. If you quote directly from another source use quotation marks and identify the source of the original work (by the author, year and page number). Even if you do obtain permission to reproduce part of the original paper as part of yours, you must give credit to the original source.

- Do not submit the same paper to more than one class. Although the APA Manual provides a different rationale for avoiding self-plagiarism than I have, I still require that you submit original work that you have not used in another class. APA argues that once you publish a paper, you no longer own the paper; the journal who published it owns it. While no one else can claim a paper that you wrote for a class project, the point of writing a paper for a class is to learn from that writing experience. I realize that you may be asked to complete similar assignments for different classes, however, I will ask that you write a paper specifically for this class. You may write a paper on a similar topic as one that you have previously written. Many students have clear interests and have already developed a program of research. Therefore, it is appropriate to write a paper that builds on or extends previous findings.

**Recording Academic Activity**

All faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began the 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 January TBD**. Failure to do so will result in a delay in the disbursement of your financial aid.
Course Accessibility
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 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.

Discrimination and Harassment
Discrimination towards fellow students based on gender identity, ethnicity, nationality, sexual orientation, disability, religion or political views will not be tolerated. While not all students share the same values, I will ask that differences be tolerated within this class.

The University of Central Florida’s Title IX makes it clear that: "violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties."

Classroom Etiquette
Communication Policy: Course announcements as well as consultation with the instructor may occur via webcourses@UCF and/or by email. Each student must maintain a valid UCF e-mail account and is responsible for checking for course messages on a regular basis (i.e., at least once every 24 hours). Students are also responsible for notifying the instructor and teaching assistant if their e-mail address changes during the term.

Cell Phone Policy: Cell phones must be either turned off or on vibrate during class. If it is an emergency, then leave the classroom quietly to answer the call.

Mobile Computing and Communications (MC2): No audio or video recording of any kind is allowed in class without the explicit permission of the instructor. Students are NOT permitted to use technology for personal use including instant messaging, chatting, sending/receiving/checking e-mails, chatting on social networks, surfing the web, etc. during class time. If you fail to follow this requirement, then you will be asked to leave the class.

Late Arrivals: I realize that many students do not live or work in the Orlando area and this makes it hard to be punctual. If you are late to class or need to leave early, please do not disrupt the lecture or other students. Take a seat either in the back of the room or near the door, and pack or unpack your materials quietly.

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used regarding 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.

Inclement Weather Policy: The National Hurricane Center provides information about hurricanes and other severe weather at http://www.nhc.noaa.gov/ (Links to an external site.). During any threatening weather, UCF’s Department of Security and Emergency Management monitors this site and sends official weather reports to campus leadership. If a serious storm or hurricane threatens our region, the Governor of Florida and President of UCF have the authority to cancel classes or close campuses. If they cancel classes or close the university, UCF Communications will disseminate details via UCF Alert, social media, local media, and radio outlets, including
WUCF 89.9 FM. They also will post this information on the UCF home page at http://www.ucf.edu and I will send out an e-mail through Webcourses@UCF. Course deadlines and expectations will be modified depending on the severity of the storm and length of time that the university is closed. A list of other media outlets and hurricane resources is available at http://emergency.ucf.edu/hurricanes.html.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance.

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
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/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 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 a video posted at https://www.youtube.com/watch?v=NIKYqJEx4pk&feature=youtu.be.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
TENTATIVE COURSE SCHEDULE ( * = optional readings)

Week #1 Overview of the seminar, introductions, readings, and assignments

Week #2 Foundations of Metacognition


Week #3 Frameworks, Models, and Theories of Metacognition, Metamemory, and Metacomprehension (Part 1) (select 3-4 readings)


Week #4 Frameworks, Models, and Theories of Metacognition, Metamemory, and Metacomprehension (Part 2) (select 3-4 readings)


Week #5 Measuring Metacognition: Traditional Approaches (Part 1) (select 3-4 readings)


---

**Week #6**  
**Measuring Metacognition: Contemporary and Interdisciplinary Approaches (Part 2)**  
(select 3-4 readings)


---

**Week #7**  
**Development of Metacognition**  
(select 3-4 readings)


Week #9 Metacognition Across Contexts (From Classrooms to Real-World Settings) (select 3-4 readings)


Week #10 Advanced Learning Technologies and Metacognition (Part 1) (select 3-4 readings)


Week #11 Advanced Learning Technologies and Metacognition (Part 2) (select 3-4 readings)


Week #12 Student Presentations

Week #13 Student Presentations

TBD No Class—Final Writing Assignment due by 5pm (sent to roger.azevedo@ucf.edu)
College of Arts and Humanities - Grad Course Addition - PHI 5697
Neuroethics

2020-2021 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

Proposal Type: * Grad Course Addition

College: * College of Arts and Humanities

Unit / Department / College: * Department of Philosophy
For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:*</th>
<th>PHI 5697 Neuroethics</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Department Chair Phone Number:*</th>
<th>407-823-2799</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair Email:* <a href="mailto:strawser@ucf.edu">strawser@ucf.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>PHI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:*</td>
<td>5697</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Neuroethics</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>30 Character Abbreviation:*</th>
<th>Neuroethics</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type:*</th>
<th>Graduate Course Medicine (MD) Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Description (25 word limit)*</th>
<th>Advanced ethical issues associated with the mind sciences, especially neuroscience.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Grading Scheme:*</th>
<th>ABCDF</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Graduate standing or C.I.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Corequisite(s):</th>
</tr>
</thead>
</table>

**Credit Hour Information**

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

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

https://ucf.curriculog.com/agenda:258/print
Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When will the course be offered?

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

**Intended Utilization of Course**

The course will be used primarily as: *

- ☐ Required Course ☐ Elective Course

**Materials and Supply Fee**

New Materials and Supply Fees? *

- ☐ Yes ☐ No

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

**Justification for Course Addition**

What is the rationale for adding this course? *

This course contributes to the university’s curriculum primarily via its interdisciplinary nature. Specifically, this is a course that crosscuts the humanities (i.e., philosophy) and sciences (e.g., biology and neuroscience). Accordingly, this is a course that will draw students from a variety of disciplines (e.g., Biomedical Sciences and Criminal Justice). Having students from multiple, and often very different, disciplines in the same class will provide all participants with a unique classroom experience as they learn from each.

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

What will be the source of students? *

Graduate students seeking such degrees as Biomedical Sciences (MS), Cognitive Sciences (Graduate Certificate), Interdisciplinary Studies (MA, MS), Psychology (Clinical PhD), and Theoretical & Applied Ethics (Graduate Certificate).

What is the estimated annual enrollment? *

10

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

**Detail Discussion**

No similar courses offered by other departments or colleges. This is evident by:

1. Letter of support from Dr. Jonathan Beever (Assistant Professor of Ethics and Digital Culture; Director and Founder, UCF Center for Ethics; Director, Theoretical and Applied Ethics Graduate Certificate Program) stating that he knows of no other course on a similar topic at any level anywhere in the institution.
   [File: Neuroethics_Course_Support_Beever]
2. Search of Florida Department of Education demonstrating no
courses in the state with title "Neuroethics" and no course
descriptions with "neuroethics" stated..

[File: FL_Dept_Edu_Neuroethics]

Course Syllabus Policy

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

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

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

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

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

---

Course Syllabus Policy

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

Check

I have completed all relevant parts of the form.
Attached*  Yes  I have attached a course syllabus and rationale.

Support from involved units that no duplication exists

☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  ○ Inactive-Hidden  ○ Active-Visible

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
University of Central Florida
PHI 569x: Neuroethics
Semester Year, Syllabus, v. 10032019

Course Information
- Title: Neuroethics
- Course number-section: PHI 569x
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

Instructor Information
- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: http://philosophy.cah.ucf.edu/staff.php?id=1017
- Office location: PSY 0245
- Office hours: Day(s), time(s), and by appointment

Course Description
- Catalogue description: Advanced ethical issues associated with the mind sciences, especially neuroscience.
- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the ethics of neuroscience, which concerns moral issues that arise from neuroscience findings and technology. Second, is the neuroscience of ethics, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

Student Learning Outcomes
- Students will be able to define concepts utilized in ethics and neuroscience.
- Students will be able to explain major cases, methods and theories in neuroethics.
- Students will be able to reconstruct arguments underlying major claims and theories in neuroethics.
- Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.

Course Materials
- All other readings and materials are provided in Webcourses as PDFs or links.
Course Requirements

- Required Academic Activity
  - All instructors are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of class or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
  - Activity: RAA quiz:
    - You are required to take a one-question quiz to indicate that you have read the syllabus and that you understand the expectations and policies of this course.
    - The quiz is located in Webcourses -> Our class -> Quizzes -> RAA
    - Available 8:00 am, Monday, August 26 until 11:59 pm, Friday, August 30.

- Quizzes
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.

- Paper (Graduate Student Version)
  - Students will have one term paper assignment (15 pages/~4,000 words).
  - Guidelines and expectations will be distributed closer to the assignment dates.

- Exams
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- Presentation (Graduate Student Only)
  - Students will present to the class and lead discussion of the readings for one week.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- Note: You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you is potential quiz, exam, or paper material.

Grading

- RAA: 10 points, ~1% total grade
Quizzes
- 5 quizzes, 40 points each, 200 points total
- Combined ~17% of total grade, each quiz ~4% of total grade

Paper
- Outline, references, introductory paragraph: 100 points, ~8% of total grade
- Full paper: 300 points, ~25% of total grade

Exams
- Exam 1, 200 points, ~17% of total grade
- Exam 2, 200 points, ~17% of total grade
- Combined both exams are ~33% of total grade

Presentation
- Presentation and discussion: 200 points, ~17% of total grade
- Handout: 100 points, ~8% of total grade

Total
- 1210 points
  - 1089 – 1210 = A
  - 968 – 1088 = B
  - 847 – 967 = C
  - 726 – 846 = D
  - 000 – 725 = F
- The following example demonstrates how +/- are assigned:
  - B- = 80, 81, 82%
  - B = 83, 84, 85, 86%
  - B+ = 87, 88, 89%
- Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.
- There are no A+ or F+ grades.

Grade distributions: The final grades will not be curved.

Extra credit: There is no extra credit.

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

Extensions and late assignments
- In general, no extensions will be allowed or late assignments accepted. (Really.)
- However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor’s note, funeral program, etc.).
- If an assignment is accepted late, then it will be deducted 5% of the total possible point value of the assignment for every 12-hour block of time, including weekends. For example, if an assignment is due Monday at 11:59 pm and it is submitted on Tuesday at 12:01 am, then that assignment will lose 5%; if it is turned in on Tuesday at 1:00 pm, then it will lose 10%; and so on.
Grade dissemination: Graded materials in this course will be returned individually by request. You can access your scores at any time using the Grades section of Webcourses@UCF.

Course Policies

Contact procedures

- In-person contact: If you have questions related to the course, then see me during my office hours. We can attempt to schedule another time if you are unable to meet during those.
- Email and professionalism: My email address is <luis.favela@ucf.edu>. I strongly believe that the university is a professional environment and that you and I are in a professional relationship. As such, be professional when you message me—for example, begin your message with “Dear Dr. Favela” or “Hello Dr. Favela” and not “Hey you, can I have...” In addition, write complete sentences, be clear and concise, and reread messages before sending them. I will give one warning and then stop responding to your messages if they are unprofessional and/or discourteous. Allow 24-36 hours for a response during the week, and possibly more during the weekend and holidays.
- Skype: If an issue comes up such that you prefer to talk instead of exchanging emails and you are unable to attend office hours or schedule an alternate in-person meeting time, then contact me and we can arrange to meet via Skype <dr.luis.favela>. It is your responsibility to familiarize yourself with Skype before we meet. We will not meet via other services such as Google Duo or Hangouts, Zoom, etc.
- Webcourses: *I do not check or reply to messages via Webcourses.* My Webcourses account is setup to forward messages to my email account, which I do check. However, my experience is that it is not 100% reliable. Accordingly, if you want to make sure I receive your message, then I recommend contacting me via email <luis.favela@ucf.edu> instead of Webcourses messages.

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


Responses to academic dishonesty, plagiarism, or cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and 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: 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 within the first two weeks of class. 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 SAS, 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: To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert,” fill out the information, including email address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” Students with special needs related to emergency situations should speak with their instructors outside of class.

- Make-up assignments for authorized university events or co-curricular activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

- Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance.

- Deployed active duty military students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

- Controversial content: We will be learning about and discussing a number of controversial topics, including those related to religion and social values. If you feel uncomfortable with this, please let me know and we can attempt to make accommodations.

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

- Syllabus adjustments: The instructor reserves the right to modify all parts of the syllabus during the course. The instructor will inform students if any modifications are made.

**Important Dates** [https://calendar.ucf.edu/2019/spring]
- Classes begin: January 7
- Last day to drop and request full refund: January 10
- Add deadline: January 11
- No class: Spring break March 11-16
- Withdrawal deadline: March 20
- Classes end: April 22
- Study day: April 23
- Finals: April 24-30
- Grades submitted to registrar: May 3
- Grades available: May 6

**Topic and Materials Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 7 - 13</td>
<td>Introduction to neuroethics</td>
<td>1 - 5</td>
</tr>
<tr>
<td>2</td>
<td>Jan 14 - 20</td>
<td>Cognitive enhancement</td>
<td>6 - 7</td>
</tr>
<tr>
<td>3</td>
<td>Jan 21 - 27</td>
<td>Enhancement and disability</td>
<td>8 - 10</td>
</tr>
<tr>
<td>4</td>
<td>Jan 28 - Feb 3</td>
<td>Mind manipulation</td>
<td>11 - 13</td>
</tr>
<tr>
<td>5</td>
<td>Feb 4 - 10</td>
<td>Mind reading and privacy</td>
<td>14 - 16</td>
</tr>
<tr>
<td>6</td>
<td>Feb 11 - 17</td>
<td><strong>Review/Catch-Up Week</strong></td>
<td>2 - 16</td>
</tr>
<tr>
<td>7</td>
<td>Feb 18 - 24</td>
<td><strong>Exam Week</strong></td>
<td>2 - 16</td>
</tr>
<tr>
<td>8</td>
<td>Feb 25 - Mar 3</td>
<td>Free will and responsibility</td>
<td>17 - 18</td>
</tr>
<tr>
<td>9</td>
<td>Mar 4 - 10</td>
<td>Addiction</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Mar 11 - 17</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 18 - 24</td>
<td>Brains/minds of psychopaths</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>Mar 25 - 31</td>
<td>Sexed brains</td>
<td>21 - 22</td>
</tr>
<tr>
<td>13</td>
<td>Apr 1 - 7</td>
<td>Morality and reason</td>
<td>23 - 25</td>
</tr>
<tr>
<td>14</td>
<td>Apr 8 - 14</td>
<td>Morality and emotion</td>
<td>26 - 27</td>
</tr>
<tr>
<td>15</td>
<td>Apr 15 - 21</td>
<td>Neuroscience and moral skepticism</td>
<td>28 - 29</td>
</tr>
<tr>
<td>16</td>
<td>Apr 22 - 30</td>
<td><strong>Finals Week</strong></td>
<td>17 - 29</td>
</tr>
</tbody>
</table>
Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Material</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>Readings 1 - 7; lecture slides</td>
<td>12:00 pm, Thu, Jan 17 - 11:59 pm, Sun, Jan 20</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Readings 8 - 10; lecture slides</td>
<td>12:00 pm, Thu, Jan 24 - 11:59 pm, Sun, Jan 27</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Readings 11 - 16; lecture slides</td>
<td>12:00 pm, Thu, Feb 7 - 11:59 pm, Sun, Feb 10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Readings 2 - 16; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Feb 18 Due: 11:59 pm, Sun, Feb 24</td>
</tr>
<tr>
<td>Paper 1</td>
<td>Readings 2 - 16; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Feb 4 Due: 11:59 pm, Sun, Mar 10</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Readings 17 - 22; lecture slides</td>
<td>12:00 pm, Thu, Mar 28 - 11:59 pm, Sun, Mar 31</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Readings 23 - 27; lecture slides</td>
<td>12:00 pm, Thu, Apr 11 - 11:59 pm, Sun, Apr 14</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Readings 17 - 29; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Mar 18 Due: 11:59 pm, Sun, Apr 21</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Readings 17 - 29; lecture slides</td>
<td>Assigned: 12:00 pm, Thu, Apr 25 Due: 11:59 pm, Sun, Apr 28</td>
</tr>
</tbody>
</table>

Readings

1. Syllabus
5. Levy (2007) Ch 1, pp. 8-43
10. Sparrow (2005) Defending Deaf Culture
University of Central Florida
PHI 569x: Neuroethics, Semester Year

Please fill out and sign this sheet once you have read the syllabus, detach this page, and turn it in to the professor during the first week of class—or, if you transferred in late, by the end of that week.

I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): __________________________________________________________

Student ID #: ________________________________

Signed: ___________________________ Date: __________________
Taxonomy List

Search Statewide Course  Browse Statewide Course

Search Statewide Course

<table>
<thead>
<tr>
<th>Discipline</th>
<th>(ALL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>(All)</td>
</tr>
<tr>
<td>Course Number Range</td>
<td>From...</td>
</tr>
<tr>
<td>Discipline Title</td>
<td>WORD(S) IN DISCIPLINE TITLE...</td>
</tr>
<tr>
<td>Century Title</td>
<td>WORD(S) IN CENTURY TITLE...</td>
</tr>
<tr>
<td>Course Title</td>
<td>NEUROETHICS</td>
</tr>
<tr>
<td>Decade Title</td>
<td>WORD(S) IN DECADE TITLE...</td>
</tr>
<tr>
<td>Course Description</td>
<td>WORD(S) IN COURSE DESCRIPTION...</td>
</tr>
</tbody>
</table>

No Courses found based on current filter criteria!
No Courses found based on current filter criteria!
Friday, October 4, 2019

Dear Dr. Favela,

I write in support of your proposal to add Neuroethics as both a 4000-level advanced undergraduate and 5000 level graduate course to our UCF curriculum. In my capacity as both director of the Theoretical and Applied Ethics Graduate Certificate Program, and as Director and Founder of the UCF Center for Ethics, I have done extensive data-driven assessment of the ethics-relevant curricula across our campus. I know of no other course on a similar topic at any level anywhere in the institution.

Given the relevance of neuroethics, as a topic, to both Philosophy as well as to a wide array of other disciplines, I look forward to seeing this course approved, developed, and offered.

With best wishes and thanks for your support of ethics at UCF,

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics
Director, Theoretical and Applied Ethics Graduate Certificate Program
Department of Philosophy and Texts & Technology Ph.D. Program
University of Central Florida
Orlando, FL 32816

Email: CenterforEthics@ucf.edu
Phone: 407-823-4340
Twitter: @UCFEthics
Hi Trisha,

FYI, here’s a positive response from Biomedical Sciences to be attached to the proposal. I am waiting to hear from Psychology.

Best,
Mike

---

From: Saleh Naser <Saleh.Naser@ucf.edu>
Sent: Wednesday, October 23, 2019 12:56 PM
To: Michael Strawser <Michael.Strawser@ucf.edu>; Griffith Parks <Griffith.Parks@ucf.edu>
Cc: Saleh Naser <Saleh.Naser@ucf.edu>
Subject: RE: Neuroethics course

Dear Dr. Strawser,
Thank you for reaching out to us and sharing the syllabus with us.
We have no concerns or objections to any topic or material taught in this course based on the provided syllabus.
In fact, we believe this course might be helpful to some of our students who are pursuing Neuroscience studies.

If you this course is approved, we hope it will be available for some of our students who may show interest in enrolling in it.

Best wishes,
Saleh

---

Saleh A. Naser, Ph.D.
Associate Director of Graduate Studies
Professor of Medicine
Burnett School of Biomedical Sciences
University of Central Florida | College of Medicine
Building 20, BMS 136. 4110 Libra Drive. Orlando, FL 32816
Office 407.823.0955 | Fax 407.823.0956 | Lab 407.823.0950
https://med.ucf.edu/biomed/academics/graduate-programs/

Please note: Florida has a very broad open records law (F. S. 119). E-mails may be subject to public disclosure.
Dear Griff and Saleh,

I am writing to inform you that we are proposing a new graduate course PHI 5697 Neuroethics (syllabus attached). Would you please let me know if you have any questions or concerns about this course, and if you are supportive of this addition.

Best regards,
Mike

Dr. Michael Strawser  
Chair & Professor of Philosophy  
Senior Editor, Florida Philosophical Review  
Department of Philosophy  
University of Central Florida  
Orlando, FL 32816-1352  
Office phone: 407-823-2799
FYI, here is Psychology’s support of the graduate Neuroethics course.

Best,
Mike

Hi Mike:

I have reviewed the course proposal referenced in your email and also sought the review and feedback from the program directors for the five graduate programs in Psychology.

The proposed Neuroethics course does not substantially overlap with any courses in Psychology. We support your proposal and wish you the best of luck with the course.

Best regards,

Florian

Florian Jentsch, Ph.D.
Chair,
Department of Psychology
Professor,
Department of Psychology and
Institute for Simulation & Training
University of Central Florida

PSY-Office: Room PSY 301P (4111 Pictor Lane, Orlando 32816)
Pill-Office: Room PII-117H (3100 Technology Pkwy, Orlando 32826)
Phone: (407) 823-3576 (Psychology)
         (407) 882-0304 (Pill, with voice mail)
E-mail: Florian.Jentsch@ucf.edu
        fjentsch@ist.ucf.edu
Hi Florian,

I am writing to inform you that we are proposing a new graduate course PHI 5697 Neuroethics (syllabus attached). Please let me know if you have any questions or concerns about this course, and if you are supportive of this addition.

Best regards,
Mike
College of Arts and Humanities - Grad Course Addition - SPN 5848 Romance Linguistics
2020-2021 Graduate Course New

General Catalog Information

**Read before you begin**

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

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

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

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

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

Proposal Type: Grad Course Addition

College:* College of Arts and Humanities

Unit / Department / College:* Department of Modern Languages and Literatures

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* Grad Course Addition - SPN 5848 Romance Linguistics

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Francisco J. Fernandez-Rubiera

Department Chair Phone Number: (407) 823-2472

Dept Chair Email* Geri.Smith@ucf.edu

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

Prefix:*  SPN  
Number:*  5848

Course Title:*  Romance Linguistics

30 Character Abbreviation:*  Romance Linguistics

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

Course Description  (25 word limit)*  Evolution of Classical Latin into other modern Romance languages from the perspective of (1) phonology, (2) morphology, (3) syntax and (4) lexis.

Grading Scheme:*  ABCDF

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

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Repeat for credit?*</th>
<th>Yes No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td></td>
</tr>
</tbody>
</table>

Term of Offering

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Odd Fall Even Fall Odd Spring Even Spring Odd Summer Even Summer Every Semester Occasional</th>
</tr>
</thead>
</table>

Intended Utilization of Course

<table>
<thead>
<tr>
<th>The course will be used primarily as:*</th>
<th>Required Course Elective Course</th>
</tr>
</thead>
</table>

Materials and Supply Fee

<table>
<thead>
<tr>
<th>New Materials and Supply Fees?*</th>
<th>Yes No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.</td>
<td></td>
</tr>
</tbody>
</table>

Justification for Course Addition
What is the rationale for adding this course?

1. Currently taught as an independent study, this course provides further insights for comparative Romance linguistics, targeted towards students specializing in linguistics and/or desiring to develop a linguistics topic for a Spanish MA Thesis.
2. It will provide more diversity to our Spanish MA program course offerings for the linguistics track/specialization.
3. As some of our graduate students are proficient in another Romance language, this course would help them frame and shape reasoning for linguistic differences across Romance languages.

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

Spanish MA program

What will be the source of students?

Spanish BA and Spanish MA programs

What is the estimated annual enrollment?

15

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

Detail Discussion

No duplication or conflict with other other departments or colleges.

Course Syllabus Policy

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- Student learning outcomes
- 

https://ucf.curriculog.com/agenda:258/print
Sequence of course activity
Assessment and grading procedures

Course Materials and Resources
Core policy statements

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

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

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

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

---

**Administration Use Only**

- **Catalog Ownership:**

<table>
<thead>
<tr>
<th>Course Type</th>
</tr>
</thead>
</table>

- **Status**
  - Inactive-Hidden
  - Active-Visible

---

**PeopleSoft**

- **Academic Organization**
### SPN5848: Romance Linguistics

**Instructor:** Dr. Francisco José Fernández Rubiera  
**Office location:** TCH-359F (Trevor Colbourn Hall)  
**Telephone:** None  
**Email:** rubiera@ucf.edu  
**Office hours:** XXXXX, only by appointment

### Textbook:

### Objectives:
This course has the following objectives:

1. Acquire a deeper knowledge of how Romance languages share a common linguistic core, as they all evolved from Classical Latin.
2. Understand the types of changes in different areas (e.g., phonology, syntax, morphology, etc.) that have contributed to the development of Classical Latin into the modern Romance languages we find today.
3. Develop a relevant topic into a final paper from the assigned readings, which would be expected to be turned in for review into a conference presentation.
4. Use and familiarize with the APA citation-style for the final paper.

### Evaluation criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation of topic for final paper</td>
<td>15%</td>
</tr>
<tr>
<td>First draft of final paper</td>
<td>25%</td>
</tr>
<tr>
<td>Final draft of final paper</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Comments regarding the evaluation criteria for this course:

1. **Participation (30%)**: The student(s) enrolled in this independent study would be responsible to attend biweekly face-to-face meetings, and lead the discussion of the language/chapter assigned for that meeting.

2. **Presentation of topic for final paper (15%)**: The topic for the final paper will be chosen by the student(s) in this course and submitted to the professor for approval. The due date is XXXX.

3. **First draft of final paper (25%)**: The first draft of the final paper will be turned in, double-spaced and in Times New Roman (12p) font, following the APA citation style convention (for further instructions, please consult [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)). The paper will be divided into sections (starting with summary and keywords, an introduction, the body divided into (sub)sections, and with a references section at
the end of the paper), and it will be graded in terms of both content and format. A 6-to-8 page document is expected to be delivered. Due date: XXXX.

4. Final draft of final paper (30%): The final draft of the final paper will be turned in, double-spaced and in Times New Roman (12p) font, following the APA citation style convention (for further instructions, please consult https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). The paper will be divided into sections (starting with summary and keywords, an introduction, the body divided into (sub)sections, and with a references section at the end of the paper), and it will be graded in terms of both content and format. A 10-to-14 page document is expected to be delivered. Due date: XXXX.

<table>
<thead>
<tr>
<th>Grade scale:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 93%: A</td>
<td>76.9% - 73%: C</td>
</tr>
<tr>
<td>92.9% - 90%: A-</td>
<td>72.9% - 70%: C-</td>
</tr>
<tr>
<td>89.9% - 87%: B+</td>
<td>69.9% - 67%: D+</td>
</tr>
<tr>
<td>86.9% - 83%: B</td>
<td>66.9% - 63%: D</td>
</tr>
<tr>
<td>82.9% - 80%: B-</td>
<td>62.9% - 60%: D-</td>
</tr>
<tr>
<td>79.9% - 77%: C+</td>
<td>59.9% - 0%: F</td>
</tr>
</tbody>
</table>

Important information:

Academic Integrity:
Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Accessibility Statement:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, before requesting accommodations from the professor.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.
The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.

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

- In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.

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

• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

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

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video, You CAN Survive an Active Shooter.

**Copyright:**

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

**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.

**Financial Aid Statement:**

As of Fall 2014, all faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete Financial Aid Assignment (Tarea de ayuda financiera) in WebCourses by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, xxxx. Failure to do so may result in a delay in the disbursement of your financial aid.

**Make-up Exams and Assignments:**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.
**Title IX:**

Title IX’s implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF’s programs – and, by extension, provides protections to UCF students.


**WebCourses (a.k.a. Canvas):**

WebCourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates and your instructor. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check WebCourses every day for updates from your teammates or myself.

**Withdrawal from course:**

According to UCF’s academic calendar, the withdrawal deadline for xxxx is xxxx, at 11:59 pm.

**Tentative class schedule**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1 &amp; 2</td>
<td>Romance Languages: An introduction</td>
<td>1-25</td>
</tr>
<tr>
<td>Weeks 3 &amp; 4</td>
<td>Classical Latin and Vulgar Latin</td>
<td>26-78</td>
</tr>
<tr>
<td>Weeks 5 &amp; 6</td>
<td>The Spanish language</td>
<td>79-130</td>
</tr>
<tr>
<td>Weeks 7 &amp; 8</td>
<td>Catalan language</td>
<td>170-208</td>
</tr>
<tr>
<td>Weeks 9 &amp; 10</td>
<td>French language</td>
<td>209-245</td>
</tr>
<tr>
<td></td>
<td>**** Topic for final paper due ****</td>
<td></td>
</tr>
<tr>
<td>Weeks 11 &amp; 12</td>
<td>Italian language</td>
<td>279-313</td>
</tr>
<tr>
<td>Weeks 13 &amp; 14</td>
<td>Portuguese language / Asturian and Galician</td>
<td>131-169</td>
</tr>
<tr>
<td></td>
<td>**** First draft of final paper due ****</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>**** Final versión of final paper due: xxxx ****</td>
<td></td>
</tr>
</tbody>
</table>

**SPN5848: Romance Linguistics**
College of Arts and Humanities - Grad Course Continuation - AMH 6592 Seminar in Oral History

2020-2021 Graduate Course Continuation

**Read before you begin**

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

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

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

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

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* Department of History

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

Prefix:* AMH

Code:* 6592

Name:* Seminar in Oral History

Full Title:* AMH 6592 Seminar in Oral History

Course Description:* Graduate standing. This course is designed to expose students to the use of oral history as a research technique and to provide experience in conducting professional oral history interviews.

Prerequisite(s):
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* We plan to make this a split level course next year and offering it subsequent years.

Course Syllabus Policy

https://ucf.curriculog.com/agenda:258/print
The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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

**Attachment List**

Please attach 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:** Department of History
<table>
<thead>
<tr>
<th>Course OID</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
<td>American History</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
The Oldest History: Oral History

Before there was written history, before even writing, there was Oral History. The first story tellers practiced history by sitting around a fire and telling members of their tribe their history based on what they had been told, and what their ancestors had been told, all the way back through generations. Oral History was, in fact, the very first type of evidence used by the very earliest historians—Herodotus and Thucydides. In the more than two millennia since these men wrote their histories, historians came to rely more on written evidence; however, we still use Oral History to inform modern historical scholarship. The Oral History we use in our historical studies is not the same as story telling; instead, it is historical methodology that itself is the subject of scholarly study. In this class, we will examine Oral History, both its practice and its theory.

Among the subjects we will examine:

- What is Oral History and why do we still use it? We certainly do not sit around campfires anymore.
- How do you practice Oral History? To be historically useful, Oral History must meet the rigorous standards of the historical profession.
- What are the strengths and weaknesses of Oral History as a historical methodology? How reliable is human memory, how selective?
- What are the theoretical underpinnings of Oral History particularly as they relate to the discipline of history?
- How does an Oral Historian organize and implement an Oral History project?

This class is NOT just about reading about or discussing theory, it is about DOING history.
EXPECTATIONS

Summary Table of Skills

<table>
<thead>
<tr>
<th>Oral History Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewing</td>
</tr>
<tr>
<td>Team Leader</td>
</tr>
<tr>
<td>Techniques and Methods Through Readings</td>
</tr>
<tr>
<td>Theory--Introduction</td>
</tr>
<tr>
<td>Theory Application to Assigned Readings--Response papers</td>
</tr>
<tr>
<td>Theory Application to Independent Readings</td>
</tr>
<tr>
<td>Theory Application to Oral History Transcripts</td>
</tr>
<tr>
<td>Analytic Essay--4-5 pages on Theory</td>
</tr>
<tr>
<td>Conference paper--12-14 pages on Oral History research</td>
</tr>
</tbody>
</table>

Readings


*After the Fall: New Yorkers Remember September 2001 and the Years that Followed* by Mary Marshall Clark (Editor), Peter Bearman (Editor), Catherine Ellis (Editor), The New Press, 2011, 978-1595586476. (*After the Fall*)
In addition, you will read 4 relevant books and using oral history transcripts and complete a 10-12 page conference paper to be presented to the class based on these supplemental readings and oral history transcripts. See attached list of approved readings.

**Assignments and points (For date due, see schedule)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Paper</td>
<td>45</td>
</tr>
<tr>
<td>Interview 1</td>
<td>10</td>
</tr>
<tr>
<td>Interview 2</td>
<td>15</td>
</tr>
<tr>
<td>Response papers</td>
<td>20 (4*5)</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Papers:** You will complete response papers to the readings for a particular week. You will do independent research and identify relevant oral history transcripts on a specific oral history topic. The final product is a conference paper on an oral history topic based on this research, presented to the class.

**Participation:** Participation – active discussion of readings, and taking part in interview teams – is expected.

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignments: Readings/Papers/Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to the Course:</strong></td>
<td>Abrams Ch. 1, 2</td>
</tr>
<tr>
<td></td>
<td>What is Oral History?</td>
<td>Handbook Introduction (p. 3-19)</td>
</tr>
<tr>
<td></td>
<td>Why is Oral History?</td>
<td>After the Fall, Introduction and first 10 transcripts-to page 136</td>
</tr>
<tr>
<td>2</td>
<td>How to do an Oral History Part 1-Preparing for the interview</td>
<td>After the Fall, Rest of book.</td>
</tr>
<tr>
<td>3</td>
<td>How to do an Oral History Part 2</td>
<td>Handbook, Part I</td>
</tr>
<tr>
<td></td>
<td>The Interview</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The Oral History: <strong>Practice</strong>: Mock interviews</td>
<td></td>
</tr>
</tbody>
</table>
| 5 | The Oral History Project | *Handbook*, Part V and Part VI  
You will create the framework for an Oral History project |
| 6 | How to do an Oral History Part 3  
Ethical, Legal issues, Transcripts | *Handbook*, Part IV-look at chapter 24 and 25 |

### Module 2: **ORAL HISTORY THEORY**

*The Good War* (start) |
| 8 | Oral History Theory -- Memory | **Interview 1 Due**  
*The Good War* (finish)  
*Theory* Ch. 5  
*Handbook* Part II  
**Response paper-Memory** |
| 9 | Oral History Theory -- Self, Subjectivity, Intersubjectivity | **Interview 2 Due** –Tentative based on needs of project  
*Theory*, Ch. 3 and 4  
**Response paper-Self** |
| 10 | Oral History Theory -- Narrative | *Theory*, Ch. 6  
Discuss *Good War*  
Begin *The Unwomanly Face of War*  
**Response paper-Narrative Theory and The Good War** |
| 11 | Oral History Theory – Performance | *Theory*, Ch. 7  
Begin *The Unwomanly Face of War*  
**Response paper: Performance** |
| 12 | Oral History Theory – Power and Empowerment | *The Unwomanly Face of War*  
*Theory*, Ch. 8 |
<table>
<thead>
<tr>
<th>13</th>
<th>Oral History Theory</th>
<th>Wrap up theory and relate it to your papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 and Final EXAM period</td>
<td>Paper Presentations</td>
<td>Presentation of final papers.</td>
</tr>
</tbody>
</table>

## UCF and Class Policies

### Academic Integrity

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

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

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

Accessibility

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

Active Duty Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. 
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NiKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

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

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

Makeups for Students Involved in University Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>
Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Supplemental Reading List

Any Oral History by Svetlana Alexievich
Any Oral History by Alessandro Portelli,
Any Oral history by Studs Terkel
You may read other books approved by me.


College of Arts and Humanities - Grad Course Continuation - MUE 6746 Assessment and Evaluation in Music Education

2020-2021 Graduate Course Continuation

**Read before you begin**

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

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

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

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

Proposal Type*  Grad Course Continuation

College:*  College of Arts and Humanities

Unit / Department / College:*  School of Performing Arts

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

Prefix:*  MUE

Code:*  6746

Name:*  Assessment and Evaluation in Music Education

Full Title:*  MUE 6746 Assessment and Evaluation in Music Education

Course Description:*  Music learning theory and assessment in the K-12 music classroom.

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

Corequisite(s):
Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

| Credit Hours:* | 3 |
| Instruction Time:* | 3 |
| Lab/Studio/Field Work Hours:* | 0 |
| Out-of-Class Hours:* | 6 |
| Total Engagement Hours:* | 9 |

Justification for Course Continuation

This course is a valuable elective to use for Music MA students focusing on music education, as well as non-degree students who are teachers in the local community. Previously, we were not able to offer the course due to restrictions of faculty workload, but with a recent hire of an additional faculty member in music education this will improve.
The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

**Course Syllabus Policy**

- [ ] I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking ![+] in the top right corner.

- [ ] I have completed all relevant parts of the form.

- [ ] I have attached an updated course syllabus.

**Administration Use Only**

https://ucf.curriculog.com/agenda:258/print
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Music Education</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
Course Syllabus

<table>
<thead>
<tr>
<th>Time/Location:</th>
<th>Class meets on Monday from 5:00-7:20 in PACM 260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>by appointment</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:Kelly.Miller@ucf.edu">Kelly.Miller@ucf.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>407.823.4545</td>
</tr>
<tr>
<td>Office:</td>
<td>PACM 224</td>
</tr>
</tbody>
</table>

Description:
This course provides a broad foundation in music learning theory and all aspects of assessment as it is applied in the K-12 music classroom, including grading, practical application of assessment techniques, data management, critical thinking, progress reporting, portfolio construction, teacher assessment, and program assessment.

Required Texts:

Recommended Texts (not required):
Benchmarks in Action: A Guide to Standards-Based Assessment in Music, © 2003, MENC, Carolynn Lindeman, Editor
Performance Standards for Music: Strategies and Benchmarks for Assessing Progress Toward the National Standards, Grades PreK-12. MENC.

Course Objectives:
The student will work toward:
- Developing a personal philosophy of assessment that addresses the various roles of assessment in the music classroom.
- Developing an understanding of the theory and basic psychological constructs that underlie learning and assessment.
- Becoming familiar with the national, state, and local standards for music and/or art education and their importance in developing objectives and assessments.
- An understanding of authentic and alternative assessment through study and practical application.
- The acquisition of a set of informal and formal assessment techniques that is practical and appropriate for K-12 music teaching.
- Developing strategies for scoring and keeping track of assessment data as it is gathered in the classroom.
- Creating an assessment framework that is practical and appropriate for the student's intended teaching situation.
- Understanding common strategies used for teacher and program assessment.

Assignments:
1. Reading will be assigned weekly. Discussion will be expected.
2. A written personal philosophy of assessment in music teaching that addresses individual informal and formal student assessment, grading, and ensemble competition.
3. Six assessment strategies, following the assessment template based on the Sunshine State Standards
for music representing each of the three assessment response modes.
4. A class presentation of one self-designed strategy - this will be your choice of six strategies you have already designed - see number 3). This will be done during the final days of the course; the student will provide class members copies of the materials and procedures used for the strategy.
5. One approved artifact uploaded to your electronic portfolio.
6. Two varied observations of music assessment implementation (e.g., k-12, classroom, Solo & Ensemble, MPA, ensemble competition).
7. Presentation of collected assessment strategies and materials used by practicing music teachers.

**Guidelines for papers:**
1. Must be typed or computer generated copy, double-spaced. *No handwritten reports accepted.*
2. *Quality, not quantity,* is preferred. Be concise and accurate in your writing, with correct grammar and spelling.

**Grade Breakdown**
- Mid-term Exam: 15%
- Final exam: 25%
- Two School/Event Observations: 10%
- Written Assignments: 40%
- Final Presentation: 10%
- Web Portfolio Artifact: P/F

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Interpretation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00 – 92.00</td>
<td>= A</td>
<td>Clearly Superior Work at the Graduate Level, Assignments meet all stated requirements, Strong writing that contains no or very few minor errors, Work submitted on or ahead of time.</td>
</tr>
<tr>
<td>91.99 - 90.00</td>
<td>= A-</td>
<td>Completely Satisfactory Work at the Graduate Level, Assignments meet most stated requirements, Writing that contains minor errors that do not impede understanding, Work generally submitted on time.</td>
</tr>
<tr>
<td>89.99 - 88.00</td>
<td>= B+</td>
<td>Marginally Satisfactory Work at the Graduate Level, Assignments usually meet most stated requirements, Writing that contains errors that begin to impede understanding, Work not always submitted on time.</td>
</tr>
<tr>
<td>87.99 - 82.00</td>
<td>= B</td>
<td>Generally Unsatisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.</td>
</tr>
<tr>
<td>79.99 - 78.00</td>
<td>= C+</td>
<td>Unsatisfactory Work at the Graduate Level, Assignments do not meet stated requirements, Writing with excessive errors, lacks organization and approaches incoherence, Work not submitted or frequently late.</td>
</tr>
</tbody>
</table>
Accommodation for the differently-abled (alternate testing opportunities, support for signers, etc.)

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

Academic integrity

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.

Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html

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.

Campus Safety Statement

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

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

School Observations/Arts Assessment Implementation
You are required to complete two in-depth assessment observations, including K-12 public school settings, and if possible, MPA (Music Performance Assessment) and Solo & Ensemble. You will complete a report of these observations/experiences following a template given in class, and this is worth 10% of your grade. These are to be conducted and submitted before March 7, 2008. There are no exceptions to this rule and late work will not be accepted. See websites to find out about music performance assessments in surrounding counties.

Syllabus
This is a general syllabus and is subject to modification as time and available materials permit.

Week 1
Discussion of syllabus and course requirements, defining terms, and developing a personal philosophy of assessment; assessment process; roles of assessment; three artistic processes; preparing for assessment in the classroom: targeting musical behaviors (concepts/skills) based on national, state, and local standards for music.

National Standards for Music
http://www.menc.org/publication/books/standards.htm

Florida Sunshine State Standards:

Orange County Curriculum/Standards
https://www.ocps.net/cs/services/Curriculum/finearts/Chorus/Pages/default.aspx
https://www.ocps.net/cs/services/Curriculum/finearts/Band/Pages/default.aspx
https://www.ocps.net/cs/services/Curriculum/finearts/ElementaryMusic/Pages/default.aspx
https://www.ocps.net/cs/services/Curriculum/finearts/Orchestra/Pages/default.aspx

Week 2  Educational Learning theories; Music Learning Theory; MLT Skill Learning Sequence (developed by Edwin Gordon); audiation; music aptitude, music achievement
  Reading: Gordon Chapters 1 – 3; 4 and 5 for more information

Weeks 3-4  Assessing Performance Skill
  Techniques for designing, implementing, and scoring performance components; developing scoring strategies (rubrics, rating scales, etc.);
  Gordon pp. 350 – 354

Week 5  Assessing Musical Knowledge
  Multiple Choice and True-false test construction; test
  Gordon: pp. 354 – 361

Week 6  Assessing Creativity
  Assessable components for creative artistic products, task parameters, models for assessing composition and improvisation, assessment practice with video and student examples.

Week 7  Assessing the Critical Thinking (Responding);
  Discuss and define critical thinking in music; critical thinking processes in music; reflection, and procedural application thinking directions; finding product evidence of critical thinking processes; concept mapping;

Week 8  Mid-term Exam

Week 9  Authentic Assessment
  Student portfolio construction; portfolio building; progress reporting to parents. students will practice assessing student work, view student music portfolios,

Weeks 10-11  Reporting Progress and Grading
  Review strategies for reporting student progress to parents; discuss common practices and role of non-musical criteria in grading (e.g., behavior, participation, absences, concert attendance)
  Gordon: pp. 374- 376

Week 12  Standardized Music Tests
  Normative music aptitude and achievement tests; standardized tests; published tests
  Gordon pp. 370-374
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td><strong>Teacher and Program Assessment</strong></td>
</tr>
<tr>
<td></td>
<td>National Board Certification Standards; OCPS Music Teacher Portfolio development; Identifying criteria for program assessment</td>
</tr>
<tr>
<td>Weeks 14-15</td>
<td><strong>Presenting Final Projects</strong></td>
</tr>
<tr>
<td></td>
<td>Students will present self-designed assessment strategies to the class.</td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>
## 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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Performing Arts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>MUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6785</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:*</th>
<th>Introduction to Research in Music Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>MUE 6785 Introduction to Research in Music Education</td>
</tr>
</tbody>
</table>

Course Description:* Basic concepts of research in Music Education. Students will read, analyze, and discuss current research literature, and write research reports.

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

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>9</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

This course is a valuable elective to use for Music MA students focusing on music education, as well as non-degree students who are teachers in the local community. Previously, we were not able to offer the course due to restrictions of faculty workload, but with a recent hire of an additional faculty member in music education this will improve.
Course Syllabus Policy

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

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

<table>
<thead>
<tr>
<th>Course Syllabus Policy*</th>
<th>✓ I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment List</td>
<td></td>
</tr>
<tr>
<td>Please attach the <strong>required updated syllabus</strong> by navigating to the Proposal Toolbox and clicking in the top right corner.</td>
<td></td>
</tr>
<tr>
<td>Check</td>
<td>✓ I have completed all relevant parts of the form.</td>
</tr>
<tr>
<td>Attached*</td>
<td>✓ I have attached an updated course syllabus.</td>
</tr>
</tbody>
</table>

Administration Use Only
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course OID</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type</strong></td>
<td>Music Education</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible</td>
</tr>
<tr>
<td></td>
<td>Inactive-Hidden</td>
</tr>
</tbody>
</table>
University of Central Florida
MUE 6785 ~ Introduction to Research in Music Education
Dr. Kelly A. Miller, Instructor
3 credits

## Course Syllabus ~

<table>
<thead>
<tr>
<th><strong>Time/Location:</strong></th>
<th>Class meets on Monday from 5:00-7:20 in PACM 260</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office Hours:</strong></td>
<td>by appointment</td>
</tr>
<tr>
<td><strong>E-Mail:</strong></td>
<td><a href="mailto:Kelly.Miller@ucf.edu">Kelly.Miller@ucf.edu</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>407.823.4545</td>
</tr>
<tr>
<td><strong>Office:</strong></td>
<td>PACM 224</td>
</tr>
</tbody>
</table>

**Required text:**


**Purpose:** To survey selected types of educational/clinical research and selected research techniques applicable to music education.

**Objectives:**
- Students will explore basic concepts/types of research in music education
- Students will read current, relevant research literature in music education and will analyze research by type and design
- Students will communicate an understanding of relevant research and will discuss implications of said research in their respective disciplines
- Students will conduct an experiment and write a research report in APA format
- Students will design and implement an interview and write a research report in APA format
- Students will design an action research project
- Students will become familiar with appropriate professional forums for displaying and discussing research results

**Assignments:**
1) Research paper: You will conduct a research project and submit the written results of your experiment in APA (5th ed.) format. This report must have an Introduction section, including a complete Review of Literature, hypothesis and design. It must include a Procedures (Methods) section and a Results section, detailing results with graphs and tables where appropriate. This must be original research not used in another class. Portions of the research paper will be due over the course of the semester in order to allow for editing prior to completion of the entire work.

2) Abstracts: Find and read 10 study abstracts that are of interest to you
Research analyses: Select 5 of the 10 abstracts, locate and read the entire article. Complete one analysis each for 5 studies.

3) Review of Literature with bibliography: Using a minimum of 11 sources, write a review of literature that supports your chosen research topic. This paper should include a clear introduction, transitions between articles and/or sections and should have a clear conclusion that ties in all ideas presented in the
paper and sets up your research question. This paper should include a bibliography in APA (5th ed.) style, as well as correct citations in the body of the work.

4) Method: Students will articulate the research plan including all specifications of what they are measuring and how they are measuring it. This document should provide details about the number and type of subjects, how the data was collected, what instruments were used and what data was collected. Specificity is very important.

5) Research poster: Students will present the method, outcomes and points of discussion of their research in a 30”x40” research poster. All posters will be presented during a class research poster session and students will be asked to give a brief verbal description of their project and answer questions about their project.

6) Qualitative Research Project: Students will design and implement an interview-based study.

7) Action Research Project: Students will design an action research project to be implemented in a music setting.

8) Online or in-class writing assignments/discussion: Students are expected to complete all reading assignments by the day indicated on the calendar in order to participate in the discussion conducted in-class or online.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00 – 92.00</td>
<td>= A Clearly Superior Work at the Graduate Level, Assignments meet all stated requirements, Strong writing that contains no or very few minor errors, Work submitted on or ahead of time.</td>
</tr>
<tr>
<td>91.99 - 90.00</td>
<td>= A-</td>
</tr>
<tr>
<td>89.99 - 88.00</td>
<td>= B+ Completely Satisfactory Work at the Graduate Level, Assignments meet most stated requirements, Writing that contains minor errors that do not impede understanding, Work generally submitted on time.</td>
</tr>
<tr>
<td>87.99 - 82.00</td>
<td>= B Assignments usually meet most stated requirements, Writing that contains errors that begin to impede understanding, Work not always submitted on time.</td>
</tr>
<tr>
<td>81.99 - 80.00</td>
<td>= B- Marginally Satisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing with excessive errors, lacks organization and approaches incoherence, Work rarely submitted or frequently late.</td>
</tr>
<tr>
<td>79.99 - 78.00</td>
<td>= C+</td>
</tr>
<tr>
<td>77.99 – 72.00</td>
<td>= C Assignments do not meet stated requirements, Writing that contains errors that significantly impede understanding, Work not submitted or late.</td>
</tr>
<tr>
<td>71.99 – 70.00</td>
<td>= C-</td>
</tr>
<tr>
<td>69.99 – 68.00</td>
<td>= D+ Generally Unsatisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.</td>
</tr>
<tr>
<td>67.99 – 62.00</td>
<td>= D Assignments do not meet stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.</td>
</tr>
<tr>
<td>61.99 – 60.00</td>
<td>= D-</td>
</tr>
<tr>
<td>59.99 - 0.00</td>
<td>= F Unsatisfactory Work at the Graduate Level, Assignments do not meet stated requirements, Writing with excessive errors, lacks organization and approaches incoherence, Work not submitted or frequently late.</td>
</tr>
</tbody>
</table>

Accommodations for the

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon
differently-abled (alternate testing opportunities, support for signers, etc.) as possible. Students should also connect with Student Accessibility Services (SAS) (<http://sas.sdes.ucf.edu/>) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic integrity

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html

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.

Campus Safety Statement

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

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

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Course Outline

The course is divided into six topic areas:
• Part 1: Introduction and Basic Research Concepts (2 weeks)
• Part 2: Qualitative Research Methods (2 weeks)
• Part 3: Quantitative Research Methods and Statistics (6 weeks)
• Part 4: Mixed Methods Research (1 week)
• Part 5: Reporting Results of Data Analysis (3 weeks)
• Part 6: Completing the Research Project (2 weeks)
College of Arts and Humanities - Grad Course Continuation - MUE 6936 Current Topics in Music Education

2020-2021 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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Performing Arts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>MUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6936</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:*</th>
<th>Current Topics in Music Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>MUE 6936 Current Topics in Music Education</td>
</tr>
</tbody>
</table>

| Course Description:* | Study and application of current topics and issues in music education. May be used in the degree program a maximum of 2 times only when course content is different. |

| Prerequisite(s): | Graduate standing in Music or C.I. |
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification for Course Continuation

What is the rationale for continuing this course?

This course is a valuable elective to use for Music MA students focusing on music education, as well as non-degree students who are teachers in the local community. Previously, we were not able to offer the course due to restrictions of faculty workload, but with a recent hire of an additional faculty member in music education this will improve.
Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

<table>
<thead>
<tr>
<th>Course Syllabus Policy*</th>
<th>✔️ I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
</table>

Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking in the top right corner.

<table>
<thead>
<tr>
<th>Check</th>
<th>✔️ I have completed all relevant parts of the form.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attached*</th>
<th>✔️ I have attached an updated course syllabus.</th>
</tr>
</thead>
</table>

Administration Use Only
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Music Education</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
Course Syllabus ~

<table>
<thead>
<tr>
<th>Time/Location:</th>
<th>Class meets on Monday from 5:00-7:20 in PACM 260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hours:</td>
<td>by appointment</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:Kelly.Miller@ucf.edu">Kelly.Miller@ucf.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>407.823.4545</td>
</tr>
<tr>
<td>Office:</td>
<td>PACM 224</td>
</tr>
</tbody>
</table>

Course Description
This course is designed to provide opportunities for practicing music teachers to learn about current trends and best practices in music education. Offered in a three-year rotation, the course will focus on one of the following topics (1) Standards-based education and comprehensive program offerings; (2) Strengthening music programs through advocacy and leadership development; and (3) Music teacher support and assessment at the local, state, and national levels.

Objective
Students will gain insights into current trends in music education and demonstrate that knowledge through research papers and presentations,

Required texts for each topic rotation:
Jensen, Eric, Teaching with the Brain in Mind, Revised second edition, ASCD

Required text for Topic One (Standards-based Education):

Assignments:
1. Reading will be assigned for each class for which active participation in discussion is expected.
2. Individual and small group presentations will be assigned throughout the course.
3. Research papers and article reviews will be assigned on assigned topics and presented in class.
4. A final paper will be submitted that describes an action plan for course content application in the school settings.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
<th>Approximate weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article reviews</td>
<td>Reading and commenting on assigned articles</td>
<td>20%</td>
</tr>
<tr>
<td>Presentations</td>
<td>Teaching demonstration to show understanding of discussed best practices</td>
<td>20%</td>
</tr>
<tr>
<td>Research Papers</td>
<td>Research paper (with appropriate citations) and oral presentation on assigned topic</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Action plan for course content implementation</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Written exam</td>
<td>20%</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>Interpretation</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>100.00 – 92.00 = A</td>
<td>Clearly Superior Work at the Graduate Level, Assignments meet all stated requirements, Strong writing that contains no or very few minor errors, Work submitted on or ahead of time.</td>
<td></td>
</tr>
<tr>
<td>91.99 – 90.00 = A-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89.99 – 88.00 = B+</td>
<td>Completely Satisfactory Work at the Graduate Level, Assignments meet most stated requirements, Writing that contains minor errors that do not impede understanding, Work generally submitted on time.</td>
<td></td>
</tr>
<tr>
<td>87.99 – 82.00 = B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81.99 – 80.00 = B-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.99 – 78.00 = C+</td>
<td>Marginally Satisfactory Work at the Graduate Level, Assignments usually meet most stated requirements, Writing that contains errors that begin to impede understanding, Work not always submitted on time.</td>
<td></td>
</tr>
<tr>
<td>77.99 – 72.00 = C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71.99 – 70.00 = C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69.99 – 68.00 = D+</td>
<td>Generally Unsatisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.</td>
<td></td>
</tr>
<tr>
<td>67.99 – 62.00 = D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61.99 – 60.00 = D-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.99 – 0.00 = F</td>
<td>Unsatisfactory Work at the Graduate Level, Assignments do not meet stated requirements, Writing with excessive errors, lacks organization and approaches incoherence, Work not submitted or frequently late.</td>
<td></td>
</tr>
</tbody>
</table>

**Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)**

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

**Academic integrity**

UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and
studying process, you should assume that all tests, quizzes, etc. require your
individual effort unless explicitly directed otherwise. Unauthorized
collaboration, whether voluntary or not, is cheating. Unauthorized use of
materials during a text, quiz, or other assessment is cheating. Regarding
papers and projects, one of the core fluencies that students need to
demonstrate is the ability to discern information that is common to the
public from the intellectual property of individuals. Use of protected ideas,
processes, or language without attribution or proper citation is plagiarism.
Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure
in this course. Please review the behavior standards at:
http://www.goldenrule.sdes.ucf.edu/11_behavior.html

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>

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

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

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

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

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Databases
- Music Education Search System (MESS)
- Music Education Resource Base (MERB)
- International Index to Music Periodicals
- CAIRSS (Computer Assisted Information Retrieval Service System)
- MuSICA Research Notes Subject Index
- Educational Resources Information Center (ERIC)
- RILM Abstracts
- Music Index Online
- Texas Music Education Research Online
- Journal of Research in Music Education (JRME)
- Bulletin of the Council of Research in Music Education (CRME)
- Journal of Historical Research in Music Education
- Philosophy of Music Education Review
- Update: Applications of Research in Music Education
- Journal of Music Teacher Education
- Music Educators Journal
- Research Studies in Music Education
# Course Outline, Subject to change!

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Have Read/Prepared for next class</th>
</tr>
</thead>
</table>
| 1    | Course introduction, syllabus, the art of teaching, National Standards, Bloom’s Taxonomy | - Read chapters in text  
              - Respond to discussion questions                  |
| 2    | Standards-based education  
Current Topic #1 | - Read chapters in text  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 3    | Leadership aspects of teaching, classroom management, organization and planning for instruction | - Read chapters  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 4    | Standards-based education  
Current Topic #2 | - Read chapter  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 5    | Comprehensive program offerings  
Current Topic #3 | - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 6    | Comprehensive program offerings  
Current Topic #4 | - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 7    | **MIDTERM PROJECT AND PRESENTATION**  
Current Topic #5 | - Midterm paper and PPT due  
              - Prepare mid-term presentation  
              - Read assigned article                  |
| 8    | Student-centered, student-directed learning, cooperative and collaborative learning, group work | - Read chapter  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 9    | Strengthening music programs through advocacy and leadership development | - Read chapters  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
| 10   | advocacy and leadership development  
Current Topic #5 | - Read chapter  
              - Readings/online work as assigned  
              - Respond to discussion questions                  |
Week 11
Student Learning in Diverse Classrooms - Readings/online work as assigned
Dr. Lapka, guest speaker - Respond to discussion questions

Week 12
Gordon – Music Learning Theory, aptitude and achievement - Readings/online work as assigned
Elliott – Aesthetic music education, Praxial music learning and teaching - Respond to discussion questions
Other methodologies in music education:
World Music Pedagogy, Manhattanville Music Curriculum Project, O’Connor Method, etc.

Week 13
Technology use and misuse in music education; Assessment; Dean Moore, guest speaker - Readings/online work as assigned
- Respond to discussion questions

Week 14
Music teacher support and assessment at the local, state, and national levels - Read chapter
- Readings/online work as assigned
- Respond to discussion questions

Week 15
Music teacher support and assessment at the local, state, and national levels - Prepare final presentation

Week 16
16 FINAL PROJECTS AND PRESENTATIONS Final PPT and paper due
College of Arts and Humanities - Grad Course Continuation - MUL 5436 Guitar Literature and Pedagogy

2020-2021 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

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

Prefix:* MUL

Code:* 5436

Name:* Guitar Literature and Pedagogy

Full Title:* MUL 5436 Guitar Literature and Pedagogy

Course Description:* Survey of significant repertoire and pedagogy for classical guitar.

Prerequisite(s): Graduate standing in Music or C.I.
Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification for Course Continuation

What is the rationale for continuing this course?

This is a valuable elective for Music MA students focusing on guitar performance. The guitar professor would like to retain it, with the expectation that we will have a critical number of graduate and senior guitar players to warrant offering the course.

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

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

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

**Attachment List**

Please attach 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:** Department of Music
| Course OID |
| Course Type | Music Literature |
| Status       | Active-Visible  Inactive-Hidden |
Course Description
The course will examine the literature and history of the guitar as a solo and chamber music instrument since the Renaissance to the present day. A survey of the pedagogical literature will be included with emphasis in the 19th and the 20th centuries.

Course Objectives
The purpose of the Guitar Literature and Pedagogy course is to offer our Master guitar students the possibility of covering areas that are not normally covered in traditional music history or music literature courses. At the end of the course the students should be proficient with the history of the instrument from the Renaissance to the present day as well as its literature from the publication of the works of Milan and Mudarra in the 16th century to the publication of the masterworks for guitar at the end of the 20th century and beginning of the 21st century.

Course Requirements
This course is a requirement for all MA students majoring in classical guitar performance. Students of other degrees such as BME, BA, and BM are welcomed. The students are required to have a minimum instrumental proficiency equivalent to the end of MVS 2426 (Guitar II). No one will be accepted under the level of Guitar II without consent of the professor.

Required Texts


Tyler, James and Paul Sparks. The Guitar and Its Music: From the Renaissance to the
Evaluation Procedures

- Class preparation and participation are expected representing 10% of final grade.

- Presentation or report on a subject related to the history of the guitar. The subject will be decided in agreement with the professor. Grading will represent 10% of your total grade. Students will prepare a related research paper in addition, with no more than 10 pages including the bibliography for a total of 30% of the final grade (presentation and paper combined).

- Written survey-evaluation of at least four guitar methods from the early 19th century to the present day. Grading will represent 5% of the final grade.

- Transcription of a short piece in tablature notation into modern notation; the music can be from the Renaissance or the Baroque period. Grading will represent 5% of the final grade.

- Midterm exam, including a listening section. Grading will represent 25% of the final grade.

- Final exam, including a listening section. Grading will represent 35% of your total grade.

- Attendance is expected always. Two un-excused absences will result in a reduction of one full point of your grade (for example A to B). Four un-excused absences will result on a failed course = F grade.

Adjudication of grades will follow the University of Central Florida new policy of grading practices. In the guitar studio this will be as follows:

- A = 95-100; A- = 90-94; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79;
- C = 73-76; C- = 70-72; D+ = 65-69; D = 60-64; D- = 55-59; F = 0-54

Technology Requirements:

<table>
<thead>
<tr>
<th>Technology</th>
<th>Expectations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td>I will use email frequently to communicate with the class about changes to the syllabus, exam information, and so on. You are expected to check your email</td>
</tr>
</tbody>
</table>
through the address you provided in “e-community” regularly—at the least, the two nights before each class meeting, if not more frequently. If you wish to change your email address, do so through e-community as soon as possible. IT IS YOUR RESPONSIBILITY and to your advantage to maintain your correct email address through e-community. You can find information about it at [http://ecommunity.ucf.edu/ecommunity](http://ecommunity.ucf.edu/ecommunity). You need your UserID (NID) and Password (Pyymmdd of your birth). To find out your NID, go to [https://connect.ucf.edu](https://connect.ucf.edu).

I check email regularly (at least once a day M-Th and occasionally on weekends). In the “subject” heading, be sure to write “MUL 4XXX-MUL 5XXX”. Please allow 24-48 hours for a response due to the large volume of emails received. In the rare occurrence that you do not hear back in 48 hours, please write again! Also, be very brief and precise in your messages so I can answer in the same way. For more complex situations try to make a personal appointment.

### Additional Policies

<table>
<thead>
<tr>
<th>Grading and evaluation</th>
<th>(See above for complete details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>Regular attendance expected. You are responsible for all announcements and notes presented in lecture, whether or not you are present. Please make arrangements to get them from other students.</td>
</tr>
<tr>
<td>Academic integrity</td>
<td>Academic dishonesty in any form will not be tolerated. Violators will be reported to the Office of Student Conduct. Please read the Golden Rule for the complete rules of conduct. This is an excerpt from it: “Cheating, whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects, is prohibited. The unauthorized possession or use of examination or course related material shall also constitute cheating.”</td>
</tr>
<tr>
<td>Accommodations for the differently-abled</td>
<td>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (<a href="http://sas.sdes.ucf.edu/">http://sas.sdes.ucf.edu/</a>) (Ferrell Commons 185, <a href="mailto:sas@ucf.edu">sas@ucf.edu</a>, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</td>
</tr>
</tbody>
</table>
| Campus Safety Statement | Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.  
  - In case of an emergency, dial 911 for assistance.  
  - Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of |
the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

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

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

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

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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. |

****This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and communicated by e-mail.****
College of Arts and Humanities - Grad Course Continuation - MUN 5478L Early Music Ensemble
2020-2021 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

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

Proposal Type* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

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

Prefix:* MUN

Code:* 5478L

Name:* Early Music Ensemble

Full Title:* MUN 5478L Early Music Ensemble

Course Description:* Graduate ensemble experience with instruments and repertoire of the Medieval, Renaissance, and Baroque periods. May be used in the degree program a maximum of 5 times.

Prerequisite(s): Graduate standing in Music Education and C.I.
Corequisite(s): 

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 1

Instruction Time:* 1

Lab/Studio/Field Work Hours:* 1

Out-of-Class Hours:* 1

Total Engagement Hours:* 3

Justification for Course Continuation

This course was previously used for a valuable elective in music ensembles for
graduate students. It can provide a unique ensemble in the Music Department. In
recent years it has not been offered due to restrictions of faculty workload, but we
would like to retain it with the idea that an instructor will become available.
Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

Please attach 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**
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Music Ensembles</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
<tr>
<td></td>
<td>Inactive-Hidden</td>
</tr>
</tbody>
</table>
The UCF Early Music Ensemble is an ensemble formed of students and community members specializing in performing music of the Medieval, Renaissance, and Baroque periods on period instruments. These instruments include the harpsichord, lute, percussion, and different sizes of recorders, violas da gamba, crumhorns, shawms, and others. The ensemble is open to all those able to read music, with no background in early music required.

Class objectives: To experience rehearsal and performance of music before 1750; to learn introductory or more advanced skills on various instruments appropriate to this music; to learn about appropriate performance practice approaches for this music; and to be able to rehearse and perform this music in a chamber music setting, usually with one person per part.

Students normally start by learning the recorder and may branch out after that. A variety of ensembles are formed each semester within the course, depending on student interest, instrumentation, and planned repertoire. Towards clarity of sound and proper historical style, normally players play one to a part. The department furnishes most of the instruments. Please keep the instruments secure and inform Dr. Koons of any problems.

To develop musical leadership and chamber music skills, each ensemble will be allowed to work independently much of the time. The work will be supervised and regular coaching will guide the work and development of the ensemble. The Early Music Ensemble performs frequently each semester on and off campus. A schedule of planned performances will be announced at the beginning of the semester. (Additional performances may be added during the semester). Some events will not require all players.

Graduate students are required for additional activities, such as leading sectionals and writing program notes.

Grading is based on class and performance attendance, work in rehearsals, and preparation of assigned parts. Players will be evaluated in class, and playing tests will be scheduled as necessary.

Grade computation
Attendance at rehearsals and performances 25%
Preparation for rehearsals 25%
Demonstrated skill on assigned parts 25%
Program notes writing assignment 15%
Leading sectionals and small ensembles 10%
Total 100%

Attendance is required at rehearsals and performances. Acceptable reasons for missing rehearsal include: (1) sustained illness requiring absence from all classes, work, and other activities, (2) death in the immediate family within five calendar days of a scheduled examination, or (3) absence required by a university-related activity such as an athletic event. Any requests to be excused should be communicated to Dr. Koons preferably before the event,
but no later than the next day. Grade penalties for unexcused absence: one-half grade level for missed rehearsal; one grade level for missed dress rehearsal; two grade levels for missed performance.

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

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

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

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

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

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

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

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

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
If you have a special need related to emergency situations, please speak with me during office hours.
Consider viewing this video (https://youtu.be/NIKYaJEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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

**Subject to Change**
This syllabus is subject to revision at the discretion of the instructor.
College of Arts and Humanities - Grad Course Continuation - MUT 5936 Music Theory Seminar

2020-2021 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

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

**Proposal Type**

Grad Course Continuation

**College:**

College of Arts and Humanities

**Unit / Department / College:**

School of Performing Arts

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

**Prefix:**

MUT

**Code:**

5936

**Name:**

Music Theory Seminar

**Full Title:**

MUT 5936 Music Theory Seminar

**Course Description:**

One or more issues of importance in music theory with emphasis on recent scholarly literature and debates. May be used in the degree program a maximum of 4 times.

**Prerequisite(s):**

Graduate standing in music education or C.I.
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours: * 0

Out-of-Class Hours: * 6

Total Engagement Hours: * 9

Justification for Course Continuation

What is the rationale for continuing this course?* This course is a valuable elective to use for Music MA students focusing on music theory. Previously, we were not able to offer the course due to restrictions of faculty workload, but with a recent hire of an additional faculty member in music theory this will improve.
Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

<table>
<thead>
<tr>
<th>Course Syllabus Policy*</th>
<th>☑️ I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
</table>

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking 🔄 in the top right corner.

<table>
<thead>
<tr>
<th>Check</th>
<th>☑️ I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached*</td>
<td>☑️ I have attached an updated course syllabus.</td>
</tr>
</tbody>
</table>

**Administration Use Only**

https://ucf.curriculog.com/agenda:258/print
<table>
<thead>
<tr>
<th>Course OID</th>
<th>Course Type</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Music: Theory</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
College of Arts and Humanities, School of Performing Arts, Department of Music
Music Theory Seminar: MUT 5936, 3 Credit Hours

Instructor: Dr. William Ayers, william.ayers@ucf.edu, 407.823.5350
Instructor Office: M222
Instructor Office Hours:
Classroom:
Class Hours:

COURSE OVERVIEW
Required Materials
None

Course Description
This course will examine one or more topics of importance in the current field of music theory. Students will familiarize themselves with a number of theories, read applicable articles and books assigned on a weekly basis, and apply these theories to applicable pieces of music.

Course Objectives
Outcomes include the ability to apply established techniques from a particular area of music theory for the analysis of music, the ability to choose appropriate analytical techniques for given musical situations, and the ability to discuss the major concerns and figures in the chosen topic. Students will demonstrate their knowledge through final projects that apply techniques studied in the readings.

Course Prerequisites
Students must be admitted into the MA program in Music before taking this course.
COURSE REQUIREMENTS

Readings/In-Class Discussion
Reading assignments will be given every week. The student will be able to discuss each assigned reading with convincing command of the material in the following meeting. Written reports or in-class presentations may be assigned throughout the semester to cover specific readings.

Online Discussion
Each week the student will provide at least two comments on the appropriate section of the Webcourses discussion page. At least one comment must discuss the assigned readings in an extended, critical, and scholarly manner (at least 500 words). Focus on how the assigned readings demonstrate their results through musical analysis and how the chosen musical examples (or other related examples) align with the theoretical model that is presented. Your first comment should be posted at least three days before the readings are to be discussed in class. Students must interact with each other on the discussion board. Be congenial and kind. Any harsh language or personal criticism will not be tolerated and will result in a failing grade.

Final Paper
The student will write a final paper for the course on a topic decided in coordination with the instructor. The paper will cover analytical techniques used in the course. The student will present their paper in the final two weeks of the semester.

Grading
Grades will be calculated as follows:
Readings/In-Class Discussion: 40%
Online Discussion: 20%
Final Paper: 40%

93–100 = A
90–92 = A−
87–89 = B+
83–86 = B
80–82 = B−
77–79 = C+
73–76 = C
70–72 = C−
67–69 = D+
63–66 = D
60–62 = D−
00–59 = F
COURSE POLICIES

Attendance
Absences will be excused only if they are supported by proper documentation. Students are allowed unexcused absences without penalty up to the number of class periods in a standard week. For each subsequent absence, the student’s final grade will drop one increment. (For example, a final grade of A− would become B+.) Late arrivals are also unacceptable, as they disturb the class environment. Three unexcused tardies will be equal to one unexcused absence. Tardiness is defined as more than five minutes late from the scheduled start time of class. In all cases, it is the student’s responsibility to find out what was covered in class. Excused absences include: illness (documented by a letter from a doctor), religious observance (with arrangements made with the instructor prior to the absence), personal leave of absence (death or serious illness in the family), or professional leave of absence (professional gig or school-related trip with supporting documentation). Students who represent the university in an authorized event or activity and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied.

Academic Integrity
All assignments and exams must be completed individually. Work submitted as your own should not be done in collaboration with any other person, neither should it use material borrowed from any other source unless the source is legitimately acknowledged. Any violation of the University of Central Florida Rules of Conduct (http://osc.sdes.ucf.edu/process/roc) will result in a record of the infraction and a zero grade for the work in question. Further violations may result in a failing grade for the course or expulsion. No materials created for any other course (or previous iteration of this course) may be submitted for credit. Students repeating the course are required to choose new paper topics that are different from those studied in previous attempts at the course.

Webcourses
Messages and an updated list of assignments will be posted on Webcourses (https://webcourses.ucf.edu/). It is each student’s responsibility to make sure that he or she is correctly registered for the class and that her or his e-mail address is correct in the system.

Technology
The use of electronic devices is not permitted during class unless permission is given by the instructor. Otherwise, notes should be taken with pencil on staff paper. Electronic devices will be allowed in the case of a special need or disability. Some assignments may require the use of a notation software (Sibelius/Finale). If the student needs assistance with this software, he or she should contact the instructor directly.
COURSE POLICIES

Disability Accommodation
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 accessibility needs. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services (https://sas.sdes.ucf.edu/) before requesting accommodations from the professor.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version (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). Note the locations given on the UCF website (http://www.ehs.ucf.edu/workplacesafety.html). To stay informed about emergency situations, students can sign up to receive UCF text alerts on the UCF website. Students with special needs related to emergency situations should speak with their instructors outside of class.
College of Arts and Humanities - Grad Course Continuation - MVJ 6952 Jazz VI

2020-2021 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

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

Prefix:* MVJ

Code:* 6952

Name:* Jazz VI

Full Title:* MVJ 6952 Jazz VI

Course Description:* Intensive advanced study of jazz performance. May be used in the degree program a maximum of 4 times.

Prerequisite(s): Admission into M.A. in Music degree program and audition.

https://ucf.curriculog.com/agenda:258/print
Corequisite(s):

Credit Hour Information

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

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 2
Instruction Time:* 2
Lab/Studio/Field Work Hours:* 1
Out-of-Class Hours:* 3
Total Engagement Hours:* 6

Justification for Course Continuation

This course is a valuable elective to use for Music MA students focusing on jazz performance. The number of such students is increasing, and the highest level students can benefit from this material. The jazz program would like to retain this course.
Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

<table>
<thead>
<tr>
<th>Course Syllabus Policy*</th>
<th>☑️ I have aligned this syllabus per the UCF syllabus policy.</th>
</tr>
</thead>
</table>

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking in the top right corner.

<table>
<thead>
<tr>
<th>Check</th>
<th>☑️ I have completed all relevant parts of the form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached*</td>
<td>☑️ I have attached an updated course syllabus.</td>
</tr>
<tr>
<td>Catalog Ownership:</td>
<td>Department of Music</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Applied Music: Jazz</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
<tr>
<td></td>
<td>Inactive-Hidden</td>
</tr>
</tbody>
</table>
UCF Department of Music
Jazz VI FALL XXXX
Syllabus

Instructor: Professor Jeff Rupert
Office: PAC 115
Phone: 407.823.5411
E-Mail: jeffrupert@ucf.edu
Office Hours: As posted

Semester: By arrangement
Class Meeting Days: By Arrangement
Class Meeting Hours: Class Location: PAC 115

I. General Objectives

• To develop cognition of traditional harmony as it applies to jazz music, as well as harmony, rhythm, and melody, developed within the idiom of jazz.
• To develop an understanding of improvisational techniques in jazz.
  o Specific scale/chord relationships
  o Voice leading and keyboard harmony as they relate to improvisation and “line” building”.
• To develop a complete jazz repertoire.
  ▪ Melody
  ▪ Rhythm
  ▪ Harmony
  ▪ Stylistic parameters
  ▪ Piano voicings

II. Specific Objectives

• Theoretical work will include transcribing assigned solos. Transcriptions should be completed on Finale or Sibelius, or with neat manuscript. Transcriptions will include chord changes, including substitutions. Duties assigned to each transcription may include:
  ▪ Playing the solo in several keys on your instrument. (Usually up and down a semitone from the original key).
  ▪ Dissecting the solos, keeping in mind improvisational concepts.
- Re-inventing ideas from the solo.
- Performance objectives; students are expected to perform all assigned compositions and solos in class.
- Students are expected to perform compositions and improvise in a clear fashion.
- Improvisational concepts taught by the instructor are expected to be assimilated intellectually, and at an acceptable performance level.
- The coursework includes transcriptions, studying compositions, learning motifs, and various improvisational techniques. For complete detail, please see the course information on webcourses, specifically assignments and modules.

III. Classroom Procedures

- Each student is required to have a three-ring one-inch binder specifically for this class. Lessons will be given on a weekly basis, and will be kept in this binder. In addition, the student will have at least fifty pages of staff paper in this binder.
- Each student is required to play assigned chords and chord progressions on the piano.
- The instructor will give lectures and demonstrations.
- The exercises will be completed, and compiled with the lessons, within the binder.
- Classroom lectures will be cumulative; therefore it is imperative that the student assimilate assigned material, and lectures.
- There may be quizzes in addition to the weekly lessons.
- Other improvisational concepts will be disseminated by the instructor.
- Students will be required to perform all of the aforementioned on a regular basis.
- The workshop will use the handbook composition list for the semester (junior and senior compositions) in addition to assigned work.
- All students should have a portable digital recorder, to record themselves, and occasionally upload recordings to webcourses.

IV. Grading procedures

A. General requirements
   1. Students are required to report to all classes.
   2. Two tardy attendances will equal one missed class.
   3. Students are expected to complete all assignments in conjunction with the weekly lesson plan.
   4. Students are required to take any exams or quizzes during the semester.

B. Specific Requirements

   1. To receive the grade of “A” for the course:
      a. The student must have no more than one unexcused absence.
      b. Assignments will be performed, or completed on time, accurately and show superior quality.
      c. Tests, quizzes, and weekly lessons will average no less than 90%.
2. To Receive the grade of “B” for the course:
   a. The student must have no more than two unexcused absences.
   b. Assignments will be performed on time, accurately, and show excellent quality.
   c. Tests and quizzes will average to no less than 80% correct.

3. To receive the grade of “C” for the course:
   a. The assignments must show fair to good quality.
   b. The student must not have more than four unexcused absences.
   c. Tests and quizzes will average to no less than 70% correct.

4. The student who fails to complete the above requirements will receive the grade “D” or “F” according to the degree of non-compliance. Tests, quizzes, and lessons averaging less than 60% will receive an “F”. The student who misses any scheduled performance will automatically fail the course. See posted schedule for a complete listing of performances.

OVERALL GRADE %

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compositions Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Motifs and theoretical assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Transcriptions, performance and reinventions</td>
<td>30%</td>
</tr>
<tr>
<td>Jazz Juries</td>
<td>10%</td>
</tr>
<tr>
<td>Independent study Final</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING SCALE (%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</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>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
</tr>
</tbody>
</table>

V. Required Text and resources

1. Rhapsody music service.

3. Access to UCF Webcourses (Course information will be posted at *My UCF*).


5. Turnitin.com. All students will be required to turn in written papers in this fashion. Course ID #’s will be distributed as needed.


VI. **Supplementary Bibliography**

<table>
<thead>
<tr>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How To Play Be Bop</em></td>
<td>David Baker</td>
</tr>
<tr>
<td><em>How to Practice Jazz</em></td>
<td>David Baker</td>
</tr>
<tr>
<td><em>Patterns for Improvisation</em></td>
<td>Oliver Nelson</td>
</tr>
<tr>
<td><em>The Lydian Chromatic Concept of Tonal Organization</em></td>
<td>George Russell</td>
</tr>
</tbody>
</table>

VII. **Tentative Transcription Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Tunes</th>
<th>Version</th>
<th>Solo transcription</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><em>Oh, Lady Be Good</em></td>
<td>Count Basie w/ Lester Young</td>
<td>Lester Young Solo</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><em>Prince Albert</em></td>
<td>Jazz Messengers live at Café Bohemia</td>
<td>Hank Mobley Solo</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sonny Side</em></td>
<td>Sonny Stitt, JJ Johnson</td>
<td>Stitt tenor solo</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><em>Cherokee</em></td>
<td>Charlie Parker 1942 version.</td>
<td>Charlie Parker solo</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td><em>Take the Coltrane</em></td>
<td>Ellington &amp; Coltrane</td>
<td>Coltrane solo</td>
<td>Chorus #’s tba.</td>
</tr>
</tbody>
</table>

*Transcription schedule is subject to change.*

VIII. **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, 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.
IX. **Academic Integrity**
Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process/roc](http://osc.sdes.ucf.edu/process/roc). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

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

For more information about Academic Integrity, consult the International Center for Academic Integrity [http://academicintegrity.org](http://academicintegrity.org).

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” [http://wpacouncil.org/node/9](http://wpacouncil.org/node/9).

**Responses to Academic Dishonesty, Plagiarism, or Cheating**
Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf](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](http://goldenrule.sdes.ucf.edu/zgrade).

X. **Disability Statement**

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

XI. **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.
XII. 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.

XIII. 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.

XIV. Campus Safety Statement

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

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

Campus Safety Statement for Students in Online-Only Courses

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

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

XV. Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* Department of Modern Languages and Literatures

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

Prefix:* SPW

Code:* 6405

Name:* Medieval Spanish Literature

Full Title:* SPW 6405 Medieval Spanish Literature

Course Description:* An intensive study of the major genres of the period. Emphasis on selected works by major writers.

Prerequisite(s):
Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

| Credit Hours:* | 3 |
| Instruction Time:* | 3 |
| Lab/Studio/Field Work Hours:* | 0 |
| Out-of-Class Hours:* | 6 |
| Total Engagement Hours:* | 9 |

Justification for Course Continuation

This course is part of the requirements of literature for the Spanish MA graduate program. Advanced undergraduate students can register this course with the approval of the faculty member and it can be successfully transferred towards their Master of Arts in Spanish. The Spanish BA and Spanish MA committee members are in agreement to retain this course due to its value to both programs and to the Department of Modern Languages & Literatures.
Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

---

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

Please attach 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**

https://ucf.curriculog.com/agenda:258/print
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Modern Languages and Literatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Spanish Literature (Writings)</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible ☑ Inactive-Hidden</td>
</tr>
</tbody>
</table>
# SPW 6405.0M01 Medieval Spanish Literature

**Department of Modern Languages & Literatures**  
**College of Arts & Humanities**  
**3 credit hours**

<table>
<thead>
<tr>
<th>Faculty member:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha García, PhD</td>
<td>Fall semester 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Location:</th>
<th>Class Meeting Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCH 363F</td>
<td>Monday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours:</th>
<th>Class Meeting Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>6:00 p.m. to 8:50 p.m.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone:</th>
<th>Class Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>407-823-2472</td>
<td>TBA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email:</th>
<th>Course Modality:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Martha.Garcia@ucf.edu">Martha.Garcia@ucf.edu</a></td>
<td>Hybrid</td>
</tr>
</tbody>
</table>

## Course description:

**UCF Catalog:** An intensive study of the major genres of the period. Emphasis on selected works by major writers.

## Student Learning Outcomes:

- ✔ Reading medieval texts in Spanish at the graduate level of proficiency
- ✔ Practicing writing and creative skills at the graduate level in Spanish
- ✔ Developing analytical skills at the graduate level in Spanish
- ✔ Understanding the complexity of the poetry, prose, and theatrical text and the cultural context of the Medieval period in Spain
- ✔ Demonstrating proficiency at the graduate level in the Spanish language in oral presentations and written term paper assignment
- ✔ Applying the MLA style
- ✔ Applying relevant theoretical framework
- ✔ Conversing and presenting the student's point of views in a respectful, proper, and academic style during class time, e-mail communication, and oral and written assignments
- ✔ Practicing self-discipline, individual responsibility, and time management
Enrollment requirements: Prerequisites

Admission into Spanish M.A. program or approved by the professor of this course.

This course will be conducted in Spanish.

Required Texts:

Poema de mio Cid
El Conde Lucanor
Libro de Buen Amor
Celestina
‘Las siete partidas’ (selección)
Poesía, prosa, y teatro medieval (selección)
Novela sentimental (selección)

MLA Handbook Eight Edition:


MLA Style Manual and Guide to Scholarly Publishing, 3rd edition:

ISBN-10: 0873529774

Theoretical Framework:

The diversity of premises granted by Jacques Derrida (original name in French) such as: transcendental phenomenology, the philosophy of language, structuralism semiotics, aesthetics, gender theory and the social concept of human relations, conventional political philosophy, the philosophy of history in retrospect, the philosophy of individual and collective law, and the literary theory of deconstruction and the Philosophy of Difference in relation to the arts will be used as a theoretical framework. A comprehensive list of works by Jacques Derrida translated into Spanish will be provided to be applied as part of the graduate term paper. This final term paper will be based on the works studied as well as the theoretical framework.

Course Objective:

The primary requirement of this course is to study at the graduate level—since the material previously studied at the undergraduate level (BA) should constitute part of the previous knowledge of the graduate student—the most representative works of the medieval period in Spain without overlooking the socio-cultural context of the Iberian Peninsula. Therefore, the most
representative canonic works of poetry, prose and theatre will be analyzed within the viable possibilities offered by an academic semester.

Course requirements, activities, and assessment and grading procedures:

Attendance and participation:

Attendance is very important for the student's success in this class in mixed mode [hybrid] because this will lead to the active participation in the discussion of the texts. Participation in class and virtual (online) components are equally important learning facets: modules and relevant links to the topic. The student must read the assigned texts for each day BEFORE coming to class and be willing to contribute to the discussion of them. Proper conduct, discipline and appropriate behavior in a university classroom is part of the attendance/participation grade and will be evaluated daily.

Warning: The topics studied in this course contain aspects related to culture, religion, society, customs, language, etc. therefore, comments and analysis of these aspects must be directed towards an academic conversation taking into consideration that we are in a classroom where the respect for the opinion of others should be observed—and points of view, comments, and interpretations should be well-founded and expressed in an appropriate way. The foregoing constitutes an integral part of university education.

Readings and individual oral presentation of academic articles:

Each graduate student must prepare a 20 minute-presentation of one of the articles in the comprehensive and up to date scholarly academic reading section in Modules on Webcourses.

The readings in the section of required academic articles will be read by all students. Please refer to Modules on Webcourses.

Readings assigned for the virtual component week (online):

Each graduate student must prepare a written essay to be submitted (uploaded) the week corresponding to the virtual component. Make sure to indicate the word count at the end of your essay (minimum 800 words, maximum 1000 words), written in double space, 12 pts., Times New Roman. Please refer to Modules on Webcourses.

Exams:

Mid-term exam.

Graduate research paper and oral presentation (individually):

An 8-10-page research paper (2000-2500 words) will be written, plus the works cited with a minimum of 8-10 entries in MLA style. The premises of Jacques Derrida shall be applied in this work as a theoretical framework. A first version (100 points) will be given to receive the

Martha García
3 of 12
professor's feedback, and then the revised final version (100 points). Each graduate student will present their graduate research in a summary form on a panel at the end of the semester. Please refer to Modules on Webcourses.

**Creative Project (individually or in group):**

An original piece (poetry, prose, theatre) will be written -- based on the concepts learned during the semester -- 12 pt. Time New Roman, 1' margin and double space; 5-7 pages individual work or for each member of the group (for example, if the group has 3 members, it would be a total of 15 pages minimum); and will be shared with the rest of the class in Webcourses as a practice of reading skills and creative writing skills.

If a group project is chosen, note that the final grade will be individual and a report will be given to the professor specifying the amount of work assigned to each member of the group. The work must be divided equally. Serious postgraduate and well-presented work is expected in line with the themes and structures studied throughout the semester.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Individual oral presentation</strong></td>
<td>100</td>
</tr>
<tr>
<td>of an academic article:</td>
<td></td>
</tr>
<tr>
<td><strong>Written component of the</strong></td>
<td>300</td>
</tr>
<tr>
<td>readings assigned for the</td>
<td></td>
</tr>
<tr>
<td>virtual component week (online)</td>
<td></td>
</tr>
<tr>
<td><strong>Mid-term</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Creative project</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Graduate research paper</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First version and final</strong></td>
<td>200</td>
</tr>
<tr>
<td>revised version</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 1000**

**Extra credit:** This course does not offer extra credit / bono.

**Make up work missed policy, tardiness, and late work:** Only with official and written documentation sent by the student through INBOX. The documentation may be subject to verification by the University of Central Florida.

Martha García
4 of 12
Final Grade:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 – 940: A</td>
<td>869 – 830: B</td>
</tr>
<tr>
<td>939 – 900: A-</td>
<td>829 – 800: B-</td>
</tr>
<tr>
<td>899 – 870: B+</td>
<td>799 – 770: C+</td>
</tr>
<tr>
<td>769 – 730: C</td>
<td>699 – 670: D+</td>
</tr>
<tr>
<td>669 – 630: D</td>
<td>Below 600: F</td>
</tr>
</tbody>
</table>

At the graduate level, you must earn B or higher to successfully pass this course.

Important Dates:

Withdrawal Deadline

TBA

UCF Academic Calendar holidays

TBA

Grade Dissemination:

To comply with the Family Educational Rights and Privacy Act (FERPA) all grades will be available on Webcourses.
POLICY STATEMENTS:

Academic Integrity:

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

http://academicintegrity.org/ (Links to an external site.)Links to an external site.

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

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9 (Links to an external site.)Links to an external site.> and have been adopted by UCF’s Department of Writing & Rhetoric.

Plagiarism:

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

Misuse of Sources:

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

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

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

Unauthorized Use of Class Materials:

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

Unauthorized Use of Class Notes:

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

In-Class Recording Policy:

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

Course Accessibility Statement:

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

Martha García
7 of 12
**Campus Safety Statement:**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- 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](http://www.ehs.ucf.edu/AEDlocations-UCF).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video [https://youtu.be/NIKYajEx4pk](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.

**Academic Expectations for students**

**Email:** In this class, email correspondence constitutes the mode of communication. Please use only emails @knights.ucf.edu: [https://extranet.cst.ucf.edu/kmailselfsvc](https://extranet.cst.ucf.edu/kmailselfsvc)

To respect your personal time and faculty member's as well, e-mails will not be answered after 5:00 p.m., or during weekends and/or during official university holidays. Your correspondence should be answered in 48 hours during normal departmental office hours (8:00 a.m. to 5:00 p.m.) on regular weekdays (Monday-Friday). It might take longer during weekends and academic breaks.
If you did not receive an answer within that time frame, you can send a **reminder** to your instructor. **IMPORTANT:** Please, make sure you include your name, last name, course prefix and number, and subject. For example:

Name & Last Name

SPN/SPW course number

Homework

**Technology Usage:** This class cannot be photographed, recorded, transmitted via telephone, transcribed or videotaped without the professor’s permission and authorization. Materials, lectures, and interactive communication in the classroom constitute copyright material.

If you are experiencing strenuous circumstances at any moment during the semester, do please notice that UCF offers multiple resources to undergraduate and graduate students, so do please visit the [Student Counseling Center Information](http://www.goldenrule.sdes.ucf.edu).

**Academic Conduct Policy:** **According to the University of Central Florida Golden Rule:** Plagiarism, cheating, and/or commercial use of unauthorized academic materials such selling or buying papers or information 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, do not 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. 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](http://www.goldenrule.sdes.ucf.edu) for further details.

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

**Attendance and Financial Aid:** All faculty members are required to document students' academic activity at the beginning of each course. This course is conducted using the mixed/hybrid learning modality so attendance will be registered accordingly throughout the entire semester. The UCF expectations should be read and the correspondent PDF form should be read and submitted to the professor no later than the **due date**.
**Academic Honesty:** Every student is expected to do his/her own work in its entirety. Presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Please feel free to ask what is acceptable and what is not.

The use of electronic translators or human assistance to complete your work is a violation of UCF’s academic honesty policy. If you have any doubts about what is acceptable assistance and what is not, please ask your instructor.

Any work submitted that contains phrases, structures, or tenses not studied in the course or that in any way indicates that electronic or human assistance has been used may result in an “F” for the assignment, an “F” for the course, and referral to UCF's Office of Student Conduct.

You are responsible for familiarizing yourself with these rules of conduct and abiding by their precepts.

**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 mixed-mode 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 [or your professor]. 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.

**Internet Usage:** You will be expected to have “daily” access to the internet and email, since I will be emailing and contacting you “regularly” about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: [http://guides.ucf.edu/c.php?g=78577&p=517810](http://guides.ucf.edu/c.php?g=78577&p=517810).

**Student Conduct:** UCF faculty support the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have

Martha García
10 of 12
educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See for further details: [http://goldenrule.sdes.ucf.edu/](http://goldenrule.sdes.ucf.edu/)

**Financial Aid Statement:** All faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the **Assignment** by the end of the first week of classes or as soon as possible after adding the course, but no later than the due date. Failure to do so may result in a delay in the disbursement of your financial aid.

**Diversity and Inclusion:** The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicity, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences.

**Religious Observances:** For details about official religious holidays contact the Office of Diversity Initiatives at 407-823-6479.

**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. 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. 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.

**University Writing Center:** University Writing Center Colbourn 105 Satellite Locations: Main Library, Rosen Library & Online 407-823-2197 [http://uwc.ucf.edu/](http://uwc.ucf.edu/)

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants 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 papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you’d like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to...
learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

**Student Grades:** You can access your scores for this course at any time using the **Grades** section as part of **Webcourses**.

**Technology/Software Requirements:** Students will be expected to have frequent access to a computer, as all writing assignments will be typed out and not handwritten. You may use any software to write your assignments, as long as you follow my writing guidelines outlined later in my syllabus. I recommend to have access to a computer weekly. If you do not own a computer, you may access one in UCF’s computer labs or libraries. For further information on computer labs, please see the following website: [http://guides.ucf.edu/c.php?g=78577&p=517810](http://guides.ucf.edu/c.php?g=78577&p=517810).
General Catalog Information

**Read before you begin**

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

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

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

Proposal Type: *Grad Course Deletion

College: *College of Arts and Humanities

Unit / Department / College: *Department of History

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

Prefix: *AMH

Code: *5137

Course Title: *Colloquium in U.S. Revolutionary Period

Full Title: *AMH 5137 Colloquium in U.S. Revolutionary Period

Course Description: *Reading and class discussion of the literature on selected topics in the Revolutionary Era, 1763-1789.

Credit Hours: 3

Class Hours: 3

Lab and Field Work: 0
<table>
<thead>
<tr>
<th><strong>Hours:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong> 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prerequisite(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate standing or senior standing or C.I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Corequisite(s):</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Graded S/U?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Split-Level Class?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

| **List undergraduate split-level course:** |

<table>
<thead>
<tr>
<th><strong>Term of Offering</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>When was the course offered?</td>
</tr>
<tr>
<td>Odd Fall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Utilization of Course</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The course was a:</td>
</tr>
<tr>
<td>Required Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Justification for Course Deletion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th><strong>Is this course a required course for graduation or prerequisite for another course?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If yes, have all relevant units been informed of the deletion?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If not, explain:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course no longer being taught. Faculty teaching content in similar courses. No impact on other programs (ran report).</td>
</tr>
</tbody>
</table>

| **Notes:** |

<table>
<thead>
<tr>
<th><strong>Attachment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting documents from impacted units of the deletion</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
# Administration Use Only

- **Catalog Ownership**: Department of History
- **Course OID**
- **Course Type**: American History
- **Status**: Active-Visible, Inactive-Hidden

## PeopleSoft

- **Academic Group**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**: 000247
Impact Report for AMH 5137

Source: 2020-2021 Graduate Catalog (WORKING COPY)

**Full Course Title**  
AMH 5137 - Colloquium in U.S. Revolutionary Period

**Programs**  
History MA  
History MA, Public History Track
College of Arts and Humanities - Grad Course Deletion - AMH 5219
Colloquium in Late 19th Century U.S.
2020-2021 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking \( \text{in the top right corner of the heading.} \)

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 \( \text{in the top left corner.} \)

**Proposal Type:** *Grad Course Deletion*

**College:** *College of Arts and Humanities*

**Unit / Department / College:** *Department of History*

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

- **Prefix:** AMH
- **Code:** 5219

**Course Title:** Colloquium in Late 19th Century U.S.

**Full Title:** AMH 5219 Colloquium in Late 19th Century U.S.

**Course Description:** Reading and class discussion of the literature on selected topics of late 19th century U.S.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work:** 0
<table>
<thead>
<tr>
<th><strong>Hours:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong> 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prerequisite(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate standing or senior standing or C.I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Corequisite(s):</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Graded S/U?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Split-Level Class:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>List undergraduate split-level course:</strong></th>
</tr>
</thead>
</table>

## Term of Offering

When was the course offered?

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

## Utilization of Course

The course was a:

- Required Course
- Elective Course

## Justification for Course Deletion

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

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

Is this course a required course for graduation or prerequisite for another course?

- Yes
- No

If yes, have all relevant units been informed of the deletion?

- Yes
- No

If not, explain: Course no longer being taught. Faculty teaching content in similar courses. No impact on other programs (ran report).

## Notes:

## Attachment

Supporting documents from impacted units of the deletion?

- Yes
- No
# Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
<th>American History</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

# PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Career</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print in Catalog</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CRSE_ID</th>
<th>000251</th>
</tr>
</thead>
</table>
## Impact Report for AMH 5219

**Source:** 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>AMH 5219 - Colloquium in Late 19th Century U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs</strong></td>
<td>History MA</td>
</tr>
<tr>
<td></td>
<td>History MA, Public History Track</td>
</tr>
</tbody>
</table>
College of Arts and Humanities - Grad Course Deletion - AMH 5446 Colloquium in U.S. Frontier

2020-2021 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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

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

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

**Proposal Type:** Grad Course Deletion

**College:** College of Arts and Humanities

**Unit / Department / College:** Department of History

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

**Prefix:** AMH

**Code:** 5446

**Course Title:** Colloquium in U.S. Frontier

**Full Title:** AMH 5446 Colloquium in U.S. Frontier

**Course Description:** Reading and class discussion of the literature on selected topics of frontier history.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0
### Contact Hours:
- **3**

### Prerequisite(s):
- Graduate standing or senior standing or C.I.

### Corequisite(s):
- 

### Graded S/U?
- Yes
- No

### Split-Level Class?
- Yes
- No

### List undergraduate split-level course:
- 

### Term of Offering

**When was the course offered?**
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

### Utilization of Course

**The course was a:**
- Required Course
- Elective Course

### Justification for Course Deletion

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

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

**Is this course a required course for graduation or prerequisite for another course?**
- Yes
- No

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

**If not, explain:**
- 

### Notes:
- Course no longer being taught. Faculty teaching content in similar courses. No impact on other programs (ran report) and we're deleting from our programs (see program proposals).

### Attachment

**Supporting documents from impacted units of the deletion?**
- Yes
- No
## Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>American History</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

## PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td></td>
</tr>
<tr>
<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
<tr>
<td>Lab Fee</td>
<td></td>
</tr>
<tr>
<td>CRSE_ID</td>
<td>000255</td>
</tr>
</tbody>
</table>
Impact Report for AMH 5446

Source: 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>AMH 5446 - Colloquium in U.S. Frontier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>History MA</td>
</tr>
<tr>
<td></td>
<td>History MA, Public History Track</td>
</tr>
</tbody>
</table>
Hello
Lab and Field Work
Hours:

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U? Yes No

Split-Level Class? Yes No

List undergraduate split-level course:

Term of Offering

When was the course offered?

Even Fall  Odd Fall  Odd Spring  Even Spring  Odd Summer

Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:

Required Course  Elective Course

Justification for Course Deletion

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

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

Is this course a required course for graduation or prerequisite for another course?

Yes  No

If yes, have all relevant units been informed of the deletion?

Yes  No

If not, explain: Course no longer being taught. Faculty teaching content in similar courses. No impact on other programs (ran report) and we are removing from our own programs (see program proposal).

Notes:

Attachment

Supporting documents from impacted units of

Yes  No
<table>
<thead>
<tr>
<th>Administration Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catalog Ownership:</strong> Department of History</td>
</tr>
<tr>
<td><strong>Course OID</strong></td>
</tr>
<tr>
<td><strong>Course Type</strong>         General History and Historiography</td>
</tr>
<tr>
<td><strong>Status</strong>              Active-Visible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PeopleSoft</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Group</strong></td>
</tr>
<tr>
<td><strong>Career</strong></td>
</tr>
<tr>
<td><strong>Print in Catalog</strong></td>
</tr>
<tr>
<td><strong>Effective Date</strong></td>
</tr>
<tr>
<td><strong>Lab Fee</strong></td>
</tr>
<tr>
<td><strong>CRSE_ID</strong> 045821</td>
</tr>
</tbody>
</table>
# Impact Report for HIS 5095

**Source:** 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>HIS 5095 - Readings in Historic Preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>History MA</td>
</tr>
<tr>
<td></td>
<td>History MA, Public History Track</td>
</tr>
</tbody>
</table>
College of Arts and Humanities - Grad Course Deletion - HIS 6068 Seminar in Documentary Editing and New Media

2020-2021 Graduate Course Deletion

**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.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Deletion</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of History</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>HIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6068</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>Seminar in Documentary Editing and New Media</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>HIS 6068 Seminar in Documentary Editing and New Media</td>
</tr>
<tr>
<td>Course Description:*</td>
<td>Graduate standing or C.I. The theory and practical skills involved in documentary editing and new media.</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work</td>
<td>0</td>
</tr>
</tbody>
</table>
### Hours:

| Contact Hours: | 3 |

### Prerequisite(s):

### Corequisite(s):

### Graded S/U?

- Yes
- No

### Split-Level Class?

- Yes
- No

### List undergraduate split-level course:

### Term of Offering

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

### Utilization of Course

- The course was a:
  - Required Course
  - Elective Course

### Justification for Course Deletion

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

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

### Is this course a required course for graduation or prerequisite for another course?

- Yes
- No

### If yes, have all relevant units been informed of the deletion?

- Yes
- No

### If not, explain:

### Notes:

Course no longer being taught. Faculty teaching content in similar courses. We’ve notified all programs listed in the impact report (attached).

### Attachment

- Supporting documents from impacted units of the deletion*
### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course OID</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type</strong></td>
<td>General History and Histriography</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

### PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td></td>
</tr>
<tr>
<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
<tr>
<td>Lab Fee</td>
<td></td>
</tr>
<tr>
<td><strong>CRSE_ID</strong></td>
<td>040267</td>
</tr>
</tbody>
</table>
Impact Report for HIS 6068

Source: 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>HIS 6068 - Seminar in Documentary Editing and New Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Gender Studies Graduate Certificate ▶</td>
</tr>
<tr>
<td></td>
<td>History MA</td>
</tr>
<tr>
<td></td>
<td>History MA, Public History Track</td>
</tr>
<tr>
<td></td>
<td>Texts and Technology PhD</td>
</tr>
</tbody>
</table>
Dear Amelia,

As we discussed, I am the faculty member on the T&T Curriculum Committee that is reviewing the current Public History Track courses to note which ones should be deleted. I am reporting back to the committee next week that the following two courses will be deleted from the catalog:

- AMH 6592 Seminar in Oral History
- HIS 6068 Seminar in Documentary Editing and New Media

These changes to the T&T catalog listings have not yet been approved but I do not anticipate any problems.

Please let me know if you have any questions.

Best,
Rose

Rosalind J. Beiler, Ph.D.
Associate Professor
University of Central Florida
Dept. of History
12796 Aquarius Agora Dr., Rm. 319
Orlando FL 32816-1350
(407) 823-6467

Office Location: TCH 315E
From: Maria Santana <santana@ucf.edu>
Sent: Friday, October 11, 2019 11:27 AM
To: Amelia Lyons <Amelia.Lyons@ucf.edu>
Subject: Re: deletion of History MA course

Hello Amelia,

Thank you for your email and for alerting me of the deletion of course HIS 6068 Seminar in Documentary Editing and New Media. I will make a note to delete it from the list of electives under our graduate Gender Certificate.

MC

M.C. Santana, Ph.D.
She/Her/Hers
Director, Women's and Gender Studies Program
Associate Professor Games & Interactive Media
College of Arts and Humanities
http://wgst.cah.ucf.edu/
UCF Fellow
Center for Global Economic and Environmental Opportunity
UCF Partner
Puerto Rico Research Hub
UCF Fellow
Center for the Study of Human Trafficking & Modern Slavery

"Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world." Dolores Huerta

From: Amelia Lyons <Amelia.Lyons@ucf.edu>
Sent: Friday, October 11, 2019 8:43 AM
To: Maria Santana <santana@ucf.edu>
Subject: deletion of History MA course

Hi Maria,

I need to have you acknowledge that you are aware a course that is also listed in the Gender and Women's Studies certificate will be deleted. HIS 6068 Seminar in Documentary Editing and New Media has not been taught in over 5 years and is therefore slated for deletion. We do not have a faculty member that plans to teach it any time soon. We can't save it unless it's taught.

Could you please send me an email verifying that you know it is being deleted? You may need to delete it from your program list as well.

Thanks,
Amelia H. Lyons, PhD
Associate Professor and Director of Graduate Programs
Department of History (Office 315B)
12796 Aquarius Agora Dr
Trevor Colbourn Hall, Room 319
Orlando, FL 32816-1350
Find my book here: https://www.sup.org/books/title/?id=11361
College of Arts and Humanities - Grad Course Deletion - LIN 6932
Problems in Linguistics
2020-2021 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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

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

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

Proposal Type: * Grad Course Deletion

College: * College of Arts and Humanities

Unit / Department / College: * Department of English

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

Prefix: * LIN

Code: * 6932

Course Title: * Problems in Linguistics

Full Title: * LIN 6932 Problems in Linguistics

Course Description: * LIN 5137. Study of the application of linguistics to various aspects of teaching and communication.

Credit Hours: 3

Class Hours: 3

Lab and Field Work: 0
<table>
<thead>
<tr>
<th><strong>Hours:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong> 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prerequisite(s):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Corequisite(s):</strong></td>
</tr>
</tbody>
</table>

| **Graded S/U?:** | Yes ☐ No ☐ |
| **Split-Level Class:** | Yes ☐ No ☐ |

**List undergraduate split-level course:**

**Term of Offering**

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

**Utilization of Course**

- The course was a: Required Course ☐ Elective Course ☐

**Justification for Course Deletion**

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

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

- Is this course a required course for graduation or prerequisite for another course?
  - Yes ☐ No ☐

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

If not, explain:

**Notes:**

I have double-checked with Kerry Purmensky, director of the TESOL MA program, because the course appears as an elective in their program of study. She has no objection to deleting the course.

I have done the same with Mason Cash, director of the Cognitive Sciences Graduate Certificate. He has no objections as well.

No other programs were listed on the impact report.
### Attachment

<table>
<thead>
<tr>
<th>Supporting documents from impacted units of the deletion*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ☑ No ☐</td>
</tr>
</tbody>
</table>

### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible ☑ Inactive-Hidden ☐</td>
</tr>
</tbody>
</table>

### PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Print in Catalog</td>
</tr>
<tr>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
</tr>
<tr>
<td>CRSE_ID</td>
</tr>
</tbody>
</table>

https://ucf.curriculog.com/agenda:258/print
Impact Report for LIN 6932

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title: LIN 6932 - Problems in Linguistics
Programs: Cognitive Sciences Graduate Certificate
Teaching English to Speakers of Other Languages (TESOL) MA
Thanks for letting us know. I’ll remove it from our curriculum too then.

Mason

Sent from my iPhone

On Oct 17, 2019, at 3:42 PM, James Campbell <James.Campbell@ucf.edu> wrote:

Drs Strawser and Cash,

I’m working on a course deletion request from CAH for LIN 6932: Problems in Linguistics. As far as I can determine, no one can recall the last time this course was actually taught (as opposed to LIN 5137, which is part of our regular rotation). Our own linguistics faculty have voted to let it die, but since it appears as a possible elective in the program of study for the Cognitive Science Graduate Certificate, I thought I should okay this with you both before going further.

Thanks for your help,

--

James Campbell
Associate Professor
Director of Graduate Studies
University of Central Florida
Orlando FL 32816-1346
http://english.cah.ucf.edu/staff.php?id=177
Hi James,

Thank you so much for reaching out and we have no issue with allowing this course to be deleted.

We have our own TSL6250, Applied Linguistics course taught every term, so we are fine. If your students ever do need a course that is more focused on the educational aspects of linguistics, please feel free to send them our way. We can even share a syllabus if you want.

Thank you again for checking with us first,

Sincerely,

Kerry

Kerry L. Purmensky, PhD
Associate Professor, TESOL
Department of Modern Languages
Office: Colbourn Hall – enter through Colbourn 518
Program Phone: 407-823-0087

From: James Campbell <James.Campbell@ucf.edu> Sent: Wednesday, October 16, 2019 12:09 PM To: Kerry Purmensky <Kerry.Purmensky@ucf.edu> Subject: LIN 6932 course deletion

Kerry,

I’m working on a course deletion request from CAH for LIN 6932: Problems in Linguistics. As far as I can determine, no one can recall the last time this course was actually taught (as opposed to LIN 5137, which is part of our regular rotation). Our own linguistics faculty have voted to let it die, but since it appears as a possible elective in the program of study for the TESOL MA, I thought I should okay this with you before going further.
I hope all is well,

james

--

James Campbell
Associate Professor
Director of Graduate Studies
University of Central Florida
Orlando FL 32816-1346

http://english.cah.ucf.edu/staff.php?id=177
**College of Arts and Humanities - Grad Course Deletion - TPA 6209C Theatre Crafts**

2020-2021 Graduate Course Deletion

<table>
<thead>
<tr>
<th>General Catalog Information</th>
</tr>
</thead>
</table>

**Read before you begin**

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

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

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

**Proposal Type:** Grad Course Deletion

**College:** College of Arts and Humanities

**Unit / Department / College:** School of Performing Arts

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

**Prefix:** TPA

**Code:** 6209C

**Course Title:** Theatre Crafts

**Full Title:** TPA 6209C Theatre Crafts

**Course Description:** Advanced practical application course covering various design and technology based skills relating to the realization of departmental productions.

**Credit Hours:** 3

**Class Hours:** 1

**Lab and Field Work:** 12

https://ucf.curriculog.com/agenda:258/print
### Hours:

**Contact Hours:** 13

### Prerequisite(s):
MFA Design candidates, Advanced Problems in Design I.

### Corequisite(s):

### Graded S/U?
- Yes [ ]
- No [ ]

### Split-Level Class?
- Yes [ ]
- No [ ]

### List undergraduate split-level course:

### Term of Offering

- **When was the course offered?**
  - Odd Fall [ ]
  - Even Fall [ ]
  - Odd Spring [ ]
  - Even Spring [ ]
  - Odd Summer [ ]
  - Even Summer [ ]
  - Every Semester [ ]
  - Occasional [ ]

### Utilization of Course

- **The course was a:**
  - Required Course [ ]
  - Elective Course [ ]

### Justification for Course Deletion

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

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

- **Is this course a required course for graduation or prerequisite for another course?**
  - Yes [ ]
  - No [ ]

- **If yes, have all relevant units been informed of the deletion?**
  - Yes [ ]
  - No [ ]

- **If not, explain:**

### Notes:
This course has not been offered since the MFA Design track went on hiatus in 2008. Even if we were to bring the program back, this course would not be part of the required curriculum due to the content no longer being the most relevant.

Ran an Impact Report and this course is not impacting any other programs.

### Attachment
### Administration Use Only

**Catalog Ownership:** School of Performing Arts

**Course OID**

**Course Type:** Theatre Production and Administration

**Status**
- Active-Visible
- Inactive-Hidden

### PeopleSoft

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID** 042511
Impact Report for TPA 6209C

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title

TPA 6209C - Theatre Crafts
College of Arts and Humanities - Grad Course Deletion - TPA 6288C Mask Making
2020-2021 Graduate Course Deletion

General Catalog Information

**Read before you begin**

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

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

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

Proposal Type: * Grad Course Deletion

College: * College of Arts and Humanities

Unit / Department / College: * School of Performing Arts

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

Prefix: * TPA

Code: * 6288C

Course Title: * Mask Making

Full Title: * TPA 6288C Mask Making

Course Description: * Admission to MFA graduate program or C.I. Masks as an art form in design and performance.

Credit Hours: 3

Class Hours: 2

Lab and Field Work: 2
### Hours:

| Contact Hours: | 4 |

### Prerequisite(s):

### Corequisite(s):

### Graded S/U?:
- Yes
- No

### Split-Level Class:
- Yes
- No

### List undergraduate split-level course:

### Term of Offering

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

### Utilization of Course

The course was a:
- Required Course
- Elective Course

### Justification for Course Deletion

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

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

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

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

If not, explain:

### Notes:

This course has not been offered since the MFA Design track went on hiatus in 2008. Even if we were to bring the program back, this course would not be part of the required curriculum due to the content no longer being the most relevant.

Ran an impact report and this does not affect any other programs.

### Attachment

Supporting:
- Yes
- No
## Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>School of Performing Arts</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Theatre Production and Administration</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Active-Visible  Inactive-Hidden</th>
</tr>
</thead>
</table>

## PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Career</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print in Catalog</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Date</th>
<th></th>
</tr>
</thead>
</table>

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

<p>| CRSE_ID           | 043078                    |</p>
<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th><strong>TPA 6288C - Mask Making</strong></th>
</tr>
</thead>
</table>

**Impact Report for TPA 6288C**

**Source:** 2020-2021 Graduate Catalog (WORKING COPY)
**Read before you begin**

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

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

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

**Proposal Type:** Grad Course Deletion

**College:** College of Arts and Humanities

**Unit / Department / College:** Program in Women's and Gender Studies

**Prefix:** WST

**Code:** 5619

**Course Title:** Applied Gender

**Full Title:** WST 5619 Applied Gender Studies

**Course Description:** An intersectional approach to studying gender through the applied policies found in different fields.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work:** 0
**Hours:**

| Contact Hours: | 3 |

**Prerequisite(s):** Post bachelor student

**Corequisite(s):** None

**Graded S/U?** Yes No

**Split-Level Class:** Yes No

**List undergraduate split-level course:**

### Term of Offering

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

### Utilization of Course

- The course was a: Required Course Elective Course

### Justification for Course Deletion

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

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

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

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

- If not, explain:

**Notes:** Course content was not supported by current faculty. We ran an impact report and removed the course from our program.

**Attachment**

- Supporting documents from impacted units of the deletion: Yes No
### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Active-Visible</th>
<th>Inactive-Hidden</th>
</tr>
</thead>
</table>

### PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Career</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print in Catalog</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CRSE_ID</th>
</tr>
</thead>
</table>
Impact Report for WST 5619

Source: 2020-2021 Graduate Catalog (WORKING COPY)

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>WST 5619 - Applied Gender Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>Gender Studies Graduate Certificate</td>
</tr>
</tbody>
</table>
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

- **Program Type:**
  - Program
  - Shared Core

- **Proposal Type:**
  - Graduate Program Revision

**Read before you begin**

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

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

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

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

College: College of Arts and Humanities

Unit / Department / College: Department of Philosophy

Unit(s) Housing Program: UCF Center for Ethics

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

**Name of program, track and / or certificate:**
Ethics, Theoretical and Applied Graduate Certificate

**Are you revising the name of the program, track, or certificate?**
- Yes
- No

**Proposed Effective Term / Year:**
Spring 2020

**If you will be submitting other revision forms for tracks or course actions, please list them here:**
- Addition Proposal for PHI 5697.

**Is the CIP code being updated?**
- Yes
- No

**If yes, please provide the new CIP code:**

**Rationale for revision:**
We regularly look for courses relevant to ethics and seek permission to add them to our electives this. This revision adds three such courses.

**College:** Arts and Humanities
**Degree:** CRT
**Department:** Philosophy
**Program Websites:** http://philosophy.cah.ucf.edu/

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

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

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**
Step 1

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

Step 2

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

Prospective Curriculum*

Impact on Current Students

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

Yes ☐ No ☑

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

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

Yes ☐ No ☑

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

Future Students

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

### Year 1
- **Headcount:**
- **SCHs:**

### Year 2
- **Headcount:**
- **SCHs:**

### Year 3
- **Headcount:**
- **SCHs:**

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

#### Year 1
- **Number of assistantship students:**
- **Source of funds:**
- **Number of fellowship students (specify fellowship):**
- **Source of funds:**
- **Number of tuition remissions:**
- **Source of funds:**

#### Year 2
- **Number of assistantship students**
- **Source of funds:**
- **Number of fellowship students (specify fellowship):**
- **Source of funds:**
- **Number of tuition remissions:**
- **Source of funds:**

#### Year 3
- **Number of assistantship students:**
- **Source of funds:**
- **Number of fellowship**
students (specify fellowship):

Number of tuition remissions:

Source of funds:

Attachments

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

- Faculty List*  Attached  Not Applicable

- Support from involved units that no duplication exists*

- Activity Log

  - Trisha Farmer
    - Attached
    - Not-Applicable

  Attached  Not Applicable

Administration Use Only

- Catalog Ownership: Department of Philosophy

- Program OID 7958

- Program Type Certificate

- Degree Type Certificate

- Status*  Active-Visible  Inactive-Hidden
College of Arts and Humanities - Graduate Program Revision
- Ethics, Theoretical and Applied Graduate Certificate

Program Description

Students in the Graduate Certificate in Theoretical and Applied Ethics program specialize in applying ethical theories and principles to complex contemporary situations.

This interdisciplinary graduate certificate focuses on specific topics of ethical inquiry in philosophy, humanities, the arts, sciences, health care, business, education, criminal justice, public administration, public relations, journalism, politics and other areas.

Please note: This program may be completed online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees. See http://ucf.edu/online for more information.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

Curriculum

Students may choose to specialize in some specific academic discipline or tailor their own areas of concentration.

All elective courses have been approved for inclusion by the chair or director of the relevant program. However, students without the appropriate prerequisites to courses will need to obtain the consent of the instructor to enroll.

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

Required Courses—6 Credit Hours

PHI 5627 Theoretical and Applied Ethics
PHI 5665 Knowledge, Responsibility, and Society

Elective Courses—6 Credit Hours

Students choose two from the following list. Availability contingent on department annual offerings and instructor approval.

ACG 6835 Ethics and Professionalism in Accounting and Auditing
ADV 6209 Advertising and Society
ANG 6003 Ethics in Anthropology
BUL 6444 Law and Ethics
CCJ 5456 The Administration of Justice
CCJ 6431 Leadership and Ethics in Criminal Justice
CCJ 6485 Issues in Justice Policy
CJC 5020 Foundations of Corrections
CJE 5021 Foundations of Law Enforcement
CJL 6568 Law and Social Control
CLP 6932 Ethical and Professional Issues in Mental Health Practices
CLP 7623 Ethical and Professional Issues in Clinical Psychology
EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
**EDH 6407 Ethical and Legal Issues in Student Personnel**
HSA 6555 Health Care Ethics and Law
**IDC 6600 Emerging Cyber Issues**
MAN 6066 Ethical Leadership
MHS 6702 Ethical and Legal Issues
MMC 6202 Legal and Ethical Issues for Communication
PAD 5041 Ethics and Values in Public Administration
PET 5495 Critical Issues: Ethics in Coaching and Sport
PHI 5634 Medical Ethics
PHI 5687 Ethics in Science and Technology
**PHI 5697 Neuroethics**
PHI 6679 Digital Ethics
PHM 5035 Environmental Philosophy
POT 6007 Seminar in Political Theory
SPB 6506 Moral and Ethical Issues in Sport
WST 5347 Research in Women and Gender Studies

### Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

Relevant experience with theoretical and applied ethics through course work at the undergraduate or graduate level or through professional experience working with ethical issues will be evaluated by the graduate program director together with the certificate committee comprised of faculty from the participating departments. Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing the certificate.

### Application Deadlines

| Ethics Graduate Certificate, Theoretical and Applied | *Fall | Fall | Spring | Summer |

Priority

<table>
<thead>
<tr>
<th>Domestic Applicants</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>Jul 1</td>
<td>Nov 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Contact Info

Graduate Program

Jonathan Beever PhD

jonathan.beever@ucf.edu

Telephone: 407-823-4340

PSY 238

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL  32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233
Hi, Lindsay and Nancy,

Thanks so much for the clarification - I'm sure that either I or my student reversed those numbers. EDH 6407 makes much more sense! CGS usually asks for a copy of the syllabus, but I think your email including the learning objectives will suffice.

Thank you both for your time in responding. I will be glad to include your class as part of the Certificate - and hope that we can send some students your way in the next couple of semesters.

All best,
Jonathan

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics,
Director, Theoretical and Applied Ethics Certificate Program
Department of Philosophy and Texts and Technology Ph.D. Program
University of Central Florida

www.jonathan.beever.org
email to and from this address is subject to public record request

On Sep 30, 2019, at 3:47 PM, Lindsay Archambault <Lindsay.Archambault@ucf.edu> wrote:

Hi Jonathan,

We are always happy for students from other programs to join our Master’s level Higher Education courses. Most of the classes have graduate standing listed as a pre-requisite to be inclusive of other majors. However, to speak to your particular question, I do think there is confusion about which class is in question.

I think that you might be referring to EDH 6407, which is a simple flip of the numbers from the class you mentioned. EDH 6407: Ethical and Legal Issues in Student Personnel does have a focus on ethics and legal issues unique to the Higher Education setting.

I am including below wording from the syllabus including the course objectives for EDH 6407: Ethical and Legal Issues in Student Personnel for your review and consideration.

**Course Objectives**

There are many laws, legislation, and regulations that impact us, as citizens and administrators. It is important to recognize which generally apply in the work of a higher education professionals and which more specifically may apply, as well. More specifically, this includes issues of freedom of speech and expression, landmark cases in the realm of First Amendment law, and issues of policy which impact students, staff, and faculty.
importantly, it is critical for the higher education professional to realizethat the most important thing in the eyes of the law is for professionals to exercise professional judgment and ethical decision-making as an educator while following the policies of the institution. Therefore, in addition to learning the legal parameters of higher education administration, students will examine the ethical dimensions of their daily professional and personal decision-making and the impact of those actions on others.

The primary objectives of this course are to provide students with a legal framework for student personnel administration, the knowledge and ability to make ethically and philosophically sound decisions within a legal framework, and the ability to apply the legal framework and ethical decision-making skills for policy development and interpretation.

**Learning Objectives**
After engaging in and completing this course, participants will be able to:

1. Understand the meaning and relevancy of legal constructs (ex. due process) in the context of campus.
2. Understand associational ethical statements and apply these standards to their personal/professional daily work and decision-making.
3. Analyze events and implement appropriate action correctly by using their judgment and ethical decision-making skills as professional educators.
4. Understand the balanced relationship between the role of campus attorney and the role of student affairs professionals.
5. Know that neither the law or a campus’ policies and procedures are a substitute for the professional skills of administrators; but are to be coordinated with those skills and used to supplement a variety of creative and educational approaches.

For your information and clarification, I am also including below wording from the syllabus including the expanded rational and description as well as the course objectives for **EDH 6047: Theory of College Student Development** which you originally asked about.

**II. Course Rationale and Description**
The Council for the Advancement of Standards in Higher Education (CAS) requires Student Affairs Preparation Programs to include in the curriculum Professional Studies. This area must include studies of basic knowledge for practice and encompasses five related areas of study. One of these areas is student development theory. This component must include areas of intellectual, moral, ego, psychological, career, and spiritual development, racial, cultural, and ethnic identity; sexual identity, and learning styles... and person-environment theories relative to student age, gender, ethnicity, race, culture, sexual orientation, disability, religion, and resident-commuter status (CAS, 1997, p185).

**III. Course Objectives and competencies**

1. Students will become familiar with the major theories of human development,
focusing on concepts related to race, nationality, socioeconomic class, gender, age, sexual orientation, disability and religious belief and how they can influence development during the college years. (cognitive)
2. Students will have an increased appreciation for the importance and usefulness of development theory in working with college students. (affective)
3. Students will understand the importance of creating positive environments that facilitate holistic development. (affective)
4. Students will be able to critically analyze theory and be able to appropriately apply the analyses to college students and programs. (behavioral)
5. Students will understand the importance of being involved with national associations relevant to the field (behavioral)

The Program Advisor for the Higher Education Student Personnel program is Nancy Marshall. If you have other questions about the classes, please feel free to reach out to either of us.

Thanks

**Lindsay Archambault**
Academic Support Coordinator II
Department of Educational Leadership and Higher Education
University of Central Florida

P.O. Box 161250
Orlando, FL 32816-1250

Office: 407-823-2881
Lindsay.a@ucf.edu
https://ccie.ucf.edu/elhe/

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

---

**From:** Jonathan Beever <Jonathan.Beever@ucf.edu>
**Sent:** Monday, September 30, 2019 1:56 PM
**To:** Amy Duvall <Amy.Duvall@ucf.edu>
**Subject:** EDH 6047

Dear Amy,

One of my graduate certificate students in ethics recently took your department’s EDH 6047 course and said it focused on legal and ethical issues in higher education. This description doesn’t match the catalog description; however, if she’s right then I’d be interested in adding it to our list of approved electives for the Theoretical and Applied Ethics Certificate Program.

Is she right about the focus on that course? May I have permission to include it on our list?
Is she right about the focus on that course? May I have permission to include it on our list of relevant elective courses?

With many thanks for your time,
Jonathan

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics,
Director, Theoretical and Applied Ethics Certificate Program
Department of Philosophy and Texts and Technology Ph.D. Program
University of Central Florida

www.jonathan.beever.org
email to and from this address is subject to public record request

<image001.png>
I. Course Information

- **Course Title:** *IDC 6600 - Emerging Cyber Issues*
- **Credit Hours:** 3.0
- **Semester/Year:** Summer 2019, Session "C"
- **Location:** Mixed mode ("M") and Online mode ("W") - lectures are held weekly in Partnership III, room 233, Tue from 5pm to 7:50pm. Lectures recorded each week in the "Conferences" area.

II. Course Goals and Description

**Goals:** By the end of this course, our students will:

- Explore interdisciplinary issues for conducting research in behavioral aspects of cybersecurity
- Understand current cyber issues from a senior executive's perspective
- Be able to collaborate with interdisciplinary teams toward project completion
- Identify a topic and required resources to complete a multi-disciplinary M&S capstone project in the Fall

**Description:** This is a core course for the Graduate Certificate in Modeling and Simulation of Behavioral Cybersecurity.

IDC 6600 focuses on the emerging topics in cybersecurity by examining current events through the use of guest speakers that are subject matter experts in the field. This course further builds upon the first three courses in the certificate by focusing more heavily on the current issues facing cybersecurity specialists today and how modeling and simulation techniques can possibly address those challenges. More info on the graduate certificate program can be found at [http://www.graduatecatalog.ucf.edu/programs/program.aspx?id=11981](http://www.graduatecatalog.ucf.edu/programs/program.aspx?id=11981). This certificate provides students with an interdisciplinary modeling and simulation approach to cybersecurity with a particular emphasis on the behavioral aspects of cybersecurity and cyber operations. It is beneficial to individuals who have an interest in interdisciplinary studies and problem solving for modeling, simulation, and behavioral aspects of cybersecurity.

III. Course Requirements

- **Syllabus Quiz (5 points)**
  Take the online syllabus quiz during the first week of class. You can take it more than once and highest grade obtained counts.

- **Possible Research Topic Idea (25 points)**
Write a description of your planned/possible research topic idea and why you chose this idea. 3-4 paragraphs max. You may end up changing your topic idea by the end of the course, which is fine to do. If you do not plan on taking the IDS 6491 cyber capstone course in the Fall, I still want you to think up an idea here for a topic you would do if you took the course.

- **Reaction Papers (70 points - 4 x 10 points for first four and 2 x 15 points for last two briefers)**

Students will work independently for most of the course. However, students will be broken down into groups of three for the entire course to virtually discuss the next week's speaker and to craft questions to ask. Students in the M section will ask those questions to the speaker. If a group has no M section students in the group, then that group will need to send the questions to me prior to class (24 hours prior). After the class is conducted, each student will write a paper individually (due on the following Sunday) and post their reaction. Did the speaker answer the question fully? How did the speaker do overall? Impressions? Pros/Cons of the speakers talk? And, would you recommend asking them back for next year's class?

Please use the following template to complete your reaction paper assignments:

[Template for Reaction Papers.docx](#)

**IV. Evaluation Method and Grading**

We use a +/- scale, based on percentage of total points. See graph below. Assignments, discussions, and final exam will be graded on a point system - 100 points max. No extra credit is given and 1 point off work for every day late.

We will do our best to give prompt feedback to your work so that you are able to know how you are doing as the course goes on. Take advantage of the rubrics for assignments, as they will guide you to achieving maximum credit for your work.

**Grade postings:** All grades will be posted on Webcourses.

**V. Reading Material**

No mandatory textbook.

However, the material that will be used for this class will mainly consist of academic and military texts and information sources:

- DoD Cyber Strategy Summary, [https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF](https://media.defense.gov/2018/Sep/18/2002041658/-1/-1/1/1/CYBER_STRATEGY_SUMMARY_FINAL.PDF)
VI. Other Useful Resources

- Institute for Simulation and Training, http://www.ist.ucf.edu
- United States Army Cyber Center of Excellence, Fort Gordon, Georgia, http://cybercoe.army.mil

VII. Miscellany

- Academic Honesty

I expect a high level of integrity and honesty in this course. See UCF Golden Rules for specifics at http://goldenrule.sdes.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.

- Disability Statement

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

- 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 list 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 identifiable information. If you have any concerns about this, please contact the course instructor.
Jonathan,

Do you mean IDC 6600? If so, then yes!

Bruce D. Caulkins, Ph.D.
Research Assistant Professor, Institute for Simulation & Training
Program Director, M&S of Behavioral Cybersecurity
Faculty Advisor, Modeling and Simulation Knights
University of Central Florida
407-882-2427
bcaulkin@ist.ucf.edu

From: Jonathan Beever <Jonathan.Beever@ucf.edu>
Sent: Monday, September 30, 2019 2:18 PM
To: Caulkins, Bruce <bcaulkin@ist.ucf.edu>
Subject: IDC 6000

Dear Professor Caulkins,

Since it has a strong focus on ethical issues, I would like to include your IDC 6000 course on our list of approved courses for our Theoretical and Applied Ethics Certificate program. To do so, I need your permission as part of an application for change to the College of Graduate Studies. May I have your permission?

With thanks,
Jonathan (Jonathan… Jonathan)

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics,
Director, Theoretical and Applied Ethics Certificate Program
Department of Philosophy and Texts and Technology Ph.D. Program
University of Central Florida

www.jonathan.beever.org
email to and from this address is subject to public record request
Dear Professor Beever,

With enthusiasm, I offer my permission to include PHI 5700 Neuroethics.

Best,

Louie

---

Luis H. Favela, Ph.D.
Assistant Professor of Philosophy and Cognitive Sciences
Department of Philosophy
Cognitive Sciences Program
University of Central Florida
luishfavela.wix.com/luishfavela

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

---

From: Jonathan Beever <Jonathan.Beever@ucf.edu>
Sent: Monday, September 30, 2019 1:58 PM
To: Luis Favela <Luis.Favela@ucf.edu>
Subject: PHI 5700

Dear Professor Favela,

I would like to include your PHI 5700, Neuroethics, on our list of approved electives for the Theoretical and Applied Ethics Certificate Program. To do so, I need your permission as part of our application for change to the College of Graduate Studies. May I have your permission?

Sending all my best,
Jonathan

Jonathan Beever, Ph.D.
Assistant Professor of Ethics and Digital Culture,
Director and Founder, UCF Center for Ethics,
Director, Theoretical and Applied Ethics Certificate Program
Department of Philosophy and Texts and Technology Ph.D. Program
University of Central Florida

www.jonathan.beever.org
email to and from this address is subject to public record request
Course Information
- Title: Neuroethics
- Course number-section: PHI 5700-#### (####)
- Credit hours: 3.0
- Term: Semester Year
- Days and times: Days; times
- Location: Building Room

Instructor Information
- Name: Luis Favela, Ph.D. (Please refer to me as “Dr. Favela” or “Professor Favela.”)
- Email: luis.favela@ucf.edu
- Website: http://philosophy.cah.ucf.edu/staff.php?id=1017
- Office location: PSY 0245
- Office hours: Tuesday, 1:30 – 3:30 pm and by appointment

Course Description
- Catalogue description: The study of ethical issues associated with the mind sciences, especially neuroscience.
- Detailed description: Neuroethics is an interdisciplinary area concerned with moral issues associated with the mind sciences, especially neuroscience. Neuroethics has two main areas: First, is the ethics of neuroscience, which concerns moral issues that arise from neuroscience findings and technology. Second, is the neuroscience of ethics, which concerns what, if anything, can research in neuroscience tell us about morality. After brief introductions to ethical frameworks (e.g., deontology, utilitarianism, etc.) and neuroscience (e.g., common methods such as neural imaging, etc.), this course will cover topics such as: cognitive enhancement, free will and responsibility, mind manipulation, mind reading and privacy, neuroscience and the law, and sexed brains.

Student Learning Outcomes
- Students will be able to define concepts utilized in ethics and neuroscience.
- Students will be able to explain major cases, methods and theories in neuroethics.
- Students will be able to reconstruct arguments underlying major claims and theories in neuroethics.
- Students will be able to articulate their positions concerning issues at the intersection of ethics and neuroscience.

Course Materials
- All readings and materials are provided in Webcourses as PDFs or links.
Course Requirements

- **Required Academic Activity**
  - All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.
  - **Activity: RAA quiz:**
    - After you read the syllabus, take the RAA (Required Academic Activity) Quiz in Webcourses as an indicator that you understand the expectations and policies of this course.
    - Available 6:00 pm EST, Monday, January 7.
    - Due 6:00 pm EST, Friday, January 11.

- **Quizzes**
  - There will be five quizzes.
  - Quiz questions will be based on material from the assigned readings, lecture slides, media, and other supplementary material.

- **Papers**
  - Students will have two (short, i.e., ~5 pages each) paper assignments.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Exams**
  - Students will have two exams. The first exam will cover material from about the first half of the course, and the second exam will cover material from about the second half of the course.
  - Guidelines and expectations will be distributed closer to the assignment dates.

- **Note:** You are responsible for all reading assignments. Unless stated otherwise (e.g., “optional” readings), anything assigned to you is potential quiz, exam, or paper material.

Grading

- **RAA:** 10 points, ~1% total grade
- **Quizzes**
  - 5 quizzes, 40 points each, 200 points total
  - Combined ~20% of total grade, each quiz ~4% of total grade
- Papers
  - Paper 1, 200 points, ~20% of total grade
  - Paper 2, 200 points, ~20% of total grade
  - Combined both papers are ~40% of total grade
- Exams
  - Exam 1, 200 points, ~20% of total grade
  - Exam 2, 200 points, ~20% of total grade
  - Combined both exams are ~40% of total grade
- Total
  - 1010 points
    - 909 – 1010 = A
    - 808 – 908 = B
    - 707 – 807 = C
    - 606 – 706 = D
    - 000 – 605 = F
- The following example demonstrates how +/- are assigned:
  - B- = 80, 81, 82%
  - B = 83, 84, 85, 86%
  - B+ = 87, 88, 89%
- Percentages are not rounded, for example, an 80.2% is a B-, an 82.6% is a B-, an 89.8% is a B+, etc.
- There are no A+ or F+ grades.
- Incomplete grades: The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. As the instructor for this course, I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
- Extensions and late assignments
  - In general, no extensions will be allowed or late assignments accepted. (Really.)
  - However, extensions and late assignments will be considered for exceptional circumstances (e.g., family or medical emergencies) if appropriate documentation can be provided (e.g., doctor’s note, funeral program, etc.).
  - If an assignment is accepted late, then it will be deducted 5% of the total possible point value of the assignment for every 12-hour block of time, including weekends. For example, if an assignment is due Monday at 11:59 pm and it is submitted on Tuesday at 12:01 am, then that assignment will lose 5%; if it is turned in on Tuesday at 1:00 pm, then it will lose 10%; and so on.
- Extra credit: There is no extra credit.
- Grade distributions: The final grades will not be curved.
- Grade dissemination: Graded materials in this course will be returned individually by request. You can access your scores at any time using the Grades section of Webcourses@UCF.
Course Policies

- Contact procedures
  - In-person contact: If you have questions related to the course, then see me during my office hours. We can attempt to schedule another time if you are unable to meet during those.
  - Email and professionalism: My email address is <luis.favela@ucf.edu>. I strongly believe that the university is a professional environment and that you and I are in a professional relationship. As such, be professional when you message me—for example, begin your message with “Dear Dr. Favela” or “Hello Dr. Favela” and not “Hey you, can I have...” In addition, write complete sentences, be clear and concise, and reread messages before sending them. I will give one warning and then stop responding to your messages if they are unprofessional and/or discourteous. Allow 24 hours for a response during the week, and possibly more during the weekend and holidays.
  - Skype: If an issue comes up such that you prefer to talk instead of exchanging emails and you are unable to attend office hours or schedule an alternate in-person meeting time, then contact me and we can arrange to meet via Skype <dr.luis.favela>.
  - Webcourses: I do not check or reply to messages via Webcourses. My Webcourses account is setup to forward messages to my email account, which I do check. However, my experience is that it is not 100% reliable. Accordingly, if you want to make sure I receive your message, then I recommend contacting me via email <luis.favela@ucf.edu> instead of Webcourses messages.

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

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

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

Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.
Deployed active duty military students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Controversial content: We will be learning about and discussing a number of controversial topics, including those related to religion and social values. If you feel uncomfortable with this, please let me know and we can attempt to make accommodations.

Copyright and intellectual property

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

Syllabus adjustments: The instructor reserves the right to modify all parts of the syllabus during the course. The instructor will inform students if any modifications are made.

Important Dates <https://calendar.ucf.edu/2019/spring>

- Classes begin: January 7
- Last day to drop and request full refund: January 10
- Add deadline: January 11
- No class: Spring break March 11-16
- Withdrawal deadline: March 20
- Classes end: April 22
- Study day: April 23
- Final exams: April 24-30
- Grades submitted to registrar: May 3
- Grades available: May 6
## Topic and Materials Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 7 - 13</td>
<td>Introduction to neuroethics</td>
<td>1 - 5</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>Jan 14 - 20</td>
<td>Cognitive enhancement</td>
<td>6 - 7</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>Jan 21 - 27</td>
<td>Enhancement and disability</td>
<td>8 - 10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jan 28 - Feb 3</td>
<td>Mind manipulation</td>
<td>11 - 13</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 4 - 10</td>
<td>Mind reading and privacy</td>
<td>14 - 16</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>Feb 11 - 17</td>
<td><strong>Review/Catch-Up Week</strong></td>
<td>2 - 16</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 18 - 24</td>
<td>Exam Week</td>
<td>2 - 16</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Feb 25 - Mar 3</td>
<td>Free will and responsibility</td>
<td>17 - 18</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 4 - 10</td>
<td>Addiction</td>
<td>19</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>Mar 11 - 17</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 18 - 24</td>
<td>Brains/minds of psychopaths</td>
<td>20</td>
<td>E</td>
</tr>
<tr>
<td>12</td>
<td>Mar 25 - 31</td>
<td>Sexed brains</td>
<td>21 - 22</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr 1 - 7</td>
<td>Morality and reason</td>
<td>23 - 25</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr 8 - 14</td>
<td>Morality and emotion</td>
<td>26 - 27</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr 15 - 21</td>
<td>Neuroscience and moral skepticism</td>
<td>28</td>
<td>F</td>
</tr>
<tr>
<td>16</td>
<td>Apr 22 - 30</td>
<td><strong>Finals Week</strong></td>
<td>17 - 28</td>
<td></td>
</tr>
</tbody>
</table>

## Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Material</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>Readings 1 - 7; lecture slides; media A-B</td>
<td>12:00 pm, Thu, Jan 17 - 11:59 pm, Sun, Jan 20</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Readings 8 - 10; lecture slides</td>
<td>12:00 pm, Thu, Jan 24 - 11:59 pm, Sun, Jan 27</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>Readings 11 - 16; lecture slides; media C</td>
<td>12:00 pm, Thu, Feb 7 - 11:59 pm, Sun, Feb 10</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Readings 2 - 16; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Feb 18 Due: 11:59 pm, Sun, Feb 24</td>
</tr>
<tr>
<td>Paper 1</td>
<td>Readings 2 - 16; lecture slides</td>
<td>Assigned: 12:00 pm, Mon, Feb 4 Due: 11:59 pm, Sun, Mar 10</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>Readings 17 - 22; lecture slides; media D-E</td>
<td>12:00 pm, Thu, Mar 28 - 11:59 pm, Sun, Mar 31</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>Readings 23 - 27; lecture slides</td>
<td>12:00 pm, Thu, Apr 11 - 11:59 pm, Sun, Apr 14</td>
</tr>
<tr>
<td>Paper 2</td>
<td>Readings 17 - 28; lecture slides; media F</td>
<td>Assigned: 12:00 pm, Mon, Mar 18 Due: 11:59 pm, Sun, Apr 21</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Readings 17 - 28; lecture slides; media D-F</td>
<td>Assigned: 12:00 pm, Thu, Apr 25 Due: 11:59 pm, Sun, Apr 28</td>
</tr>
</tbody>
</table>
University of Central Florida  
PHI 5700: Neuroethics, Semester Year

Please fill out and sign this sheet once you have read the syllabus, detach this page, and turn it in to the professor during the first week of class—or, if you transferred in late, by the end of that week.

I have read the syllabus. I understand and agree to follow all course policies in the syllabus.

Name (print clearly): ____________________________________________

Student ID #: _________________________________________________

Signed: ___________________________________________ Date: ____________
College of Arts and Humanities - Graduate Program Revision - Gender Studies Graduate Certificate ►

2020-2021 Graduate Program Revision/Reactivation

**Read before you begin**

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

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

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

College:*
College of Arts and Humanities

Unit / Department / College:*
Program in Women's and Gender Studies

Unit(s) Housing
Program:

Type of Action:*
Program
**Track**

**Certificate**

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

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:*</th>
<th>Gender Studies Graduate Certificate</th>
</tr>
</thead>
</table>

**Are you revising the name of the program, track, or certificate?**

- Yes
- No

**Proposed Effective Term / Year:**

- 2020-2021

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

**Is the CIP code being updated?**

- Yes
- No

**Rationale for revision:**
The Department of History is deleting a course we also used to list as an elective thus the deletion. The Sociology department deleted a course we also used to list as an elective thus a deletion. Our program created the new course, Global Women in Crisis, to offer a global perspective. No other course so we removed it from within our course listing, certificate offered, thus the addition. We are also deleting WST 5619.

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

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

<table>
<thead>
<tr>
<th>College: Arts and Humanities</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Women's and Gender Studies</td>
<td></td>
</tr>
<tr>
<td>Program Websites: <a href="http://wgst.cah.ucf.edu">http://wgst.cah.ucf.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

*Revise catalog copy here! After you revise courses, click on the*
Follow these steps to propose courses to the revised program curriculum:

**Step 1**

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

**Step 2**

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

---

**Program Description**

The Graduate Certificate in Gender Studies provides skills for practical application of gender theories and research in the workforce to advance leadership and participation, economic empowerment, policy and planning, multi-modal digital literacies, and cross-cultural communication in order to promote gender equality.

The Gender Studies certificate includes courses from both the humanities and the social sciences. The program is open to both degree-seeking and nondegree-seeking graduate students. Most courses are offered at times that will accommodate part-time and working students. Students should consult with the instructor since entry to some graduate courses is restricted by registration codes from the department.

*Please note:* Gender Studies Graduate Certificate may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit [http://global.ucf.edu/](http://global.ucf.edu/). If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to
students in some states. Refer to State Restrictions for current information.

Curriculum

The Graduate Certificate in Gender Studies includes courses from both the humanities and the social sciences. Entry to CLP 6459C, ENG 6814 - Gender in Texts and Technology and SOW 5625 may be restricted. Consult with the instructor.

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

Required Courses: 6 Credit Hours

WST 5601 Theories in Gender Studies
WST 5347 Research in Women and Gender Studies

Elective Courses: 6 Credit Hours

* Students may include only one of these courses (marked with an asterisk) toward meeting the certificate requirements.

** Students must seek the approval of the Director of Women's and Gender Studies, which is based on the review of course syllabi, for these courses (marked with a double asterisk).

AMH 5566 Colloquium: Women in American History
ARH 5897 Advanced Seminar in Art History
CLP 6459C Human Sexuality, Marriage, and Sex Therapies
ENC 6332 Gendered Rhetoric
ENG 6078 Contemporary Movements in Literary, Cultural, and Textual Theory
[Right] **
ENG 6074 Historical Movements in Literary, Cultural, and Textual Studies
[Right] **
ENG 6814 Gender in Texts and Technology
LIT 6097 Studies in Contemporary Fiction
LIT 6216 Issues in Literary Study
LIT 6936 Studies in Literary, Cultural, and Textual Theory
PUP 6324 Women and Public Policy
SYD 6809 Seminar in Gender Issues
SYP 5566 Seminar on Domestic Violence: Theory, Research and Social Policy
SYP 6561 Child Abuse in Society
SYP 6563 Reactions to Domestic Violence
SYP 6565 Elder Abuse and Neglect
ACG 6519 Governmental and Nonprofit Accounting
CCJ 6067 Perspectives on Genocide
CCJ 6366 Criminal Justice Responses to Domestic Violence
COM 6047 Interpersonal Support in the Workplace
COM 6468 Communication and Conflict
CPO 6058 Revolution and Political Violence
CPO 6067 Comparative Courts
ENC 5237 Writing for the Business Professional
GEB 6115 Entrepreneurship
GEY 5007 Women and Healthy Aging
HMG 6797 Event Administration
HIS 6068 Seminar in Documentary Editing and New Media
PAD 6035 Public Administration in the Policy Process
WST 5619 Applied Gender Studies
WST 5108 Global Women in Crisis

Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing
abilities, past performance and the applicant's potential for completing the certificate.

### Application Deadlines

<table>
<thead>
<tr>
<th>Gender Studies Graduate Certificate</th>
<th><em>Fall Priority</em></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

### Contact Info

#### Graduate Program

**M.C. Santana PhD**

santana@ucf.edu

Telephone: 407-823-2269

TCH 348H

#### Graduate Admissions

**Keri Corbett**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112
Impact on Current Students

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

- [ ] Yes
- [ ] No

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

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

- [ ] Yes
- [ ] No

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

The students will benefit from having one more elective course.

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.
### Year 1

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

#### Year 1

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>

#### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>
Number of tuition remissions: 

Source of funds:

Attachments

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

Faculty List*  
Attached  Not Applicable

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

Administration Use Only

Catalog Ownership:

Program OID  7607

Program Type  Certificate

Degree Type  Certificate

Status*  Active-Visible  Inactive-Hidden
College of Arts and Humanities - Graduate Program Revision - History MA
2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

Program Type:*  
- Program
- Shared Core

Proposal Type:*  
- Graduate Program Revision

**Read before you begin**

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

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

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

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

College:*  
- College of Arts and Humanities

Unit / Department / College:*  
- Department of History

Unit(s) Housing Program:

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

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:*</th>
<th>History MA</th>
</tr>
</thead>
</table>

Are you revising the name of the program, track, or certificate?*

Yes ☐ No ☑

Proposed Effective Term / Year:* | 20-21 |

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

**Submitting Deletion proposals for AMH 5137, AMH 5219, AMH 5446, HIS 5095, and HIS 6068.**

Is the CIP code being updated?

Amelia Lyons

+ No

If yes, please provide the new CIP code:

Rationale for revision:

**Added language to allow students to take 2 courses in other programs/departments that are vital for their education. Updated specialization list.**

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

<table>
<thead>
<tr>
<th>Informational Description Chart - this will import.*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong> Arts and Humanities</td>
<td><strong>Degree:</strong> MA</td>
</tr>
<tr>
<td><strong>Department:</strong> History</td>
<td><strong>Option:</strong> Thesis</td>
</tr>
<tr>
<td><strong>Program Websites:</strong> <a href="http://history.cah.ucf.edu/academics/graduate-programs/">http://history.cah.ucf.edu/academics/graduate-programs/</a></td>
<td></td>
</tr>
</tbody>
</table>

**Revise catalog copy here!** After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note this information is what will flow directly to the graduate catalog.
note: this information is what will now directly to the graduate catalog.

Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

---

**Program Description**

The Master of Arts in History is designed to serve the needs of a variety of students, including those who plan to pursue a PhD, those wishing to improve their proficiency as secondary school teachers, and those who seek to enrich their intellectual lives. In addition to the General MA program, Public History and Accelerated Undergraduate to Graduate tracks are offered.

Students are served by departmental members whose areas of research include classical history, early Christianity, African history, American cultural and social history, local history, the South, the American Civil War, the American frontier, women and gender roles, Asian history, Middle-Eastern history, twentieth-century mass movements, Nazism and anti-Semitism in Central Europe, Latin American history, and European history, as well as other areas.

---

**Program Tracks**

- History MA, Accelerated Graduate Program Track
- History MA, Public History Track
Curriculum

The History MA program requires a minimum of 36 credit hours beyond the bachelor's degree, including 6 credit hours of core courses, 18 credit hours in an area of specialization, and 6 credit hours of electives outside of the area of specialization. At least 18 credit hours of the 36 required must be at the 6000 level. It also requires that you pass the capstone examinations, a foreign language reading examination, and complete and successfully defend a thesis or a project.

Students have the option to take up to two (2) graduate courses (6 hours) in another UCF department/program at the discretion of the History MA Graduate Director. Students must meet in person with the Graduate Director prior to enrollment in the proposed course, with written information about the course and justification, before approval will be granted. Any course outside the history program will replace the student's independent study option. Only two (2) courses for from any graduate certificate program (i.e. GIS, Women's Studies) can be counted toward the History MA degree.

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

Required Courses: 24 Credit Hours

Core: 6 Credit Hours

HIS 6159 Historiography
HIS 6905 History Capstone Class

Specialization: 18 Credit Hours

Students may specialize in one of the two areas below. Specialization courses must be approved by the student’s adviser.

Eastern Hemisphere: African, Asian, European, or Middle Eastern
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFH 5259</td>
<td>Colloquium in African History</td>
</tr>
<tr>
<td>AFH 5806</td>
<td>The Historiography of Slavery in Africa</td>
</tr>
<tr>
<td>ASH 5229</td>
<td>History of the Middle East</td>
</tr>
<tr>
<td>ASH 5408</td>
<td>Colloquium in Modern China</td>
</tr>
<tr>
<td>ASH 5485</td>
<td>U.S. China Relations</td>
</tr>
<tr>
<td>ASH 5925</td>
<td>Colloquium in South Asian History</td>
</tr>
<tr>
<td>ASH 6936</td>
<td>Seminar in US-China Relations</td>
</tr>
<tr>
<td>EUH 5419</td>
<td>Colloquium in Roman History</td>
</tr>
<tr>
<td>EUH 5459</td>
<td>Colloquium in French History</td>
</tr>
<tr>
<td>EUH 5546</td>
<td>Colloquium: British History</td>
</tr>
<tr>
<td>EUH 5579</td>
<td>Colloquium in Soviet Russia</td>
</tr>
<tr>
<td>EUH 5905</td>
<td>European Imperialism</td>
</tr>
<tr>
<td>EUH 5925</td>
<td>Colloquium in Medieval Europe</td>
</tr>
<tr>
<td>EUH 5208</td>
<td>Colloquium in Early Modern History</td>
</tr>
<tr>
<td>EUH 6939</td>
<td>Seminar in European History</td>
</tr>
</tbody>
</table>

**Western Hemisphere: Caribbean, North American, or South American**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 5116</td>
<td>Colloquium in U.S. Colonial History</td>
</tr>
<tr>
<td><strong>AMH 5137</strong></td>
<td>Colloquium in U.S. Revolutionary Period</td>
</tr>
<tr>
<td>AMH 5149</td>
<td>Colloquium in Early U.S. History, 1789-1815</td>
</tr>
<tr>
<td>AMH 5169</td>
<td>Colloquium in Age of Jackson</td>
</tr>
<tr>
<td>AMH 5176</td>
<td>Colloquium in Civil War and Reconstruction</td>
</tr>
<tr>
<td><strong>AMH 5219</strong></td>
<td>Colloquium in Late 19th Century U.S.</td>
</tr>
<tr>
<td>AMH 5296</td>
<td>Colloquium in 20th Century U.S.</td>
</tr>
<tr>
<td>AMH 5378</td>
<td>History of Technology</td>
</tr>
<tr>
<td>AMH 5391</td>
<td>Colloquium in U.S. Cultural History</td>
</tr>
<tr>
<td>AMH 5406</td>
<td>Colloquium in American South</td>
</tr>
<tr>
<td><strong>AMH 5446</strong></td>
<td>Colloquium in U.S. Frontier</td>
</tr>
<tr>
<td>AMH 5566</td>
<td>Colloquium: Women in American History</td>
</tr>
<tr>
<td>AMH 5636</td>
<td>Colloquium in US Environmental History</td>
</tr>
<tr>
<td>AMH 5925</td>
<td>Colloquium in US Military History</td>
</tr>
<tr>
<td>AMH 6346</td>
<td>Seminar in the History of American Automobility</td>
</tr>
</tbody>
</table>
AMH 5077 Colloquium in Twentieth Century Tourism
AMH 6429 Seminar in Community and Local History
AMH 6592 Seminar in Oral History
AMH 6939 Seminar in U.S. History
HIS 5067 Introduction to Public History
HIS 5083 Cultural Heritage Management
HIS 5095 Readings in Historic Preservation
HIS 5925 History in the Digital Age
HIS 6068 Seminar in Documentary Editing and New Media
HIS 6096 Seminar in Historic Preservation
HIS 6165 Digital Tools for Historians
HIS 6167 Spatial History
HIS 5088 Readings in Curation and Public History
HIS 6094 Seminar in Curation and New Media
LAH 5920 Colloquium in Latin American History

Elective Courses: 6 Credit Hours

Students will choose history courses outside their area of specialization.

Electives 6 credit hours

Thesis: 6 Credit Hours

The culminating event of the program is a minimum of six credit hours at the 6000-level developing and sustaining a historical argument in writing according to the accepted professional and ethical standards of the discipline.

HIS 6971 - Thesis 6 credit hours minimum

Thesis Defense

The final step in completing the thesis requirement is a one-hour oral defense before the thesis committee.
Comprehensive Examinations

Each candidate for the Master of Arts in History must pass written examinations in two fields upon conclusion of regular course work and before beginning a thesis. These examinations must be taken and passed as part of the requirements for the capstone course. Students are provided two attempts at successfully passing the examinations. Each student will also submit a thesis prospectus and preliminary bibliography, which the three members of the student’s thesis committee judge acceptable as the preliminary step to beginning the thesis. An oral defense of the written exams and the thesis prospectus and bibliography is also a requirement of the capstone course.

Foreign Language

Students will also be expected to demonstrate a reading competency in one foreign language. The foreign language examination must be completed one semester prior to the thesis defense. For detailed information on the History Foreign Language Exam requirement and process, please see the department’s MA program guidebook.

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 must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor’s degree in History (or an equivalent).
- A 3.25 GPA in all upper division history courses taken as an undergraduate student.
- Official, competitive GRE score taken in the last five years.
- A written statement describing personal goals and objectives in seeking a graduate degree in history.
- Three letters of recommendation from former professors who can address applicant’s ability to undertake graduate-level history courses.
- A computer-based score of 233 (or 91 internet-based score).
A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant’s degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

Applicants who hold an undergraduate degree in History but do not have a GPA of 3.0 in all work attempted while registered as an undergraduate student, or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours), or a 3.25 GPA in their history courses, or do not have a competitive score on the combined verbal-quantitative sections and/or the individual verbal or analytical writing sections of the GRE may take up to 9 hours of graduate courses as non-degree-seeking students. To be admitted into the graduate program, however, they must earn a 3.3 GPA or higher in the graduate-level history courses they take under this status.

Generally, applicants who meet all of the above requirements but do not have an undergraduate degree in History must complete 12 hours of history course work at the 3000 and 4000 level, with a 3.25 GPA in these courses, before entering the graduate program. These courses will not count toward the graduate degree. The History Department Graduate Committee can waive this requirement, in whole or in part, when applicants present evidence that they are capable of successfully completing graduate history courses.

If, in addition, applicants do not meet one of the other requirements for entry, such as a GPA of 3.0 in all work attempted while registered as an undergraduate student, or while registered as an upper-division undergraduate student (normally based on the last sixty attempted semester hours), or a competitive score on the combined verbal/quantitative and/or the individual verbal or analytical writing sections of the GRE, they must complete 12 hours of course work at the 3000 and 4000 level with GPA of 3.5 before they can be admitted to the graduate program.

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

<table>
<thead>
<tr>
<th></th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jun 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Financials

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

Fellowships

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

Contact Info

Graduate Program

Amelia Lyons PhD

Associate Professor

amelia.lyons@ucf.edu

Telephone: 407-823-2225
TCH 315B

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827
Impact on Current Students

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

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

Provides the option to take courses outside of History which gives students more opportunities.

Future Students

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

Year 1

Headcount:  

SCHs:
<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
</tr>
</tbody>
</table>
Attachments

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

**Faculty List**  
- Attached □ Not Applicable

**Support from involved units that no duplication exists**  
- Attached □ Not Applicable

Administration Use Only

**Catalog Ownership:**  
Department of History

**Program OID**  
7615

**Program Type**  
Master

**Degree Type**  
Master of Arts

**Status**  
- Active-Visible □ Inactive-Hidden
College of Arts and Humanities - Graduate Program Revision - Teaching English as a Foreign Language Graduate Certificate

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

<table>
<thead>
<tr>
<th>Program Type: *</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shared Core</td>
</tr>
</tbody>
</table>

| Proposal Type: * | Graduate Program Revision |

**Read before you begin**

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

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

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

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

College: * College of Arts and Humanities

Unit / Department / College: * Department of Modern Languages and Literatures

Unit(s) Housing Program: TESOL

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

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:</th>
<th>Teaching English as a Foreign Language Graduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you revising the name of the program, track, or certificate?</td>
<td>Yes No</td>
</tr>
<tr>
<td>Proposed Effective Term / Year:</td>
<td>2020-2021</td>
</tr>
<tr>
<td>If you will be submitting other revision forms for tracks or course actions, please list them here:</td>
<td></td>
</tr>
<tr>
<td>Is the CIP code being updated?</td>
<td>Yes No</td>
</tr>
<tr>
<td>If yes, please provide the new CIP code:</td>
<td></td>
</tr>
<tr>
<td>Rationale for revision:</td>
<td>We In the Curriculum description below, we want to eliminate the sentence &quot;It can also be completed fully online, depending on your selection of courses&quot; because:</td>
</tr>
<tr>
<td>1. most of our courses are either M or P</td>
<td></td>
</tr>
<tr>
<td>2. online TEFL certificates are not accepted by many counties and TEFL employers</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>The TEFL Graduate Certificate can be completed in one or more semesters, depending on the semester of entrance. It can also be completed fully online, depending on your selection of courses. Students must consult with their adviser or the program director prior to selecting the four courses for their program. No course substitutions are allowed.</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree</td>
<td></td>
</tr>
</tbody>
</table>

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

**Impact on Current Students**

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

Yes  No

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

Will students have the option to stay Yes  No
If yes, how will current students be impacted by this change? There is no change in curriculum or the number of credits. The change applies only to the certificate description.

Future Students

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

Year 1

Headcount:  

SCHs:

Year 2

Headcount:  

SCHs:

Year 3

Headcount:  

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:  

Source of funds:

Number of fellowship students (specify fellowship):  

Number of tuition remissions:  

Source of funds:

Year 2
Number of assistantship students

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

**Year 3**

Number of assistantship students:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

**Attachments**

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

- Faculty List*: Attached - Not Applicable
- Support from involved units that no duplication exists*: Attached - Not Applicable

**Administration Use Only**

Catalog Ownership: Department of Modern Languages and Literatures

Program OID: 7609

Program Type: Certificate

Degree Type: Certificate

Status*: Active-Visible - Inactive-Hidden

https://ucf.curriculog.com/proposal:3211/print
College of Arts and Humanities - Graduate Program Revision
- Teaching English as a Foreign Language Graduate Certificate

Program Description
The Graduate Certificate in Teaching English as a Foreign Language prepares students with specialized knowledge and skills to teach English as a Foreign Language in overseas settings.

The program focuses on the fundamentals of EFL teaching principles and methodology, linguistics, materials/curriculum development, and testing.

English has become the gateway to many international and technical jobs, as well as for entrance into institutions of higher education, and the number of people interested in learning English as a second or third language is increasing steadily. With the rising demand for English instructors comes an increasing need for individuals qualified to teach English as a Foreign Language. The majority of overseas English language schools require their teachers to be certified in Teaching English as a Foreign Language. There is no such thing as an "international certification," though many online sites appear to offer one. Our four-course program is taught by qualified instructors with experience in language pedagogy and overseas teaching. (Note: The TEFL Certificate Program is not designed for teachers seeking K-12 ESOL endorsement in Florida.)

Curriculum
The TEFL Graduate Certificate can be completed in one or more semesters, depending on the semester of entrance. It can also be completed fully online, depending on your selection of courses. Students must consult with their adviser or the program director prior to selecting the four courses for their program. No course substitutions are allowed.

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

Required Courses: 12 Credit Hours
Select any four from the following basket of courses. Please consult with your adviser to help you choose the courses that best fit the needs for your future career.

- TSL 5345 Methods of ESOL Teaching
- TSL 6940 ESOL Practicum
- TSL 5940 Issues in TEFL
- TSL 6142 Critical Approaches to ESOL
- TSL 6250 Applied Linguistics in ESOL
- TSL 6350 Grammar for ESOL Teachers
- TSL 6440 Assessment Issues in TESOL
- TSL 6640 Research in Second Language
- TSL 6252 Sociolinguistics for ESOL
- TSL 5380 Computers and Technology for ESOL
- TSL 5601 Second Language Vocabulary Learning

TSL 6642 Issues in Second Language Acquisition
TSL 6374 TESOL Listening, Speaking and Pronunciation
TSL 6442 Fundamentals of Standardized Assessment in TESOL
TSL 5376 Reading and Writing in a Second Language

Note:
Though the courses may be taken in any order, it is recommended that TSL 6940 - ESOL Practicum be taken near the end of a program of study (if that course is included).

Independent Learning
Many of the courses have service-learning or practical experience components. This is to ensure that at the end of your TEFL Graduate Certificate you have the education, experience, and expertise to teach EFL in any setting.

Application Requirements
Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing the certificate.

Application Deadlines

<table>
<thead>
<tr>
<th>Teaching English as a Foreign Language Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jul 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Contact Info
Graduate Program
Kerry Purmensky
Kerry.Purmensky@ucf.edu
Telephone: 407-823-0110
TCH 358A

**Graduate Admissions**

*Keri Corbett*

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233
College of Health Professions and Sciences - Grad Course Addition  
- ATR 6908 Directed Independent Study  

2020-2021 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

**Proposal Type:** Grad Course Addition

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– Athletic Training

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

**Full Title:** Grad Course Addition - ATR 6908 Directed Independent Study

**Course Instructor** (Must be Approved Graduate Faculty/Scholars): Schellhase, Kristen C

**Department Chair Phone Number:** 407-823-0211  
**Dept Chair Email** jeffrey.stout@ucf.edu

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file is Course Number Guide in the Other Resources section of this webpage. New Course forms...
Curriculog

The is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

**Prefix:**  ATR

**Number:**  6908

**Course Title:**  Directed Independent Study

**30 Character Abbreviation:**  AT Directed Indep Study

**Course Type:**  Graduate Course

**Course Description (25 word limit):**  This course is designed to enable the graduate student to engage in an independent study experience related to a topic/content area approved by the instructor.

**Grading Scheme:**  Satisfactory/Unsatisfactory

**Credit Hour Information**

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

**Credit Hours:** Variable

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

**Variable Credit (0-99):** 0-99

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

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

**Repeat for credit?**

- [ ] Yes
- [ ] No

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

**Term of Offering**

**When will the course be offered?**

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

**Intended Utilization of Course**

The course will be used primarily as:

- [ ] Required Course
- [ ] Elective Course

**Materials and Supply Fee**

**New Materials and Supply Fees?**

- [ ] Yes
- [ ] No

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

**Justification for Course Addition**
**What is the rationale for adding this course?**

Creating non-printing Independent Study graduate course for ATR prefix.

This course will allow students to engage in an independent learning experience on a topic approved by the instructor.

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>Master of Athletic Training degree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will be the source of students?</th>
<th>Master of Athletic Training degree</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is the estimated annual enrollment?</th>
<th>0-6</th>
</tr>
</thead>
</table>

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

**Detail Discussion**

No other units should be concerned.

I was told I did not need a syllabus at the time of approval.

---

**Course Syllabus Policy**

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

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

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

**Academic integrity statement including definition(s) of and consequences**
for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

**Attachment List**

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

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

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

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

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  
〇 Inactive-Hidden 〇 Active-Visible

**PeopleSoft**

**Academic Organization**

**Academic Group**

**Career**
<table>
<thead>
<tr>
<th>Print in Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
</tr>
<tr>
<td>CRSE_ID</td>
</tr>
</tbody>
</table>
College of Health Professions and Sciences - Grad Course Addition
ATR 6918 Directed Research
2020-2021 Graduate Course New

General Catalog Information

**Read before you begin**

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

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

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

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

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

Proposal Type: Grad Course Addition

College: * College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Athletic Training

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* Grad Course Addition - ATR 6918 Directed Research

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

Department Chair Phone Number:* 407-823-0211

Dept Chair Email* jeffrey.stout@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms

https://ucf.curriculog.com/agenda:258/print
The is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ATR

Number:* 6918

Course Title:* Directed Research

30 Character Abbreviation:* AT Directed Research

Course Type:* Graduate Course

Course Description (25 word limit)* This course is designed to enable the graduate student to engage in a research experience in the Athletic Training Laboratory throughout the semester.

Grading Scheme:* Satisfactory/Unsatisfactory

Prerequisite(s):

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.
For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>Variable</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td>0-99</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Odd Fall</th>
<th>Even Fall</th>
<th>Odd Spring</th>
<th>Even Spring</th>
<th>Odd Summer</th>
<th>Even Summer</th>
<th>Every Semester</th>
<th>Occasional</th>
</tr>
</thead>
</table>

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Required Course</th>
<th>Elective Course</th>
</tr>
</thead>
</table>

**Materials and Supply Fee**

<table>
<thead>
<tr>
<th>New Materials and Supply Fees?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

**Justification for Course Addition**

What is the
Creating non-printing Directed Research graduate course for ATR prefix.

Some students are interested in gaining a research experience and assisting in the Athletic Training Laboratory. A variable credit option allows the student to be tied to a specific course for liability purposes and provides accountability for the student and instructor. The variable credit option also allows the activity to be seen on a student's transcript.

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

Creating non-printing Directed Research graduate course for ATR prefix.

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

None

**What will be the source of students?**

AT students or any other graduate student (CHPS, CON, COM)

**What is the estimated annual enrollment?**

0-5

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

**Detail Discussion**

There are not other units who would be concerned with this addition.

**Course Syllabus Policy**

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

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

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

- Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities.

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies.

Statement regarding accommodations for active duty military students.

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

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

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

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

---

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>

---

**PeopleSoft**

| Academic Organization |
| Academic Group |
| Career |

**Print in Catalog**

**Effective Date**
<table>
<thead>
<tr>
<th>Lab Fee</th>
<th>CRSE_ID</th>
</tr>
</thead>
</table>


HSC 6918: Directed Research
College of Health Professions and Sciences
0 Credit Hours

Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Colby Mangum, PhD, ATC</th>
<th>Term:</th>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>HPA II Room 235</td>
<td>Class Meeting Days:</td>
<td>Variable</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment as needed</td>
<td>Class Meeting Time:</td>
<td>Variable</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-823-2795 (email preferred)</td>
<td>Class Location:</td>
<td>Athletic Training Research Lab</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:L.Colby.Mangum@ucf.edu">L.Colby.Mangum@ucf.edu</a></td>
<td>Required Text:</td>
<td>See Required Readings</td>
</tr>
</tbody>
</table>

Required Readings: Posted in Webcourses & listed below (additional may be added at any time)

COURSE DESCRIPTION:
This course is designed to enable the graduate student to engage in a research experience in the Athletic Training Laboratory throughout the semester.

COURSE EVALUATION:
Students will be graded pass/fail according to the supervising preceptor evaluation and completion of the course objectives outlined in advance.

Some criteria by which a student may be evaluated are:
1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Athletic Training;
2. Consideration of fellow students, faculty, athletes, and other individuals;
3. Promptness;
4. Responsibility for assignments, and attendance;
5. Acknowledgement of one’s own limitations;
6. Motivation to expand his/her knowledge of athletic training;
7. Demonstration of honesty and veracity;
8. Acceptance of constructive criticism;
9. Compliance with the NATA Code of Ethics; and
10. Exhibition of interest in the profession of Athletic Training.
**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process/roc](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](http://academicintegrity.org).

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” [http://wpacouncil.org/node/9](http://wpacouncil.org/node/9).

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule [http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf](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](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/](http://sas.sdes.ucf.edu/) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

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

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.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFinalOct17.pdf.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

TURNITIN.COM
This course uses Turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of websites, commercial databases of journal articles and periodicals, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit some assignments in both
hard copy and electronic format. After the assignment is processed, as the instructor, I receive a report from Turnitin.com that states if and how another author’s work was used in this assignment. For a more detailed look at this process visit: http://turnitin.com.

COURSE SCHEDULE:
The student is expected to check-in weekly or at a minimum every other week. Assistance with data collection of ongoing projects in the Athletic Training Laboratory according to agreed upon schedule at initial meeting is mandatory, unless excused absence as noted in policies above.

Specific topics of interest and mastery will be student dependent and set in the initial meetings between the student and advisor. Topics could include: literature review of related topics, data processing, skill sets necessary related to assistance with ongoing projects, etc.
College of Health Professions and Sciences - Grad Course Addition
- ATR 6946C Athletic Training Optional Internship

2020-2021 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>School of Kinesiology and Physical Therapy– Athletic Training</td>
</tr>
</tbody>
</table>

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:</th>
<th>Grad Course Addition - ATR 6946C Athletic Training Optional Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):</td>
<td>Gual, Carlos J</td>
</tr>
<tr>
<td>Department Chair Phone Number:</td>
<td>407-823-0211</td>
</tr>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:jeffrey.stout@ucf.edu">jeffrey.stout@ucf.edu</a></td>
</tr>
</tbody>
</table>

**Please Note:** Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at [https://graduatecouncil.ucf.edu/curriculum-committee/](https://graduatecouncil.ucf.edu/curriculum-committee/) The file is Course Number Guide in the Other Resources section of this webpage. New Course forms
# Course Number Guide

The is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

### Prefix: ATR

### Number: 6946C

## Course Title:

* Athletic Training Elective Internship

### 30 Character Abbreviation:

* AT Elective Internship

### Course Type:

- Graduate Course
- Medicine (MD) Course

### Course Description

The purpose of Athletic Training Elective Internship is to provide athletic training students an additional elective opportunity to develop their knowledge, skills, and attitudes by providing direct care of athletic injuries; to understand the medical delivery system in a variety of settings, and; to understand the legal and ethical aspects of practicing athletic training. Students are supervised by Preceptors. Students are expected to understand and apply those competencies that they have learned during their time in the Athletic Training Program and comply with the Master of Athletic Training Handbook.

### Grading Scheme:

* Satisfactory/Unsatisfactory

### Prerequisite(s):

* ATR 5117C.

### Corequisite(s):

#### Credit Hour Information

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

### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>Variable</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>Variable</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>Variable</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>Variable</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td>0-4</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Repeat for credit?*</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td>2</td>
</tr>
</tbody>
</table>

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

| New Materials and Supply Fees?* | Yes ☐ No ☐ |
If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

### Justification for Course Addition

<table>
<thead>
<tr>
<th>What is the rationale for adding this course?*</th>
<th>Creating non-printing Internship graduate course for ATR prefix.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are typically a handful of students who desire to add an additional clinical experience, especially in the summer. Often they have been invited to programs like the NFL Summer Internship, or to work with area teams. It is important for there to be a link to the AT Program for purposes of SIP (liability insurance) and so that the AT Program can ensure that students are not violating state practice acts when they intern elsewhere. We touch base with the location and ensure that there are agreements and rules/expectations in place.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>Master of Athletic Training degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Athletic Training Degree</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will be the source of students?*</th>
<th>Master of Athletic Training Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
</tr>
</tbody>
</table>

### Course Syllabus Policy

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

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

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

Core policy statements

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

**Attachment List**

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

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

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

**Support from involved units that no duplication exists** ✓ Duplicated support materials attached

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status** ✓ Inactive-Hidden ✓ Active-Visable

**PeopleSoft**

**Academic Organization**
<table>
<thead>
<tr>
<th>Academic Group</th>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print in Catalog</td>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
<td>CRSE_ID</td>
</tr>
</tbody>
</table>
COURSE: ATR 6946C: Athletic Training Elective Internship

CREDITS: 0-4 (variable)

INSTRUCTOR: Carlos J. Gual MS, LAT, ATC

OFFICE HOURS: HPA II - Room 118
Carlosgual@ucf.edu

COMMUNICATION: Students are expected to check their email account on a regular / daily basis.

REQUIRED TEXT: Master of Athletic Training Handbook

LOCATION: Assignments include, but are not limited to, a Preceptor located at the University of Central Florida Athletic Association (UCFAA), Rollins College, Florida Hospital Rehabilitation (various clinic locations), Orange County School Systems (various high schools), Seminole County Public Schools (various high schools), Osceola County Public Schools (various high schools), and CORA Rehabilitation Clinics (various clinic rotations).

COURSE DESCRIPTION:
The purpose of Athletic Training Elective Internship is to provide athletic training students an additional elective opportunity to develop their knowledge, skills, and attitudes by providing direct care of athletic injuries; to understand the medical delivery system in a variety of settings, and; to understand the legal and ethical aspects of practicing athletic training. Students are supervised by Preceptors. Students are expected to understand and apply those competencies that they have learned during their time in the Athletic Training Program and comply with the Master of Athletic Training Handbook.

COURSE OBJECTIVES:
Course objectives will be negotiated once the internship site, preceptor, and experience are determined.

COURSE EVALUATION:
Students will be graded pass/fail according to the supervising preceptor evaluation and completion of the course objectives outlined in advance.

Some criteria by which a student may be evaluated are:

1. Adherence to the rules and regulations stipulated by the University of Central Florida and the Program in Athletic Training;
2. Consideration of fellow students, faculty, athletes, and other individuals;
3. Promptness;
4. Responsibility for assignments, and attendance;
5. Acknowledgement of one’s own limitations;
6. Motivation to expand his/her knowledge of athletic training;
7. Demonstration of honesty and veracity;
8. Acceptance of constructive criticism;
9. Compliance with the NATA Code of Ethics; and
10. Exhibition of interest in the profession of Athletic Training.

Clinical Hours-
Students must agree to be available for internship requirements which may occur during times and days which are outside of the UCF Academic Calendar. Students must consult the Clinical Education Coordinator and/or Program Director well in advance of any potential scheduling conflicts.

The actual hour requirement is determined by the clinical education site and is based on availability of the Preceptor, schedule of the clinical education site and learning experience provided by that site.

Clinical hours must be recorded on the provided Clinical Hours Log form with total number of hours calculated and written in the appropriate location.

ATTENDANCE POLICY:
Any student who knows that they will be unable to attend a scheduled internship date/time due to illness or personal reason is expected to contact the preceptor via phone or email prior to the missed event if possible. Examples of excused absences include a death in the family, illness, interview, travel with teams, or unexpected car trouble. These must be documented in order to be considered excused. Examples of unexcused absences are traffic, work, vacation, etc. The instructor has the discretion to determine what is considered an excused or unexcused absence.

Lateness is a reflection of student character and responsibility. Lateness is strongly discouraged unless extenuating circumstances apply.

DIRECT SUPERVISION POLICY:
All athletic training students working at an approved clinical education site need to be under direct supervision according to NATA Education Council standards. Direct supervision is defined as “constant visual and auditory interaction between the student and the Preceptor”. Therefore, athletic training students cannot be assigned to cover practices, games and or other athletic activities without the supervision of a certified athletic trainer. Further information on these standards can be found at http://www.cewl.com.

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 https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (https://youtu.be/NIKYajEx4pk).

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.

Religious Observances

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

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

**COURSE SCHEDULE:**

| DATE | CONTENT |
| Week 1                          | Determined by specific internship location (TBA) |   |

Though every effort will be made to adhere to the above policy, content and schedule for this course are subject to change as unforeseen and unavoidable circumstances arise.
College of Health Professions and Sciences - Grad Course Addition
- ATR 6958 Athletic Training Study Abroad

2020-2021 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / College:</td>
<td>School of Kinesiology and Physical Therapy– Athletic Training</td>
</tr>
</tbody>
</table>

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

<table>
<thead>
<tr>
<th>Full Title:</th>
<th>Grad Course Addition - ATR 6958 Athletic Training Study Abroad</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Instructor (Must be Approved Graduate Faculty/Scholars):</th>
<th>Schellhase, Kristen C</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Department Chair Phone Number:</th>
<th>407-823-0211</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Chair Email*</td>
<td><a href="mailto:jeffrey.stout@ucf.edu">jeffrey.stout@ucf.edu</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>ATR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number:</strong></td>
<td>6958</td>
</tr>
</tbody>
</table>

| **Course Title:** | Athletic Training Study Abroad |
| **30 Character Abbreviation:** | AT Study Abroad |
| **Course Type:** | Graduate Course |

**Course Description (25 word limit):** Course allows a study abroad experience in the field of athletic training or sports medicine.

| **Grading Scheme:** | Satisfactory/Unsatisfactory |

**Credit Hour Information**

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

**Credit Hour Design Options**

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Course Engagement</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hour = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement
Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>Variable</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>Variable</td>
</tr>
<tr>
<td>Variable Credit (0-99):</td>
<td>0-99</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, indicate the total times the course may be used toward completion of the degree.</td>
<td></td>
</tr>
</tbody>
</table>

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional ☑</th>
</tr>
</thead>
</table>

**Intended Utilization of Course**

<table>
<thead>
<tr>
<th>The course will be used primarily as:</th>
<th>Required Course ☐ Elective Course ☐</th>
</tr>
</thead>
</table>

**Materials and Supply Fee**

<table>
<thead>
<tr>
<th>New Materials and Supply Fees?</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

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

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

Creating non-printing Study Abroad course for ATR prefix.

We have zero plans for a study abroad at this time. We were just told to create these standard courses so that they are in the books.

There are only three areas outside of the US that offer athletic training as we know it (Japan, Korea, Canada and Ireland) – other programs do a trip to Greece for historical reasons. We do have a group from Japan who comes here, so likely that may be where we start.

There is no way we could go for more than a week with the full-time lock-step nature of the program that goes 6 semesters in a row – it would likely be spring break (1 week). Students would never be able to actually complete courses elsewhere because accreditors strictly manage when and how every skill is learned and 4 of 6 semesters students need to be doing a clinical that requires supervision by an athletic trainer (which isn’t available easily outside of the US).

We would lean toward less credit hours – the MAT is already 65 credits at graduate tuition. I am not certain how we could determine how many at this point but it would be less formality (few specific educational goals) and more exploration of the ways things are different outside of the US.

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

Master of Athletic Training degree

**What will be the source of students?**

Master of Athletic Training degree

**What is the estimated annual enrollment?**

0-6

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

**Detail Discussion**

No other units should have concerns.

I was told I did not need a syllabus at the time of approval.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines
Creating non-printing Study Abroad course for ATR prefix.

Allows a study abroad experience.

What is the rationale for adding this course?*

Creating non-printing Study Abroad course for ATR prefix.

Allows a study abroad experience.

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

Master of Athletic Training degree

What will be the source of students?*

Master of Athletic Training degree

What is the estimated annual enrollment?*

0-6

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

Detail Discussion

No other units should have concerns.

I was told I did not need a syllabus at the time of approval.

Course Syllabus Policy

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

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

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

---

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

Attachment List

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

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

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

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

---

Administration Use Only

Catalog Ownership:

Course Type

Status ✓ Inactive-Hidden ○ Active-Visible

---

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date
**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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>PET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6217</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:*</th>
<th>Peak Performance in Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>PET 6217 Peak Performance in Sports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:*</th>
<th>An in-depth study of mental and physical performance, including mental rehearsal, motivation, effort, and persistence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to Kinesiology MS or C.I.</td>
</tr>
</tbody>
</table>
Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification for Course Continuation

What is the rationale for continuing this course? This course is being kept active in anticipation of modifications to the graduate curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

**Course Syllabus Policy**

- [ ] I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking in the top right corner.

- [ ] I have completed all relevant parts of the form.
- [ ] I have attached an updated course syllabus.
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Physical Education Theory</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
Course Syllabus

Instructor: 
Office Location: 
Office Hours: 
Phone: 
Email: 

Term: 
Class Meeting Days: 
Class Meeting Time: 
Class Location: 
Course Modality: P

Course Description
An in-depth study of mental and physical performance, including mental rehearsal, motivation, effort, and persistence.

Student Learning Outcomes
After completing this course students will be able to:

- Interpret the interactive nature of physical, mental, and emotional conditioning in athletes.
- Reinforce the importance of accurate assessment and evaluation.
- Articulate the important distinction between optimization and maximization of resources.
- Demonstrate an understanding of program development and content through cost/benefit analysis.
- Adapt techniques to maximize safety while optimizing performance in individual and groups.
- Integrate various techniques and tactics to help accomplish a strategic outcome.

Enrollment Requirements
Students must have graduate-level standing to enroll in this course.
Course Activities

EXCURSIONS: Clinical or laboratory visits may be scheduled during the semester. These excursions are mandatory and participation is required. The clinical/laboratory visits will provide an opportunity to witness functioning facilities. A short, written critique will be associated with each visit.

STRATEGIES: The primary modality of information dissemination will be didactic lectures and discussion, research presentations of projects and assignments, videos, as well as enhanced use of audio/visual aids, and computer technology.

ONE-PAGERS: Historically, during class discussions, differences of opinion arise. Research studies may appear to offer contradictory results. Beyond the contradictions, the interpretation of the results may be challenged. The use of a “one-pager” will serve to clarify the discussion. “One-pagers” are an APA format, single page, referenced statement of position made by each student. The exercise is designed to help clarify the students understanding of the subject, promote proficiency reviewing the extant literature, provide an opportunity to formulate a derived defensible position, and accomplish the task in a single page. The single-page format encourages brevity, cogency, and is an exercise in expository writing. More information will be provided on the first day of class.

EXAMINATIONS: Two examinations (a mid-term and a final) will be administered. Each exam will consist of a research paper based upon a specific scenario addressing the topic of Peak Performance in Sport. Make-up exams will only be given to students with documented, excused absences.

MAJOR PAPER: The major research paper will be developed throughout the semester, and will represent a significant portion of the grade earned. Consistent with the philosophy of the Program, each student will be responsible for selecting a specific topic of professional interest and/or usefulness. While specifically related to the subject of Peak Performance in Sport, students are strongly encouraged to investigate their topic from the perspective of their respective profession. Guidelines for the paper include a length of not less than 20 pages in APA format (not including the cover page and bibliography). The standard number of references in the HW&AEP Track remains at 4-7 references per page of text. The specific subject or topic selection must be approved by the Instructor by the fourth (4th) class period.

PRESENTATIONS: Students will develop a 10-15 minute PP presentation to the class. The presentation will be a verbal/multi-media recitation of the students’ Major Paper. Students should be prepared to answer questions from the audience. Please regard the presentation as a professional seminar to colleagues. Professional dress is required. The possibility of group presentations will be entertained, should specific areas of interest present themselves to two or more students.

Important Dates

SUBJECT AREAS AND SELECTED ASSIGNMENTS (This is a tentative schedule that is subject to change)
Final Exam
A final exam will be administered and will consist of a research paper based upon a specific scenario addressing the topic of Peak Performance in Sport. Make-up exams will only be given to students with documented, excused absences.

Assessment and Grading Procedures
All grades will be assigned a letter score from “A” to “F”. There will be gradations, in the form of “+” or “-” to the assigned letter. Consistent with the policies of the College of Health Professions and Sciences, grades of less than “B-” will be deemed “unsatisfactory” for Graduate level study.

Grading Methods
GRADING:

<table>
<thead>
<tr>
<th>Mid-Term Exam:</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam:</td>
<td>20%</td>
</tr>
<tr>
<td>Major Paper:</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation:</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance/Participation:</td>
<td>10%</td>
</tr>
</tbody>
</table>

Make-up Exams and Assignments
Make-up exams will only be given to students with documented, excused absences.

Attendance/Participation

ATTENDANCE: A major component of the Graduate experience is the dynamics of classroom discussion, debate, and challenging interaction. Therefore, attendance is deemed mandatory. There is an expectation that the instructor will make some allowance for absence due to extenuation circumstances.
However, it is the responsibility of the student to initiate the arrangement of make-up work for an excused absence.

PARTICIPATION: The tenets of the “Socratic Method” will serve as the template for all professional interaction and discussion in the class. The three tenets of the Socratic Method are: Intelligence, Candor, and Good Will. These tenets are to be regarded as self-evident, and reflective of the professional decorum and comportment expected at the Graduate level of study. The Instructor will serve as arbiter to ensure adherence and compliance to these tenets.

Grade Dissemination

To ensure students have prompt feedback, and knowledge of their progress, all grades will be recorded in Webcourses@UCF and will follow student data classification and security standards.

Course Materials and Resources

Final determinations of the required and recommended texts and instructional materials will be completed by the appropriate university deadlines.

Policy Statements

All cell phones are to be placed on “silent” during the class. Personal communication, including phone calls, texting, or use of social networking will not be allowed during class. Additional readings will be added throughout the semester. All students are required to have active UCF e-mail accounts and Web-CT accounts, and should expect to regularly communicate with the professor and fellow students using this technology. The Instructor will make Word documents and/or Power Point notes available after each class date.

Academic Integrity

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

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

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

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

Plagiarism

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

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

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

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

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

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

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

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

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
## 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>Proposal Type</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>PET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:</td>
<td>6367</td>
</tr>
<tr>
<td>Name:</td>
<td>Bioenergetics of Human Movement and Performance</td>
</tr>
<tr>
<td>Full Title:</td>
<td>PET 6367 Bioenergetics of Human Movement and Performance</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Analysis of substrate metabolism at rest, during acute exercise and following exercise training.</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to Kinesiology MS or C.I.</td>
</tr>
</tbody>
</table>
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:*  3

Instruction Time:*  3

Lab/Studio/Field Work Hours:*  0

Out-of-Class Hours:*  6

Total Engagement Hours:*  9

Justification for Course Continuation

What is the rationale for continuing this course?* This course is being kept active in anticipation of modifications to the graduate curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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

Attachment List

Please attach 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
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
</tr>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>
PET 6367: Bioenergetics of Human Movement and Performance  
School of Kinesiology and Physical Therapy  
College of Health Professions and Sciences  
3 Credit Hours

Course Syllabus

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>Class Meeting Days:</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Class Meeting Time:</td>
</tr>
<tr>
<td>Phone:</td>
<td>Class Location:</td>
</tr>
<tr>
<td>Email:</td>
<td>Course Modality: P</td>
</tr>
</tbody>
</table>

Course Description

Analysis of substrate metabolism at rest, during acute exercise and following exercise training.

Student Learning Outcomes

- Reconstruct how carbohydrate, fat, and protein are metabolized and converted into energy during sport and physical activity
- Select methodologies to estimate energy metabolism and interpret fuel utilization
- Utilize knowledge of the energy cost of exercise to devise strategies for improving health and sport performance
- Illustrate the influence of bioenergetics on the interaction diet, exercise, and pharmacological interventions

Enrollment Requirements

Instructor consent.

Required Materials

Course Activities

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Energy &amp; Energy Metabolism (Ch1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Metabolism of Macronutrients (Ch2)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Regulation of Energy Metabolism (Ch3)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 5</td>
<td>Measurement of Energy Metabolism (Ch4)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Energy Cost of Physical Activity and Sports (Ch5)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exercise Strategies for Enhancing Energy Utilization (Ch6)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 9</td>
<td>Metabolic Adaptations to Exercise Training (Ch7)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Influence of Gender and Age on Metabolism (Ch8)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Energy Metabolism in People with Obesity and Diabetes (Ch9)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Week 13</td>
<td>Resting Metabolic Rate (Ch10)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Thermic Effect of Food (Ch11)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Selected Pharmacologic and Nutritional Substances (Ch12)</td>
</tr>
<tr>
<td>Week 16</td>
<td>Exam 4</td>
</tr>
</tbody>
</table>

Note: All dates and times are subject to change. Be informed and routinely check the Class Announcements for any changes or updates. Remember to complete your work early to avoid potential internet connectivity problems. Internet connectivity problems are not a valid excuse for missed assignments, reports, or exams.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>(4 x 100 pts)</td>
<td>400 pts</td>
</tr>
<tr>
<td>Chapter Activities</td>
<td>(12 x 50 pts)</td>
<td>600 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 pts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Policy Statements

**Academic Integrity**

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

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

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

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

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

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

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

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

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

**In-Class Recording Policy**
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.
**Course Accessibility Statement**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

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

**Deployed Active Duty Military Students**
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
# College of Health Professions and Sciences - Grad Course Continuation - PET 7365 Cardiovascular Dynamics During Exercise

## 2020-2021 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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>PET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>7365</td>
</tr>
<tr>
<td>Name:*</td>
<td>Cardiovascular Dynamics During Exercise</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>PET 7365 Cardiovascular Dynamics During Exercise</td>
</tr>
<tr>
<td>Course Description:*</td>
<td>An examination of the cardiovascular regulatory mechanism responsible for the adjustment to acute and chronic exercise.</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>C.I.</td>
</tr>
</tbody>
</table>
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours: 3

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Justification for Course Continuation

What is the rationale for continuing this course?

This course is being kept active in anticipation of modifications to the graduate curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

Please attach 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.
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course OID</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Physical Education Theory</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Active-Visible</th>
<th>Inactive-Hidden</th>
</tr>
</thead>
</table>
Course Syllabus

Instructor: [Name]  
Office Location: [Location]  
Office Hours: [Hours]  
Phone: [Number]  
Email: [Address]

Term: [Term]  
Class Meeting Days: [Days]  
Class Meeting Time: [Time]  
Class Location: [Location]  
Course Modality: [Modality]

Course Description

An examination of the cardiovascular regulatory mechanism responsible for the adjustment to acute and chronic exercise.

Student Learning Outcomes

- Appraise the intricacies of aerobic capacity testing and devise participant- and/or population-specific assessment protocols
- Effectively navigate the process by which the cardiovascular system supplies oxygen to the exercising musculature
- Illustrate the cardiac adaptations typically present in athletes that support high stroke volume and cardiac output during exercise
- Demonstrate working knowledge of the support structures needed to conduct aerobic capacity testing, including, but not limited to, supervision and oversight, facilities, and formalized evaluation of cardiovascular risk factors.

Enrollment Requirements

Instructor consent.

Required Materials

- Various assigned readings that are accessible via the UCF Library
Course Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Principles of Exercise Physiology</td>
</tr>
<tr>
<td>Week 2</td>
<td>Maximal Oxygen Uptake</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Athlete’s Heart &amp; Exercise Testing in Athletes</td>
</tr>
<tr>
<td>Week 4</td>
<td>Determinants of Performance Capacity &amp; Contraindications to Exercise Testing</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exercise Test Supervision</td>
</tr>
<tr>
<td>Week 6</td>
<td>Laboratory Activities</td>
</tr>
<tr>
<td>Week 7</td>
<td>Laboratory Activities</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 9</td>
<td>Laboratory Activities</td>
</tr>
<tr>
<td>Week 10</td>
<td>Laboratory Activities</td>
</tr>
<tr>
<td>Week 11</td>
<td>Perceived Exertion &amp; Ventilatory Threshold</td>
</tr>
<tr>
<td>Week 12</td>
<td>Peak Respiratory Exchange Ratio &amp; Minute Ventilation–Carbon Dioxide Output</td>
</tr>
<tr>
<td>Week 13</td>
<td>Blood Pressure Response &amp; Heart Rate Response/Recovery</td>
</tr>
<tr>
<td>Week 14</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 15</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Note: All dates and times are subject to change. Be informed and routinely check the Class Announcements for any changes or updates. Remember to complete your work early to avoid potential internet connectivity problems. Internet connectivity problems are not a valid excuse for missed assignments, reports, or exams.

Assessment and Grading Procedures

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>(2 x 100 pts)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Discussions</td>
<td>(8 x 10 pts)</td>
<td>80 pts</td>
</tr>
<tr>
<td>Laboratory Activities</td>
<td>(4 x 50 pts)</td>
<td>200 pts</td>
</tr>
<tr>
<td>Presentation</td>
<td>(1 x 100 pts)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>580 pts</td>
</tr>
</tbody>
</table>

Policy Statements

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

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

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

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

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

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

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

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

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

**In-Class Recording Policy**
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.
Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

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

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
College of Health Professions and Sciences - Grad Course Continuation - PET 7368 Regulation of Metabolism During Exercise

2020-2021 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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>PET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>7368</td>
</tr>
<tr>
<td>Name:*</td>
<td>Regulation of Metabolism During Exercise</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>PET 7368 Regulation of Metabolism During Exercise</td>
</tr>
<tr>
<td>Course Description:*</td>
<td>An examination of the metabolic regulatory mechanism responsible for the adjustment to acute and chronic exercise.</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>C.I.</td>
</tr>
</tbody>
</table>

https://ucf.curriculog.com/agenda:258/print
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* This course is being kept active in anticipation of modifications to the graduate curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

Course Syllabus Policy

https://ucf.curriculog.com/agenda:258/print
The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

**Attachment List**

Please attach 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.
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Physical Education Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>☐ Active-Visible ☐ Inactive-Hidden</td>
</tr>
</tbody>
</table>
PET 7368: Regulation of Metabolism During Exercise
School of Kinesiology and Physical Therapy
College of Health Professions and Sciences
3 Credit Hours

Course Syllabus

Instructor: [Name]
Office Location: [Location]
Office Hours: [Hours]
Phone: [Number]
Email: [Email]

Term: [Term]
Class Meeting Days: [Days]
Class Meeting Time: [Time]
Class Location: [Location]
Course Modality: P

Course Description
An examination of the metabolic regulatory mechanism responsible for the adjustment to acute and chronic exercise.

Student Learning Outcomes
- Operationalize the process of utilizing carbohydrate within skeletal muscle and the liver during exercise
- Communicate the necessary metabolic requirements during high-intensity exercise
- Illustrate the use of the lactate transport system during exercise
- Interpret factors leading to the breakdown of fat and protein during exercise and their potential contributions to exercise metabolism
- Considering the metabolic factors required to support endurance exercise, develop training programs that support improved performance

Enrollment Requirements
Instructor consent

Required Materials
Course Activities

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of Exercise Metabolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Anaerobic Metabolism During Exercise</td>
</tr>
<tr>
<td>Week 3</td>
<td>Skeletal Muscle Carbohydrate Metabolism During Exercise</td>
</tr>
<tr>
<td>Week 4</td>
<td>Hepatic Metabolism During Exercise</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exam 1</td>
</tr>
<tr>
<td>Week 6</td>
<td>Skeletal Muscle Lactate Transport and Transporters</td>
</tr>
<tr>
<td>Week 7</td>
<td>Adipose Tissue Lipid Mobilization During Exercise</td>
</tr>
<tr>
<td>Week 8</td>
<td>Skeletal Muscle Lipid Metabolism During Exercise</td>
</tr>
<tr>
<td>Week 9</td>
<td>Exam 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>Effect of Exercise on Skeletal Muscle Protein and Amino Acid Metabolism in Humans</td>
</tr>
<tr>
<td>Week 11</td>
<td>Metabolic Factors in Fatigue</td>
</tr>
<tr>
<td>Week 12</td>
<td>Endurance Training-Induced Adaptations in Substrate Turnover and Oxidation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Exam 3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*Note: All dates and times are subject to change. Be informed and routinely check the Class Announcements for any changes or updates. Remember to complete your work early to avoid potential internet connectivity problems. Internet connectivity problems are not a valid excuse for missed assignments, reports, or exams.*

Assessment and Grading Procedures

**Evaluation**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 x 100 pts)</td>
<td>≥ 90 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>Discussions (10 x 25 pts)</td>
<td>≥ 80 to &lt; 90%</td>
<td>B</td>
</tr>
<tr>
<td>Presentation (1 x 150 pts)</td>
<td>≥ 70 to &lt; 80%</td>
<td>C</td>
</tr>
<tr>
<td>Total</td>
<td>≥ 60 to &lt; 70%</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Policy Statements

**Academic Integrity**

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

http://academicintegrity.org/

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

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

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

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

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

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

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

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

**In-Class Recording Policy**
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.
Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

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

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
College of Health Professions and Sciences - Grad Course Continuation - SPM 5155 Introduction to Sports Administration
2020-2021 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type* Grad Course Continuation

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

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

Prefix:* SPM

Code:* 5155

Name:* Introduction to Sports Administration

Full Title:* SPM 5155 Introduction to Sports Administration

Course Description:* This course will provide an overview of the sports industry. Fundamental leadership administration and research theories as well as information on current issues are emphasized.

Prerequisite(s): Admission to Kinesiology MS or C.I.
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for continuing this course?* This course is being kept active in anticipation of modifications to the graduate curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

Course Syllabus Policy

https://ucf.curriculog.com/agenda:258/print
The University of Central Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

**Attachment List**

Please attach 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**

https://ucf.curriculog.com/agenda:258/print
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
</tr>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>
Course Syllabus

Instructor:            Term:            Class Meeting Days:
Office Location:       Class Meeting Time:
Office Hours:          Class Location:
Phone:                Course Modality:    P
Email:                GTA(s):            Email:                

Course Description

This course will provide an overview of the sports industry. Fundamental leadership administration and research theories as well as information on current issues are emphasized.

This course helps orient students to the fields of sport administration/leadership and coaching. Sport content areas covered include organizational behavior, leadership styles, finance, facility management, governance, diversity, legal issues, marketing, and current issues in professional, intercollegiate, interscholastic, and international athletics.

Student Learning Outcomes

- Demonstrate both orally and in writing an understanding of current trends and issues of importance in sport administration as discussed in class and the text.
- Articulate the structure and key facets of U.S. professional sport.
- Compare the structure and key facets of intercollegiate sport, interscholastic/youth sport, and international sport.
- Evaluate the key issues in sport finance and demonstrate the ability to financially manage a small sport organization.
- Evaluate the key issues in sport facility management, particularly from a risk management perspective.
**Enrollment Requirements**

Students must have graduate-level standing or be accepted into the sport leadership certificate program to enroll in this course. No other prerequisites are required.

**Course Activities**

**GROUP ACTIVITIES:** In addition to the class participation, group activities will be assigned throughout the semester. Some of these activities are on the syllabus. Others will be unannounced.

**TEACHING STRATEGIES:** Various methods shall be incorporated into the course delivery. These include lectures and discussion, projects and assignments, group activities, videos, as well as enhanced use of audio/visual aids, and computer technology (specifically the Internet).

**DISCUSSION POSTS:** In five weeks, a discussion board topic corresponding to that week’s lecture notes will be posted and each student is required to post at least once under each topic. Moreover, students must link, and/or cut and paste a minimum of one relevant article for discussion board post #1 and #5. These articles could come from newspapers, magazines, academic journals, credible Internet journalism sources, etc. In addition, a general discussion board will be available for posting and comments all semester. Students will be evaluated individually based on the quality, originality, and frequency of their posts.

**EXAMS:** Two examinations will be given on the assigned dates listed on the calendar. Each exam will consist of true/false, matching, multiple choice, and short answer questions. Students who will not be able to attend class on the set exam dates due to excused absences must inform the instructor at least two class sessions before the exam date to set a date to take the exam early. Make-up exams for students who miss the exam without advanced warning will only be given to students with documented, excused absences. Make-up exams will be in all-essay format. A brief exam review

**TERM PAPER:** Each student will individually complete an academic paper on a specific subject in sport administration from the areas focused on in class, or another relevant area. Students must have their topic approved by the instructor and students cannot write papers on the same subject as their group presentations. This paper will be no less than four pages (typed, double-spaced) and no longer than seven pages (typed, double-spaced). Points will be deducted if students write longer than seven double-spaced pages. Balancing thoroughness and brevity in writing is paramount to your academic success in graduate school. Those lengths do not include a cover page and a reference page(s), both of which must be included. Students must cite at least five references in the paper, with preferably two of those references from academic journals, although that is sometimes difficult with certain topics. Other references can come from sources such as daily newspapers, magazines, and Internet articles (no chat-room posts).

**PRESENTATIONS:** Students will complete Power Point teaching presentations in groups of 3-6 depending on class enrollment. Students are free to choose their colleagues. All members of a group will receive the same score. Topics must be approved by the instructor. Each group is free to draw information and materials from any sources, although those sources must be cited briefly in your PP presentation (ex. Johnson, 1989), as well as in a more detailed outline that must be turned into the instructor before the presentation. Both an outline that summarizes the key findings and all references, plus PP handouts (3 or 6 slides per page) must be given to the professor before presenting. Presentations should conclude in 15-18 minutes and will be followed by a Q-A. Students’ inability to open their presentations will result in a minimum 30% reduction from their presentation scores.
### Important Dates

**SUBJECT AREAS AND SELECTED ASSIGNMENTS**  
(This is a tentative schedule that is subject to change)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td><strong>MEET IN CLASS;</strong> Greetings/Syllabus; Group Activity</td>
<td>Purchase Books; Read Chapters 1, 3 and 6</td>
</tr>
<tr>
<td>Class 2</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #1: U.S. Professional Sport; Lecture #2: The Growth of the Sport Industry</td>
<td>Read Chapters 7 and 19</td>
</tr>
<tr>
<td>Class 3</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #3: Intercollegiate Sport; Lecture #4: International Sport</td>
<td>Read Chapters 8 and 9</td>
</tr>
<tr>
<td>Class 4</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #5: Interscholastic Sport; Lecture #6: Youth Sport; Discussion Board 1 Posts Due by 11:59 p.m. on June 6; Exam Review Delivered Electronically by Mon</td>
<td>Study for Exam</td>
</tr>
<tr>
<td>Class 5</td>
<td><strong>MEET IN CLASS; EXAM #1;</strong> Seminar I on Intercollegiate/Professional Sport/International/High School Sport; Discussion Board 2 Articles and Posts Due by 11:59 p.m. on June 13</td>
<td>Read Chapters 5 and 15</td>
</tr>
<tr>
<td>Class 6</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #7: Leadership and Management in Sport; Lecture #8: Facility Management; Discussion Board 3 Posts Due by 11:59 p.m. on June 20</td>
<td>Read Chapter 17</td>
</tr>
<tr>
<td>Class 7</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #9: Legal Issues in Sport</td>
<td>Read pp. 374-388; Work on Group Projects</td>
</tr>
<tr>
<td>Class 8</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #10: Race in Sport; Lecture #11: Gender in Sport; Lecture #12: LGBT in Sport</td>
<td>Work on Group Projects</td>
</tr>
<tr>
<td>Class 9</td>
<td><strong>MEET IN CLASS; GROUP PRESENTATIONS</strong></td>
<td>Work on Term Papers</td>
</tr>
<tr>
<td>Class 10</td>
<td>(Do Not Meet in Class; Notes Delivered Electronically); Lecture #13: Sport Heroes; Lecture #14: Violence in Sport; Discussion Board 4 Posts Due by 11:59 p.m. on July, 18</td>
<td>Study for Exam/Work on Term Papers</td>
</tr>
<tr>
<td>Class 11</td>
<td><strong>MEET IN CLASS; EXAM #2;</strong> Seminar II on Community/Youth/Recreational Sport; Group Activity; Discussion Board 5 Articles and Posts Due by 11:59 p.m., July 25; Exam</td>
<td>Finish Up Term Papers</td>
</tr>
</tbody>
</table>
Review Delivered Electronically by Monday (Do Not Meet in Class); TERM PAPERS DUE TO ME BY 5:30 P.M. AS AN E-MAIL ATTACHMENT IN MICROSOFT WORD. 1.5% Extra Credit if Your Paper is Sent in by July 27, 1% Ex. Cred. If it Arrives by July 30.

Papers Sent in Earlier Will Be Appreciated (E.C)

Assessment and Grading Procedures

Grading Methods

GRADING:
Attendance =10 points
Group Activities = 10 points
Discussion Board Posts = 30 points
Exam #1 = 50 points
Final Exam = 50 points
Research Paper = 40 points
Group Presentation = 40 points
TOTAL = 230 points

Percentile grading scale that will be used for this class:
A = 92.5-100 B- = 80.5-83.4 D+ = 68.5-71.4
A- = 89.5-92.4 C+ = 77.5-80.4 D = 65.5-68.4
B+ = 86.5-89.4 C = 74.5-77.4 D- = 62.5-65.4
B = 83.5-86.4 C- = 71.5-74.4 F = Below 62.5

All final grades will be rounded up that fall .5 or higher. For example, if your overall average is 92.50%, then you will receive a grade of A. However, if your overall average is 92.49%, you will earn a grade of A-. No exceptions will be made to this scale.

Make-up Exams and Assignments

ASSIGNMENTS TURNED IN LATE WILL NOT BE TOLERATED. If not completed by their assigned date, all assignments will be given a score of 0 unless the instructor has individually approved a late assignment prior to its due date or an absence is excused due to extenuating circumstances.

Attendance/Participation

CLASS ATTENDANCE: Faculty members are expected to check attendance in all classes. There is an expectation that the instructor will make some allowance for absence due to illness, by trips for the university, or authorized field trips. However, it is the responsibility of the student to initiate the arrangement of make-up work for an excused absence.

CLASS PARTICIPATION: Each student is expected to participate professionally in class discussion. This includes not only verbalizing the student’s own thoughts but also providing other students the courtesy of listening to their contributions, while also taking good notes and asking constructive questions.
Course Materials and Resources

REQUIRED TEXT:

BIBLIOGRAPHY:

Policy Statements

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

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.
The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

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

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

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

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

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

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

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](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](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students**
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
College of Health Professions and Sciences - Grad Course Continuation - SPM 5308 Marketing and Promoting Sports and Fitness Programs

2020-2021 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>Proposal Type*</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>SPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>5308</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:*</th>
<th>Marketing and Promoting Sports and Fitness Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>SPM 5308 Marketing and Promoting Sports and Fitness Programs</td>
</tr>
</tbody>
</table>

| Course Description:* | Introduces students to all aspects of sports marketing including planning, organizing, marketing, evaluating, and conducting special and sport events. |

https://ucf.curriculog.com/proposal:3140/print
Prerequisite(s):

Admission to Kinesiology MS or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>

Justification for Course Continuation

What is the rationale for keeping this course active? This course is being kept active in anticipation of modifications to the graduate...
rationale for continuing this course?*

Curriculum due to the relocation of the program to the College of Health Professions and Sciences and the potential for new faculty hires.

Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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

Attachment List

Please attach 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.
<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
</tr>
<tr>
<td>Course Type</td>
</tr>
<tr>
<td>Status</td>
</tr>
</tbody>
</table>
SM 5308 - Marketing and Promoting Sports and Fitness Programs
School of Kinesiology and Physical Therapy
College of Health Professions and Sciences
3 Credit Hours

Course Syllabus

Instructor:
Office Location:
Office Hours:
Phone:
Email:

Term:
Class Meeting Days:
Class Meeting Time:
Class Location:
Course Modality: P

Course Description

Introduces students to all aspects of sports marketing including planning, organizing, marketing, evaluating, and conducting special and sport events.

Student Learning Outcomes

OBJECTIVES: After completing this course students will be able to:

- Identify and explain the 5 Ps of the marketing mix.
- Distinguish between the primary segments of the sport industry.
- Identify, comprehend, and apply key marketing concepts and their application to the managed sport industry.
- Distinguish between the marketing of sport from marketing other products.
- Comprehend consumer behavior concepts and how this impacts sport marketing.

Enrollment Requirements

Students must have graduate-level standing to enroll in this course. No other prerequisites are required.
## Course Activities

### Important Dates

SUBJECT AREAS AND SELECTED ASSIGNMENTS
(This is a tentative schedule that is subject to change)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>MEET IN CLASS:</strong> Purchase Books; Read Ch. 1 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td>Greetings/Syllabus; Course Introduction; Participation Points</td>
<td>Read Ch. 2 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td>Lecture #1: Introduction to Sport Marketing; Lecture #2: What is Sport Marketing?; First Discussion Board Posts on Future Growth in the Sport Industry Due by January 17 at 11:59 p.m.</td>
<td>Read Ch. 5 and Ch. 6 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td>Lecture #3: Developing a Sport Marketing Plan 1; Lecture #4: Developing a Sport Marketing Plan II</td>
<td>Read Ch. 7 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td>Lecture #5: Sport Marketing Research; Lecture #6: Market Segmentation; Second Discussion Board Posts on Market Segmentation in Sport Due by January 31 at 11:59 p.m.</td>
<td>Read Ch. 10 and Ch. 14 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td>Lecture #7: Into the Marketing Mix; Lecture #8: Product in the Sport Industry</td>
<td>Study for Exam</td>
</tr>
<tr>
<td></td>
<td>Lecture #9: Pricing; Exam Review Submitted Via E-mail and Web-CT</td>
<td>Read Ch. 11 and Ch. 16 (for next week’s PPs)</td>
</tr>
<tr>
<td></td>
<td><strong>MEET IN CLASS; EXAM #1</strong> (taken in class); Discuss Group Projects; Group Activity; Group Project Assignments Must Be Finalized and <strong>Approved</strong> before Leaving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture #10: Promotion; Lecture #11: Public Relations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NO CLASS:</strong> Spring Break</td>
<td>Work on Group Projects</td>
</tr>
<tr>
<td></td>
<td>Lecture #12: Media Relations in Sport; Third Discussion Board Posts on Best and Worst Promotion and/or Media Relation Strategies in Sport Due by March 12 at 11:59 p.m.</td>
<td>Read Ch. 3 and Ch. 4 (for next week’s PPs); Work on Group Projects</td>
</tr>
<tr>
<td></td>
<td>Lecture #13: Sport Consumer Behavior; Group Activity: Lecture</td>
<td>Read Ch. 13 (for next week’s PPs); Work on Group Projects</td>
</tr>
</tbody>
</table>
Final Exam
Two examinations will be given on the assigned dates listed on the calendar. Each exam will consist of true/false, matching, multiple choice, and short answer questions. Students who will not be able to attend class on the set exam dates due to excused absences must inform the instructor at least two class sessions before the exam date to set a date to take the exam early. Make-up exams for students who miss the exam without advanced warning will only be given to students with documented, excused absences. A brief exam review will be posted online.

Assessment and Grading Procedures
All grades will be rounded up that fall .5 or higher. For example, if your overall average is 92.50%, then you will receive a grade of A. However, if your overall average is 92.49%, you will earn a grade of A-. No exceptions will be made to this scale. Extra credit will only be offered to students who attend class regularly and have made a strong effort but still have an average of D or lower more than 2/3 into the semester.

Grading Methods

GRADING:
Attendance 5 points
Group Activities/Participation 5 points
Discussion Board Posts 20 points
Exam #1 50 points Percentile grading scale that will be used for this class:
Exam #2 50 points A = 92.5-100 B- = 80.5-83.4 D+ = 68.5-71.4
Group Project 50 points A- = 89.5-92.4 C+ = 77.5-80.4 D = 65.5-68.4
Group Project Presentation 15 points B+ = 86.5-89.4 C = 74.5-77.4 D- = 62.5-65.4
Sport Experience Audit 15 points B = 83.5-86.4 C- = 71.5-74.4 F = Below 62.4

Make-up Exams and Assignments

Students who will not be able to attend class on the set exam dates due to excused absences must inform the instructor at least two class sessions before the exam date to set a date.

Attendance/Participation
CLASS ATTENDANCE: Faculty members are expected to check attendance in all classes. There is an expectation that the instructor will make some allowance for absence due to illness, by trips for the university, or authorized field trips. However, it is the responsibility of the student to initiate the arrangement of make-up work for an excused absence.

CLASS PARTICIPATION: Each student is expected to participate professionally in class discussion. This includes not only verbalizing the student’s own thoughts but also providing other students the courtesy of listening to their contributions, while also taking good notes and asking constructive questions.

Extra Credit

None

Grade Dissemination

To comply with the Family Educational Rights and Privacy Act (FERPA), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID.

Course Materials and Resources


RECOMMENDED READINGS:

ADDITIONAL MATERIALS: Additional readings may be added to the calendar throughout the semester. Handouts will be presented to support course discussion areas during the term. All students are expected to have active UCF e-mail accounts and Web-CT accounts, and should be prepared to communicate with the professor using this technology. Students should regularly check the course website for class updates/assignments. The professor will often make Power Points available each week.
for students to print out. THOSE POWER POINTS ARE THE PROFESSOR’s INTELLECTUAL PROPERTY AND ARE NOT TO BE DISSEMINATED TO ANY THIRD PARTIES OUTSIDES OF THIS CLASS.

Policy Statements

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

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

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

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

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

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

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


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

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

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

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

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

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

**Deployed Active Duty Military Students**
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.
College of Health Professions and Sciences - Grad Course Revision - PHT 6805C Clinical Education I

2020-2021 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy – DPT

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

**Prefix:** PHT

**Code:** 6805C

**Course Title:** Clinical Education I

**30 Character Abbreviation:** Clinical Education I

**Full Title:** Grad Course Revision - PHT 6805C Clinical Education I

**Course Instructor (Must be Approved Graduate Faculty/Scholars):** Laurie Neely
Complete the remaining required fields and LAUNCH this proposal by clicking ☺ in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

**Course Description:**
Collaborative course where students meet to analyze, synthesize and discuss current professional, ethical and moral decision-making in physical therapy setting, culminating in a six-week clinical internship.

**Prerequisite(s):**
Admission to DPT program.

**Grading Scheme:**
ABCDF

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

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Course Engagement</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hour = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>20</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>21</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>Repeat for credit?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Mundell</td>
<td>+ No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Split-Level Class:*</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Odd Fall</th>
<th>Even Fall</th>
<th>Odd Spring</th>
<th>Even Spring</th>
<th>Odd Summer</th>
<th>Even Summer</th>
<th>Every Semester</th>
<th>Occasional</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Samantha Mundell</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<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?*

Currently grade scale is Satisfactory/ Unsatisfactory. Moving to a more traditional ABCDF scale would allow for the improved assessment of students through a grade and allow her to delineate delineation between those students who truly excel versus fall short those who may only perform satisfactorily. It could also work to provide for corrective action when points/grades could be reduced for missing assignments, due dates, etc. in the associated webcourse or for admin matters with the clinical, while still performing even when students perform well or in satisfactory manner in the actual clinic. She and I discussed this previously, but I thought I would add to your group for feedback as well.

What grade programs/tracks 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**

**Course Syllabus Policy**

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit public description of the course
Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</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>✔</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>

**Proposal Type:**

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
</tr>
</thead>
</table>

**Course OID**

https://ucf.curriculog.com/proposal:3353/print
<table>
<thead>
<tr>
<th>Course Type</th>
<th>Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

**PeopleSoft**

<table>
<thead>
<tr>
<th>Academic Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Group</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print in Catalog</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Effective Date</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>CRSE_ID</th>
<th>040080</th>
</tr>
</thead>
</table>
DOCTOR OF PHYSICAL THERAPY PROGRAM
FALL 2020

COURSE: PHT 6805C
COURSE NAMES: CLINICAL EDUCATION I
CREDITS: 4 (1,20)

COURSE LOCATION: Various Clinical Affiliation Sites
DAY and TIME: Determined by Clinical Instructor and DCE
TOTAL CLINICAL HOURS: 320 hours

INSTRUCTOR: Laurie Neely PT, DPT, NCS
Director of Clinical Education
PHONE: 407-823-0611
EMAIL: laurie.neely@ucf.edu

OFFICE HOURS:
Mondays: 2:00-4:00
Wednesdays: 9:00-12:00
And by appointment. If possible, please notify instructor up to 24 hours in advance. Schedule will vary due to clinical and teaching commitments.

TEXTBOOKS (recommended):

Students are expected to independently access and utilize textbooks and current research articles to enhance learning and support clinical decision-making. Resources, including databases and on-line services, are accessible through the UCF Library.

PREREQUISITE:
Current enrollment in the Doctor of Physical Therapy Program at the University of Central Florida. Clinical preparedness will be assessed by the DPT faculty and DCE through performance in classroom, lab, and integrated clinical education experiences. This will be measured through the indicators in the specific courses.

COURSE DESCRIPTION:
This course is an 8-week clinical experience where students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice under the direct supervision of the Clinical Instructor (CI). In addition to clinical care, the student is required to complete all assignments required by the clinical site and the University. The student is expected to complete this experience satisfactorily with minimal deficiencies in skills and behaviors. Please refer to the UCF DPT Clinical Education Handbook for information concerning Clinical Education policies and procedures.
TEACHING METHODS AND LEARNING EXPERIENCES
Clinical performance using real and simulated patient (one-on-one interaction or 2:1 student:CI model, small group psychomotor skills with guided practice, role-play, demonstration, feedback), small and large group discussion, writing exercises, formal student presentations, or any additional learning directed by the clinical instructor and/or DCE.

The CI and the student, at midterm and conclusion of the internship, will use the APTA-developed web Clinical Performance Instrument (CPI) to provide formal written performance evaluations.

In addition, the course will have a webcourse supplement through Canvas and will also utilize the UCF clinical education software, Exxat. Students will be responsible for posting required information and assignments on the web platforms as indicated within the assignments section of this syllabus.

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 at 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.

ATTENDANCE:
- Class attendance is mandatory for all DPT students. If an absence cannot be avoided, the student must inform the instructor of record of any class missed in advance via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.
• Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. *Communication of an absence does not excuse the absence.*
• The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.
• Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.
• Excessive absences or tardiness in a semester will be considered a *matter of unacceptable professional conduct* and the student may be referred to the Program Retention and Advancement Committee or Professional Conduct Committee for investigation and recommendations, as appropriate.
• Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi. The total deduction for tardiness and absences will not exceed 10% of the final grade.
• Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

**PROFESSIONALISM**

The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student’s conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness. Students who do not conduct themselves in a professional manner may be brought before the Professional Standards Committee for further inquiry and possible action. The faculty and/or Professional Standards Committee may recommend remedial actions, probation, or program dismissal.

**Some of the criteria by which a student's professional demeanor is measured are as follows:**

• Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.
• Attendance / Tardiness
• Being respectful and courteous to fellow students and to other professional and non-professional personnel.
• Recognizing personal or professional limitations and requesting assistance when necessary.
• Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.
• Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:
• Demonstrating honesty and veracity.
• Expressing or exhibiting interests in his/her profession.
• Accepting constructive criticism offered by instructors and others in an appropriate manner.
• Complying with the American Physical Therapy Association’s (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA’s web site at www.apta.org).
• Complying with the APTA Professionalism Core Values (for a more detailed overview of APTA Core Values please refer to the APTA’s web site at www.apta.org):
  o Accountability
  o Altruism
  o Excellence
  o Integrity
  o Professional Duty
ACADEMIC AND/OR DISCIPLINARY ACTION (DPT PROGRAM):
Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the DPT Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor: (1) loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

ACADEMIC BEHAVIOR STANDARDS:
The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Please refer to the UCF Golden Rule “Rules of Conduct” for academic behavior standards. Please note that these rules apply and will be enforced as the student is representing the University and Physical Therapy Program during the clinical experience.

The DPT program adheres to the American Physical Therapy Association (APTA) Guide for Professional Conduct, which “provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students.” (Guide to Physical Therapist Practice, Appendix 3, 2003)

The following principles are articulated in the Guide and relate specifically to the student’s professional education:
- Principle 1: Attitude of a physical therapist toward others
- Principle 2: Trustworthy actions, truthful communications and confidentiality
- Principle 5: Responsibility for self-assessment
- Principle 11: Respect for the rights, knowledge and skills of others

UCF Program in Physical Therapy regards all standards of the Guide as comprehensive and requires students to incorporate these principles in their interactions with faculty, staff, peers, clinical instructors, patients and community members.

Attendance to all clinical experiences is mandatory. Students are expected to follow the clinical facility’s schedule, specifically the assigned CI(s) schedule(s). This does not include CI vacation days. Exceptions may be made ONLY with prior arrangement AND approval of both the DCE and CI.

Students MUST BE prepared for the clinical experience and follow the dress code of the clinical setting in which they are placed. It is the student’s responsibility to find out the proper dress code prior to participating in the clinic. Students are also expected to wear their name badges at all times.

Failure to observe professional behavior in the clinic will result in disciplinary action and place the student at risk for failure of the course.

DRESS CODE:
See UCF DPT Clinical Education Handbook.

RELIGIOUS OBSERVANCE:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf.
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.

MEDIA POLICY:
Students may not make any recordings (audio or video) or take photographs during class/clinical without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student’s personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

DEIDENTIFICATION OF PATIENT/CLIENT INFORMATION:
The students of UCF will follow the guidelines of the clinical site for patient confidentiality, and in such cases, a confidentiality agreement may be signed by the student. The Program in Physical Therapy requests that patient confidentiality be maintained at all times. Any case reports or representations of patients/clients in the classroom will be required to have NO identifying information unless, in such cases, informed consent is granted by the patient/client.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf

See UCF DPT Clinical Education Handbook for additional information on attendance.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
• Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)

• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

• If you have a special need related to emergency situations, please speak with me during office hours.

• Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

COMMUNICATION
In this course our official mode of communication is through email unless otherwise designated by course instructor. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

COURSE EVALUATION:
A minimum grade of 64.00% is required to pass the course. Determination of grades for this course is as delineated below:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
</tr>
<tr>
<td>89-93 %</td>
<td>A-</td>
</tr>
<tr>
<td>85-88 %</td>
<td>B+</td>
</tr>
<tr>
<td>80-84 %</td>
<td>B</td>
</tr>
<tr>
<td>75-79 %</td>
<td>B-</td>
</tr>
<tr>
<td>69-74 %</td>
<td>C+</td>
</tr>
<tr>
<td>64-68 %</td>
<td>C</td>
</tr>
<tr>
<td>60-63 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % and below</td>
<td>F</td>
</tr>
</tbody>
</table>

* Must be submitted by the posted deadline. No partial credit will be awarded.

CLINICAL PERFORMANCE - IMPORTANT GRADING CONSIDERATIONS:
During the entire term, each student will attend a clinical experience at a clinic or hospital assigned by the DCE. These clinical experiences are evaluated by the CI using the web CPI evaluation tool. The CPI is completed for each student and reviewed by the DCE from the UCF Program in Physical Therapy. Successful completion of the course is contingent upon the student’s performance in his or her clinical experience. In order to
successfully complete Clinical Education I, it is expected that the student obtain “Advanced Beginner” in all criteria of the CPI without concerns as noted by “Red Flag” items. A student is at risk for failure of the course if the student falls below the “Advanced Beginner” rating in any of the criteria outlined by the CPI. All CPIs will be reviewed by the DCE. Any performance rating below the stated expectation indicated by the CI will be investigated by the DCE. The DCE evaluates verbal, qualitative, and quantitative data from the CI, CCCE, and/or the student at the facility to determine final student performance. The final grade in the course is determined by the DCE based on the feedback provided by the CI and CCCE.

The student will be at risk of failure of the course if there are any Red-Flag Concerns by the CI during the clinical experience. The student may be immediately failed from the clinical experience with a failing grade if a Red Flag concern is documented by the CI and it is deemed appropriate for immediate failure of the clinical experience by the DCE.

Any failing grade, red flag concern, or below expected performance as outlined above may result in the student being referred to the DPT Program’s Retention & Advancement Committee, Professional Standards Committee, or other appropriate committee at a Program, Department, or University level for further evaluation & action planning.

ASSIGNMENTS:
All assignments related to this course, assigned by either UCF or by the clinical facility, will be used as additional means of assessing clinical performance and integration. Students are expected to complete the following assignments by the due dates posted on webcourses:

1. **Reflection Postings/Assignments – Webcourses**
   All students are required to post weekly reflections on performance as directed by the DCE. Due dates and topic areas of reflection will be provided on the webcourse. No late assignment will be accepted.

2. **Student In-service / Assignment**
   While on the clinical experience, students are REQUIRED to perform either an in-service or “student assignment” as determined by the clinical site. This assignment or in-service will be an educational piece on a procedure, diagnosis, case study, literature review, or other learning tool for clinicians. The student must provide an electronic copy of the completed assignment to the DCE, along with the CI feedback form. All work must be original and no reference to previous coursework will be acceptable unless the student obtains permission from the course instructor of record.

3. **Additional Assignments**
   While on the clinical experience, students are expected to complete any assignment provided by the CI or CCCE. The assignments and/or additional tasks may include, but are not limited to, journal article reviews, mock-evaluations, patient planning sessions, rounds, etc. If there is concern with the nature of the assignment, students should consult the DCE.

4. **Clinical Instructor Demographics Survey**
   Students are required to complete a formal survey describing the demographics of the CI and the clinical facility during the first week of the clinical experience. The survey will be in the Clinical Education software, Exxat.

5. **Clinical Performance Instrument (CPI)**
   Students are required to complete web CPI for both midterm & final. During both the midterm (week 4) & final (week 8), the student is required to complete the CPI, “sign off” electronically, and also review and “sign off” on the CPI of his or her CI.
6. **Clinical Site and CI Evaluations**
   Students are required to complete a formal survey of their clinical experience. The CI evaluation will include confidential assessments of the CI. The Clinical Site evaluation data will be shared with future students. The surveys will be in the Clinical Education software, Exxat.

7. **Clinical Education Team Evaluations**
   Students are required to complete a formal survey of the UCF DPT Clinical Education Team. The survey will include anonymous assessments of the DCE and the Academic Support Services Coordinator.

8. **Online Profile Maintenance**
   Students are required to complete and submit onboarding documents to the Academic Support Services Coordinator by the deadline emailed prior to each clinical experience. In addition, students are required to keep all documents current (CPR, physicals, etc).

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LOCATION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Profile Maintenance*</td>
<td>Exxat</td>
<td>Ongoing</td>
</tr>
<tr>
<td>CI Demographics Survey</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 2 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Midterm CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Week 5 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 6 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 7 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Final CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Inservice/Project</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>CI/Clinical Site Evaluation</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Clinical Education Team Evaluation</td>
<td>Qualtrics Survey</td>
<td></td>
</tr>
</tbody>
</table>

**LATE ASSIGNMENTS:**
Failure to submit an assignment by the posted deadline will result in a 10% reduction immediately from the assignment grade and an additional 10% for each calendar day past the assignment due date (unless noted that no late assignment will be accepted).

**REMEDIATION:**
A student can be mandated for remediation if his or her performance falls below the “Advanced Beginner” rating in any of the performance indicators on the final CPI of the clinical experience. Remediation clinical education experiences will be determined by the DCE. The student may be mandated to make up the entire clinical education experience or a portion of the experience. The sites for remediation, as well as evaluative criteria, will be determined by the DCE. Completing a remediation clinical experience does not guarantee a passing grade.

**TERMINAL COURSE OBJECTIVES:**
Students are expected to meet **Advanced Beginner Level** or higher on the CPI by the end of the first clinical experience.
1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7D1) [CPI#3, 15, 17]
2. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (7D2) [CPI#1, 3, 7, 8, 15]

3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services. (7D3) [CPI#3, 17]

4. Practice in a manner consistent with the APTA Code of Ethics. (7D4) [CPI#3, 18]

5. Practice in a manner consistent with the APTA Core Values. (7D5) [CPI#3, 18]

6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (7D6) [CPI#2, 3, 18]

7. Communicate effectively with all stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (7D7) [CPI#4, 5]

8. Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities. (7D8) [CPI#2, 4, 5]

9. Access and critically analyze scientific literature. (7D9) [CPI#6, 7, 10, 11, 12]

10. Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources. (7D10) [CPI#6, 7, 10, 11, 12, 17]

11. Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client. (7D11) [CPI#6, 7, 10, 11, 12]

12. Effectively educate others using teaching methods that are commensurate with the needs of the learner. (7D12) [CPI#4, 5, 14]

13. Participate in professional and community organizations and the available opportunities for volunteerism, advocacy, and leadership. (7D13) [CPI#2, 5, 6]

14. Advocate for the profession and the healthcare needs of society through legislative and political processes. (7D14) [CPI#6, 14]

15. Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students. (7D15) [CPI#6]

16. Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional. (7D16) [CPI#1, 7, 8]

17. Obtain a history and relevant information from the patient/client and from other sources as needed. (7D17) [CPI#8, 9]

18. Perform a systems review. (7D18) [CPI#8, 9]

19. Select and competently administer tests and measures appropriate to the patients’ age, diagnosis, and health status including, but not limited to, those that assess: (7D19) [CPI#8, 9, 15, 16]

<table>
<thead>
<tr>
<th>Aerobic capacity/endurance</th>
<th>Gait</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropometric characteristics</td>
<td>Integumentary integrity</td>
<td>Range of motion</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>Joint integrity and mobility</td>
<td>Reflex integrity</td>
</tr>
<tr>
<td>Balance</td>
<td>Mental functions</td>
<td>Sensory integrity</td>
</tr>
<tr>
<td>Circulation (arterial, venous, lymphatic)</td>
<td>Mobility (including locomotion)</td>
<td>Skeletal integrity</td>
</tr>
<tr>
<td>Self-care and civic, community, domestic, education, social and work life</td>
<td>Motor function</td>
<td>Ventilation and respiration/gas exchange</td>
</tr>
<tr>
<td>Cranial/peripheral nerve integrity</td>
<td>Muscle performance (including strength, power, endurance, and length)</td>
<td></td>
</tr>
<tr>
<td>Environmental factors</td>
<td>Neuromuscular development and sensory processing</td>
<td></td>
</tr>
</tbody>
</table>

20. Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments. (7D20) [CPI#7, 10]
21. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient/client’s impairments, activity and participation limitations. (7D21) [CPI#11, 15]
22. Determine diagnosis that guides future patient/client management. (7D22) [CPI#10]
23. Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes. (7D23) [CPI#12]
24. Establish a safe and effective plan of care in collaboration with appropriate stakeholders including patients/clients, family members, payors, other professionals and other appropriate individuals. (7D24) [CPI#12, 17]
25. Determine those components of the plan of care that may, and may not, be directed to the physical therapist assistant (PTA) based on: (1) the needs of patient/client, (2) the education, training, and competence of the PTA’s ability, (3) jurisdictional law, (4) practice guidelines, policies, and (5) facility policies. (7D25) [CPI#12, 18]
26. Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26) [CPI#12, 15]
27. Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include: (7D27) [CPI#12]
   a. Airway clearance techniques
   b. Assistive technology: prescription, application, and, as appropriate, fabrication or modification
   c. Biophysical agents
   d. Functional training in self-care and in domestic, education, work, community, social, and civic life
   e. Integumentary repair and protection
   f. Manual Therapy Techniques (including Mobilization/Manipulation Thrust and Non-thrust Techniques)
   g. Motor function training (balance, gait, etc)
   h. Patient/client education
   i. Therapeutic exercise
28. Manage the delivery of the plan of care that is consistent with professional obligations and administrative policies and procedures of the practice environment. (7D28) [CPI#12]
29. Delineate and communicate, and supervise those areas of the plan of care that will be delegated to the PTA. (7D29) [CPI#4, 12, 18]
30. Monitor and adjust plan of care in response to patient/client status. (7D30) [CPI#7, 12]
31. Assess patient outcomes including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31) [CPI#16]
32. Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D32) [CPI#3, 15]
33. Respond effectively to patient/client and environmental emergencies in one’s practice setting. (7D33) [CPI#13, 18]
34. Provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion, fitness, and wellness to individuals, groups, and communities. (7D34) [CPI#14]
35. Provide care through direct access. (7D35) [CPI#3, 17]
36. Participate in case management process. (7D36) [CPI#3, 4, 12]
37. Assess safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional team. (7D37) [CPI#1, 7, 18]
38. Participate in activities for ongoing assessment and improvement of quality services. (7D38) [CPI#16]
39. Participate in the provision of patient-centered interprofessional collaborative care. (7D39) [CPI#16]
40. Utilize health informatics in the health care environment, including how large data sets can be used to determine effectiveness and efficiency of care. (7D40) [CPI#4, 7, 17]
41. Assess health care policies and their potential impact on the healthcare environment and practice. (7D41) [CPI#2, 3]
42. Participate in financial management of the practice setting, including billing and payment for services rendered. (7D42) [CPI#17]
43. Participate in the development of a business plan to include marketing, public relations, regulatory and legal requirements, risk management and continuous quality improvement. (7D43) [CPI#17]
College of Health Professions and Sciences - Grad Course Revision - PHT 7742C Acute Care Physical Therapy

2020-2021 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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

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

**General Catalog Information**

College:*
- College of Health Professions and Sciences

Unit / Department / College:*
- School of Kinesiology and Physical Therapy – DPT

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

Prefix:* PHT

Code:* 7742C

Course Title:* Acute Care Physical Therapy

30 Character Abbreviation:* Acute Care PT

Full Title:* Grad Course Revision - PHT 7742C Acute Care Physical Therapy

Course Instructor (Must be Approved Graduate Faculty/Scholars):
- Jamie Dyson
Complete the remaining required fields and LAUNCH this proposal by clicking ✨ in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

**Course Description:**
Considerations and evidence-based evaluation, treatment, and management of patients in various settings within acute care.

**Prerequisite(s):**
PHT 6306, PHT 7730C.

**Corequisite(s):**

**Does this proposal include revisions to prerequisites?**
- Yes
- No

**Grading Scheme:**

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

#### Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Formal) Instruction Time - Class Hours or Online Module, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab/Studio/Field work</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Out-of-Class (homework, course readings, group work, online posts, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Course Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hour = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement
Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>1</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>2</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.

**Repeat for credit?**
- [x] Yes
- [ ] No

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

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

**Split-Level Class:**
- [x] Yes
- [ ] No

**List undergraduate split-level course:**

**Term of Offering**

When will the course be offered?
- [x] Odd Fall
- [x] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

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

**Justification for Course Revision**

1. Moving Acute Care Physical Therapy to a “required” class in the DPT program. This topic is not really an advanced / specialty area of...
This topic is not really an advanced/specialty area of practice or teaching advanced techniques to build on skills developed in the curriculum. Rather, it has been plugging the holes that students have had in their knowledge gained from clinical experiences, with the greatest number of students taking the class due to not having strong acute care clinicals during their clinical education experiences. Also, many programmatic attempts have been made in past years to increase acute care integration within various courses to make up for perceived shortcomings of acute care content in comprehensive curriculum.

1. Alignment with CAPTE criteria – continuum of care; ensuring all students have same preparation
2. Impact on courses / schedules
   1. Would need to move the course to earlier semester in curriculum. Acute care in Fall 2 would allow translation of knowledge to one of the next three (3) clinical education experiences.
   2. I propose Fall year 2 in the place of Radiology, which could be moved to Fall year 3. Fall year 3 currently only has 10 credit hours. The course schedule has half-day openings M-T-W and all day Friday. Thus there is open space on the schedules.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td></td>
</tr>
</tbody>
</table>

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

Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

**Course Syllabus Policy**

☐ I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

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

☐ Attached I have attached a course syllabus and rationale.

**Proposal Type:** Grad Course Revision

---

**Administration Use Only**

https://ucf.curriculog.com/proposal:3350/print
<table>
<thead>
<tr>
<th>Ownership:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Physical Therapy</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible  Inactive-Hidden</td>
</tr>
</tbody>
</table>

### PeopleSoft

<table>
<thead>
<tr>
<th>Academic Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Group</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Career</td>
<td></td>
</tr>
<tr>
<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
<tr>
<td>Lab Fee</td>
<td></td>
</tr>
<tr>
<td>CRSE_ID</td>
<td>045382</td>
</tr>
</tbody>
</table>
COURSE: PHT 7742C Acute Care Physical Therapy

INSTRUCTOR: Jamie Dyson, PT, DPT Jamie.dyson@ucf.edu

OFFICE HOURS: TBD

CREDIT HOURS: 2 credit hours: 2(1,1)

DAY & TIME: Thursday 4:00 – 6:50

LOCATION: TBD

TEXTBOOKS: (required)

PREREQUISITES:
Students must be currently enrolled in the DPT program at the University of Central Florida.

COURSE DESCRIPTION:
Considerations and evidence-based evaluation, treatment, and management of patients in the acute care setting.

TEACHING METHOD AND LEARNING EXPERIENCES:
Small group psychomotor skills with guided practice, role-play, demonstration, feedback, small and large group discussion, writing exercises, written and practical examinations, student presentation of acute care physical therapy evaluation and intervention.

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 at 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.

ATTENDANCE:

- Class attendance is mandatory for all DPT students. If an absence cannot be avoided, the student must inform the instructor of record of any class missed in advance via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.
- Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. Communication of an absence does not excuse the absence.
- The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.
- Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear
entrance to the room, if possible.

- Excessive absences or tardiness in a semester will be considered a matter of unacceptable professional conduct and the student may be referred to the Program Retention and Advancement Committee or Professional Conduct Committee for investigation and recommendations, as appropriate.
- Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi. The total deduction for tardiness and absences will not exceed 10% of the final grade.
- Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

PROFESSIONALISM
The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student’s conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness. Students who do not conduct themselves in a professional manner may be brought before the Professional Standards Committee for further inquiry and possible action. The faculty and/or Professional Standards Committee may recommend remedial actions, probation, or program dismissal.

Some of the criteria by which a student’s professional demeanor is measured are as follows:

- Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.
- Attendance / Tardiness
- Being respectful and courteous to fellow students and to other professional and non-professional personnel. Respect to those presenting or speaking is expected.
  - Guest Speakers / Presentations: The DPT Program often utilizes guest speakers from the community. Students in the program must demonstrate professional conduct, respect, and appreciation for these professionals’ donation of their time to further their education. Professional attire and conduct are required when guest speakers are present.
- Recognizing personal or professional limitations and requesting assistance when necessary.
- Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.
- Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:
Use of electronic devices during class for non-class-related activities is prohibited. Violations of this will result in the student referral to the Professional Standards Committee for review and action.

- Appropriate non-distracting behavior while on campus, in hallways and in classrooms.
- Demonstrating honesty and veracity.
- Expressing or exhibiting interests in his/her profession.
- Accepting constructive criticism offered by instructors and others in an appropriate manner.
- Complying with the American Physical Therapy Association’s (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA’s web site at www.apta.org).
- Complying with the APTA Professionalism Core Values of (for a more detailed overview of APTA Core Values please refer to the APTA’s web site at www.apta.org):
  - Accountability
  - Altruism
  - Excellence
  - Integrity
  - Professional Duty
  - Social Responsibility

Classroom Etiquette
The following basic etiquette should be followed by all DPT students while in class:
- Be on time and prepared to start class. Have notebook/laptop out and ready to take notes. Plan to stay for the entire class period (or until dismissed).
- Sit properly. Your posturing is a reflection of your professional respect for and interest in the speaker.
- Do not put your feet on the desk or chairs. Taking care of the equipment in the classroom is essential.
- Put your phone on SILENT not vibrate. The buzzing is distracting to the speaker and other learners in the classroom.
- Keep side conversations out of the classroom. It is a sign of disrespect and distracting to the speaker and other students trying to hear and learn.
- Faculty have different policies regarding the use of laptop and tablet computers in the classroom. If laptop and tablet computers are permitted, use them for (quiet) note taking only, not for accessing the Internet, group chats, checking e-mail messages, personal tasks, etc.
- Place your belongings under your desk and away from walkways. During lab courses, place your belongings in the locker room and/or at the rear/front of the classroom.
- Do not eat during class. See Food and drink expectations.
- Dress appropriately. No hats in class. See Appropriate Attire.

ACADEMIC AND/OR DISCIPLINARY ACTION (DPT PROGRAM):
Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the DPT Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor: (1) loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

DRESS CODE:

*For lecture courses:*
Students must dress in professional attire for all lecture-based courses. Appropriate attire can include:
- Males: dress pants, khakis, UCF polo or collared shirt (tie optional), and dress or casual shoes.
- Females: professional skirts or dress, dress pants, khakis, UCF polo or collared shirt, and dress or casual shoes.

ALL Occasions: no excessively worn tennis shoes, ripped clothing, open-toe sandals, caps, or hats.

At no time should a student’s mid-section be visible during a presentation or with a guest lecturer unless it is required for examination purposes.

*For clinical lab courses:*
Students will wear appropriate lab attire regardless of activities. Please do not ask instructor if it is necessary to wear lab clothes on a given day. If there are any questions regarding proper lab attire please contact the instructor. Appropriate lab attire is considered as follows:
- Females: Elastic-waist shorts (no blue jeans or cut-offs with loose fitting pant legs, no tight-fitting yoga style pants/leggings/spandex), short sleeve or t-shirt, sports bra, halter top, or a bathing suit top, which allows complete exposure of the back, and closed-toed tennis shoes.
- Males: Elastic-waist shorts with internal lining (no blue jeans or cut-offs with loose fitting legs), short sleeve shirt or t-shirt, and closed-toed tennis shoes.
- Nametags should be worn to all practical examinations.

RELIGIOUS OBSERVANCE:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at [http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf](http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf).

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/](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.

**MEDIA POLICY:**
Students may not make any recordings (audio or video) or take photographs during class without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. **The use of laptop computers, cellular phones and other electronic devices is strictly prohibited during class meetings and written or practical exams.** Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student’s personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

**MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES**
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at [http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf](http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf)

**DEPLOYED ACTIVE DUTY MILITARY STUDENTS**
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

COMMUNICATION
In this class our official mode of communication is through email unless otherwise designated by course instructor. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

EXAMINATIONS, PROJECTS, AND OTHER ASSIGNMENTS:
Students will receive a calendar with all examinations, project due dates, and case schedules on the first day of class attached to the syllabus. This schedule is subject to change. Attempts will be made to give students prior notice of any changes.

GRADING POLICY:
Determination of grades for this course is as delineated below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

ASSESSMENTS:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Posts</td>
<td>25%</td>
</tr>
<tr>
<td>CAT (1)</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (25% each)</td>
<td>50%</td>
</tr>
</tbody>
</table>
For clinical lab classes:

Minimum Competency Expectations
Students must pass the lab examination with no less than 80% in order to receive passing grade on the exam. Should a student not meet this benchmark, he/she will be required to retake the lab examination. The highest grade that can be earned on the retake is 80%. Students who are required to retake the examination will do so on a date/time determined by the instructor.

Safety & lab course examinations:
The faculty are charged with ensuring the safe clinical practice of its students. As such, safety is a standard of practice in all clinical and laboratory coursework. Failure to meet minimum safety requirements will result in automatic failure of the lab practical examination.

GENERAL COURSE CONTENT OUTLINE:
This course is designed to enhance students’ knowledge of acute care physical therapy. This course integrates the skills learned in all previous coursework to create a foundational knowledge to practice physical therapy in the acute care setting which includes the following areas: Human Anatomy & Physiology, Movement Science, Pathology & Pathophysiology, Medical & Surgical Intervention, Pharmacology, Radiology, Primary Care, Prevention, Critical Inquiry, Discharge Planning and patient Progression through the Continuum of Care.

TERMINAL COURSE OBJECTIVES:
Upon conclusion of this course, students will be able to perform with 80% accuracy:

1. Patient Screening/ Assess need for services, differential diagnosis, referrals to other professionals, medical record review.
2. Physical therapy Examination/ review specific test and measures, systems integration, incorporation of medical devices, contraindications and precautions based on acute care procedures and diagnosis.
3. Complete a Physical therapy Evaluation in the Acute Care setting/ Understanding examination findings, integrating radiology findings, integrating pharmacology, prioritizing patient problems based on the evidence.
4. Determine a Physical Therapy Diagnosis and Prognosis as defined by the American Physical Therapy Associations Guide to Physical Therapy Practice.
5. Develop a Physical Therapy plan of care based on examination findings incorporating patient outcomes, goals and progression through the continuum of care.
6. Physical therapy Intervention in the Acute care setting/ Patient safety, patient response to interventions, recognizing problems during patient care.

ATTIRE
Professional attire including name tag and lab coats will be mandatory when class held at ORMC.
**DISCUSSION POSTS**

Students are to complete weekly discussion posts regarding the student CATS shared for that week’s learning module. Each student will post one discussion and 1 response to a discussion posted by other students in the class. Each post will include a response to one research articles that was posted that week. The discussion should include a description of the pathology, review of medical record, considerations for physical therapy, evidence based interventions, and discharge planning. Responses to student posts should demonstrate understanding of the post and clinically sound statement based on material learned both in lecture and through reading assignments. APA format should be used for all references including the main article of discussion used in the CAT. Students may choose to reference other articles to support their views shared in their discussion post. The discussion post is due by midnight on the Tuesday following class. 4 points will be deducted for each day the assignment is late. The response is due by class time on Thursday. Discussions will be graded based on the following Rubric:

<table>
<thead>
<tr>
<th>Items</th>
<th>4 points per item</th>
<th>3 points per item</th>
<th>2 points per item</th>
<th>1 point per item</th>
<th>0 points per item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 paragraph=≥ 3 paragraphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar/spelling</strong></td>
<td>≤ 2 errors</td>
<td>≤ 4 errors</td>
<td>≤ 8 errors</td>
<td>≤ 10 errors</td>
<td>≥ 11 errors</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Demonstrates analysis and reflection. Contextually appropriate: original ideas with incorporation of traditional practice.</td>
<td>Demonstrates analysis and reflection. Contextually appropriate: original ideas</td>
<td>Paraphrases Contextually inappropriate: incorporation of traditional professional practice</td>
<td>Paraphrases Inappropriate focus and lay understanding of issues</td>
<td>Off subject Absent content</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>≥ 2 paragraphs. Demonstrates analysis and reflection</td>
<td>≤ 2 paragraphs Demonstrates analysis and reflection</td>
<td>≥ 2 paragraphs Paraphrasing original post</td>
<td>≤ 1 paragraph Paraphrasing original post</td>
<td>No response</td>
</tr>
<tr>
<td><strong>Reference/Citations</strong></td>
<td>Appropriate reference /citations to primary article as well as additional resources.</td>
<td>Appropriate reference /citations to primary article</td>
<td>≤ 2 errors in reference/ citation of primary source</td>
<td>Inappropriate reference citation of sources</td>
<td>Absent reference/ citation of sources.</td>
</tr>
</tbody>
</table>

**CRITICALLY APPRAISED TOPIC (CAT)**

Students will complete 1 CAT that will be assigned for each week’s topic of discussion.
Each student will only be assigned one CAT however there may be several students submitting CATS each week based on the number of students in the class. The students who submit that week’s CAT will not be responsible to complete a discussion post. The CAT is due by class time each week. 5 points will be deducted for each day the assignment is late. Students should be prepared to present their CAT during class.

**COURSE MODULES & SPECIFIC OBJECTIVES:**

Module 1 – Foundations of Acute Care Physical Therapy  
1. Describe the inter-professional relationships of the acute care team.  
2. Perform an acute care medical record review  
3. Describe the medical equipment encountered in the acute care setting.  
   Read- Appendices I-A, I-B, III-A

Module 2 – The Cardiac System/ The Vascular System  
1. Describe the common pathologies and pathophysiology of the system.  
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.  
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.  
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.  
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.  
   Read- Chapter 1 and 6

Module 3 – The Respiratory System  
1. Describe the common pathologies and pathophysiology of the system.  
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.  
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.  
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.  
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.  
   Read- Chapter 2

Module 4 – The Musculoskeletal System  
1. Describe the common pathologies and pathophysiology of the system.  
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.  
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapter 3

Module 5 – The Nervous System
1. Describe the common pathologies and pathophysiology of the system.
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapter 4

Module 6 – The Gastrointestinal System
1. Describe the common pathologies and pathophysiology of the system.
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapter 8

Module 7 – Burns and Wounds
1. Describe the common pathologies and pathophysiology of the system.
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapter 7

Module 8 – Hematology, Oncology and Infectious Disease
1. Describe the common pathologies and pathophysiology of the system.
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapter 5 and 10

Module 9 – The Genitourinary and Endocrine System
1. Describe the common pathologies and pathophysiology of the system.
2. Perform system specific tests and measures and integrate into Physical Therapy Evaluation.
3. Incorporate surgical and other acute care procedures specific to the system into evaluation of patient.
4. Design an evidence based plan of care specific to the patient diagnosis including patient focused goals and progression thru the continuum of care.
5. Describe Physical Therapy interventions specific to the system being discussed and integrate interventions with those for other systems of the body.

Read Chapters 9 and 11

Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #1 Due</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #2 Due</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>4 &amp; 5 Clinical Case Studies &amp; Review</td>
</tr>
<tr>
<td>7</td>
<td>Exam #1</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Discussion Post #3 Due</td>
</tr>
<tr>
<td>10</td>
<td>6 &amp; 7 Clinical Case Studies &amp; Review</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 9</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 8 &amp; 9 Clinical Case Studies &amp; Review</td>
</tr>
<tr>
<td>Week 14</td>
<td>Critically Appraised Topic Presentations</td>
</tr>
<tr>
<td>Week 15</td>
<td>Multisystem Clinical Case Studies</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*Subject to revision*
College of Health Professions and Sciences - Grad Course Revision
- PHT 7822C Clinical Education II

2020-2021 Graduate Course Revision

General Catalog Information

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

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

College: * College of Health Professions and Sciences

Unit / Department / College: * School of Kinesiology and Physical Therapy – DPT

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

Prefix: * PHT

Code: * 7822C

Course Title: * Clinical Education II

30 Character Abbreviation: * Clinical Education II

Full Title: * Grad Course Revision - PHT 7822C Clinical Education II

Course Instructor (Must be Approved Graduate Faculty/Scholars): Laurie Neely
Complete the remaining required fields and LAUNCH this proposal by clicking ▶️ in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:* Collaborative course for third year students to meet, analyze, synthesize and discuss current ethical, legal, and moral decision-making in physical therapy clinical setting culminating in internship.

Prerequisite(s): Admission to the Doctor of Physical Therapy program.

Corequisite(s):

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

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>40</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>41</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.

Repeat for credit?  
- Yes
- No

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

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

Split-Level Class:*  
- Yes
- No

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Mundell</td>
<td></td>
</tr>
<tr>
<td><img src="https://ucf.curriculog.com/proposal:3354/print" alt="Odd Summer" /></td>
<td></td>
</tr>
<tr>
<td><img src="https://ucf.curriculog.com/proposal:3354/print" alt="Even Summer" /></td>
<td></td>
</tr>
</tbody>
</table>

| Odd Fall | Even Fall | Odd Spring | Even Spring | ![Odd Summer](https://ucf.curriculog.com/proposal:3354/print) | ![Even Summer](https://ucf.curriculog.com/proposal:3354/print) | Every Semester | Occasional |

**Intended Utilization of Course**

https://ucf.curriculog.com/proposal:3354/print
The course will be used primarily as:

Samantha Mundell

+ Required Course

Required Course ○ Elective Course

**Justification for Course Revision**

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

**New grade scale for clinical education courses.** Currently the grade scale is Satisfactory/Unsatisfactory. Moving to a more traditional ABCDF scale would allow for the improved assessment of students through a grade and allow her to delineate delineation between those students who truly excel versus fall-short those who may only perform satisfactorily. It could also work to provide for corrective action when points/grades could be reduced for missing assignments, due dates, etc. in the associated webcourse or for admin matters with the clinical, while still performing even when students perform well or in satisfactory manner in the actual clinic. She and I discussed this previously, but I thought I would add to your group for feedback as well.

**What grad programs/tracks 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**

**Course Syllabus Policy**

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

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

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

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

**Course Syllabus Policy**

- I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

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

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

**Proposal Type:** Grad Course Revision

**Administration Use Only**

- **Catalog Ownership:**

- **Course OID**

- **Course Type:** Physical Therapy

- **Status** Active-Visible Inactive-Hidden

**PeopleSoft**

https://ucf.curriculog.com/proposal:3354/print
<table>
<thead>
<tr>
<th>Academic Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Group</td>
</tr>
<tr>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Career</td>
</tr>
<tr>
<td>Print in Catalog</td>
</tr>
<tr>
<td>Effective Date</td>
</tr>
<tr>
<td>Lab Fee</td>
</tr>
<tr>
<td>CRSE_ID 040091</td>
</tr>
</tbody>
</table>
DOCTOR OF PHYSICAL THERAPY PROGRAM
SUMMER 2020

COURSE: PHT 7822C
COURSE NAMES: CLINICAL EDUCATION II
CREDITS: 6 (1, 40)

COURSE LOCATION: Various Clinical Affiliation Sites
DAY and TIME: Determined by Clinical Instructor and DCE
TOTAL CLINICAL HOURS: 480 hours

INSTRUCTOR: Laurie Neely PT, DPT, NCS
Director of Clinical Education
PHONE: 407-823-0611
EMAIL: laurie.neely@ucf.edu

OFFICE HOURS:
Mondays: 2:00-4:00
Wednesdays: 9:00-12:00
And by appointment. If possible, please notify instructor up to 24 hours in advance. Schedule will vary due to clinical and teaching commitments.

TEXTBOOKS (recommended):

Students are expected to independently access and utilize textbooks and current research articles to enhance learning and support clinical decision-making. Resources, including databases and on-line services, are accessible through the UCF Library.

PREREQUISITE:
Current enrollment in the Doctor of Physical Therapy Program at the University of Central Florida. Clinical preparedness will be assessed by the DPT faculty and DCE through performance in classroom, lab, and integrated clinical education experiences. This will be measured through the indicators in the specific courses.

COURSE DESCRIPTION:
This course is a 12-week clinical experience where students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice under the direct supervision of the Clinical Instructor (CI). In addition to clinical care, the student is required to complete all assignments required by the clinical site and the University. The student is expected to complete this experience satisfactorily with minimal deficiencies in skills and behaviors. Please refer to the UCF DPT Clinical Education Handbook for information concerning Clinical Education policies and procedures.
TEACHING METHODS AND LEARNING EXPERIENCES
Clinical performance using real and simulated patient (one-on-one interaction or 2:1 student:CI model, small
group psychomotor skills with guided practice, role-play, demonstration, feedback), small and large group
discussion, writing exercises, formal student presentations, or any additional learning directed by the clinical
instructor and/or DCE.

The CI and the student, at midterm and conclusion of the internship, will use the APTA-developed web Clinical
Performance Instrument (CPI) to provide formal written performance evaluations.

In addition, the course will have a webcourse supplement through Canvas and will also utilize the UCF clinical
education software, Exxat. Students will be responsible for posting required information and assignments on the
web platforms as indicated within the assignments section of this syllabus.

ACADEMIC INTEGRITY:
Students should familiarize themselves with UCF’s Rules of Conduct at http://osc.sdes.ucf.edu/process洛克
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 at
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.

ATTENDANCE:
- Class attendance is mandatory for all DPT students. If an absence cannot be avoided, the student must
  inform the instructor of record of any class missed in advance via email. Students also must notify the
course instructor of record for any reasons in which a class period was missed unexpectedly.
Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. Communication of an absence does not excuse the absence.

The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.

Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.

Excessive absences or tardiness in a semester will be considered a matter of unacceptable professional conduct and the student may be referred to the Program Retention and Advancement Committee or Professional Conduct Committee for investigation and recommendations, as appropriate.

Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi. The total deduction for tardiness and absences will not exceed 10% of the final grade.

Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

PROFESSIONALISM
The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student’s conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness. Students who do not conduct themselves in a professional manner may be brought before the Professional Standards Committee for further inquiry and possible action. The faculty and/or Professional Standards Committee may recommend remedial actions, probation, or program dismissal.

Some of the criteria by which a student's professional demeanor is measured are as follows:

- Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.
- Attendance / Tardiness
- Being respectful and courteous to fellow students and to other professional and non-professional personnel.
- Recognizing personal or professional limitations and requesting assistance when necessary.
- Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.
- Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:
- Demonstrating honesty and veracity.
- Expressing or exhibiting interests in his/her profession.
- Accepting constructive criticism offered by instructors and others in an appropriate manner.
- Complying with the American Physical Therapy Association’s (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA’s web site at www.apta.org).
- Complying with the APTA Professionalism Core Values (for a more detailed overview of APTA Core Values please refer to the APTA’s web site at www.apta.org):
  - Accountability
  - Altruism
  - Excellence
  - Integrity
  - Professional Duty
Social Responsibility

ACADEMIC AND/OR DISCIPLINARY ACTION (DPT PROGRAM):

Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the DPT Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor: (1) loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

ACADEMIC BEHAVIOR STANDARDS:

The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Please refer to the UCF Golden Rule “Rules of Conduct” for academic behavior standards. Please note that these rules apply and will be enforced as the student is representing the University and Physical Therapy Program during the clinical experience.

The DPT program adheres to the American Physical Therapy Association (APTA) Guide for Professional Conduct, which “provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students.” (Guide to Physical Therapist Practice, Appendix 3, 2003)

The following principles are articulated in the Guide and relate specifically to the student’s professional education:

Principle 1: Attitude of a physical therapist toward others
Principle 2: Trustworthy actions, truthful communications and confidentiality
Principle 5: Responsibility for self-assessment
Principle 11: Respect for the rights, knowledge and skills of others

UCF Program in Physical Therapy regards all standards of the Guide as comprehensive and requires students to incorporate these principles in their interactions with faculty, staff, peers, clinical instructors, patients and community members.

Attendance to all clinical experiences is mandatory. Students are expected to follow the clinical facility’s schedule, specifically the assigned CI(s) schedule(s). This does not include CI vacation days. Exceptions may be made ONLY with prior arrangement AND approval of both the DCE and CI.

Students MUST BE prepared for the clinical experience and follow the dress code of the clinical setting in which they are placed. It is the student’s responsibility to find out the proper dress code prior to participating in the clinic. Students are also expected to wear their name badges at all times.

Failure to observe professional behavior in the clinic will result in disciplinary action and place the student at risk for failure of the course.

DRESS CODE:
See UCF DPT Clinical Education Handbook.

RELIGIOUS OBSERVANCE:

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

MEDIA POLICY:
Students may not make any recordings (audio or video) or take photographs during class/clinical without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student’s personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

DEIDENTIFICATION OF PATIENT/CLIENT INFORMATION:
The students of UCF will follow the guidelines of the clinical site for patient confidentiality, and in such cases, a confidentiality agreement may be signed by the student. The Program in Physical Therapy requests that patient confidentiality be maintained at all times. Any case reports or representations of patients/clients in the classroom will be required to have NO identifying information unless, in such cases, informed consent is granted by the patient/client.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf

See UCF DPT Clinical Education Handbook for additional information on attendance.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

CAMPUS SAFETY:
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
• Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)

• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)

• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

• If you have a special need related to emergency situations, please speak with me during office hours.

• Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

COMMUNICATION
In this course our official mode of communication is through email unless otherwise designated by course instructor. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

COURSE EVALUATION:
A minimum grade of 64.00% is required to pass the course. Determination of grades for this course is as delineated below:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
</tr>
<tr>
<td>89-93 %</td>
<td>A-</td>
</tr>
<tr>
<td>85-88 %</td>
<td>B+</td>
</tr>
<tr>
<td>80-84 %</td>
<td>B</td>
</tr>
<tr>
<td>75-79 %</td>
<td>B-</td>
</tr>
<tr>
<td>69-74 %</td>
<td>C+</td>
</tr>
<tr>
<td>64-68 %</td>
<td>C</td>
</tr>
<tr>
<td>60-63 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % and below</td>
<td>F</td>
</tr>
</tbody>
</table>

* Must be submitted by the posted deadline. No partial credit will be awarded.

CLINICAL PERFORMANCE - IMPORTANT GRADING CONSIDERATIONS:
During the entire term, each student will attend a clinical experience at a clinic or hospital assigned by the DCE. These clinical experiences are evaluated by the CI using the web CPI evaluation tool. The CPI is completed for each student and reviewed by the DCE from the UCF Program in Physical Therapy. Successful completion of the course is contingent upon the student’s performance in his or her clinical experience. In order to
successfully complete Clinical Education I, it is expected that the student obtain “Intermediate” in all criteria of the CPI without concerns as noted by “Red Flag” items. A student is at risk for failure of the course if the student falls below the “Intermediate” rating in any of the criteria outlined by the CPI. All CPIs will be reviewed by the DCE. Any performance rating below the stated expectation indicated by the CI will be investigated by the DCE. The DCE evaluates verbal, qualitative, and quantitative data from the CI, CCCE, and/or the student at the facility to determine final student performance. The final grade in the course is determined by the DCE based on the feedback provided by the CI and CCCE.

The student will be at risk of failure of the course if there are any Red-Flag Concerns by the CI during the clinical experience. The student may be immediately failed from the clinical experience with a failing grade if a Red Flag concern is documented by the CI and it is deemed appropriate for immediate failure of the clinical experience by the DCE.

Any failing grade, red flag concern, or below expected performance as outlined above may result in the student being referred to the DPT Program’s Retention & Advancement Committee, Professional Standards Committee, or other appropriate committee at a Program, Department, or University level for further evaluation & action planning.

ASSIGNMENTS:
All assignments related to this course, assigned by either UCF or by the clinical facility, will be used as additional means of assessing clinical performance and integration. Students are expected to complete the following assignments by the due dates posted on webcourses:

1. **Reflection Postings/Assignments – Webcourses**
   All students are required to post weekly reflections on performance as directed by the DCE. Due dates and topic areas of reflection will be provided on the webcourse. No late assignment will be accepted.

2. **Student In-service / Assignment**
   While on the clinical experience, students are REQUIRED to perform either an in-service or “student assignment” as determined by the clinical site. This assignment or in-service will be an educational piece on a procedure, diagnosis, case study, literature review, or other learning tool for clinicians. The student must provide an electronic copy of the completed assignment to the DCE, along with the CI feedback form. All work must be original and no reference to previous coursework will be acceptable unless the student obtains permission from the course instructor of record.

3. **Additional Assignments**
   While on the clinical experience, students are expected to complete any assignment provided by the CI or CCCE. The assignments and/or additional tasks may include, but are not limited to, journal article reviews, mock-evaluations, patient planning sessions, rounds, etc. If there is concern with the nature of the assignment, students should consult the DCE.

4. **Clinical Instructor Demographics Survey**
   Students are required to complete a formal survey describing the demographics of the CI and the clinical facility during the first week of the clinical experience. The survey will be in the Clinical Education software, Exxat.

5. **Clinical Performance Instrument (CPI)**
   Students are required to complete web CPI for both midterm & final. During both the midterm (week 6) & final (week 12), the student is required to complete the CPI, “sign off” electronically, and also review and “sign off” on the CPI of his or her CI.
6. **Clinical Site and CI Evaluations**
Students are required to complete a formal survey of their clinical experience. The CI evaluation will include confidential assessments of the CI. The Clinical Site evaluation data will be shared with future students. The surveys will be in the Clinical Education software, Exxat.

7. **Clinical Education Team Evaluations**
Students are required to complete a formal survey of the UCF DPT Clinical Education Team. The survey will include anonymous assessments of the DCE and the Academic Support Services Coordinator.

8. **Online Profile Maintenance**
Students are required to complete and submit onboarding documents to the Academic Support Services Coordinator by the deadline emailed prior to each clinical experience. In addition, students are required to keep all documents current (CPR, physicals, etc).

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LOCATION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Profile Maintenance*</td>
<td>Exxat</td>
<td>Ongoing</td>
</tr>
<tr>
<td>CI Demographics Survey</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 2 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 4 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 5 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Midterm CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Week 7 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 8 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 9 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 10 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 11 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Final CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Inservice/Project</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>CI/Clinical Site Evaluation</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Clinical Education Team Evaluation</td>
<td>Qualtrics Survey</td>
<td></td>
</tr>
</tbody>
</table>

**LATE ASSIGNMENTS:**
Failure to submit an assignment by the posted deadline will result in a 10% reduction immediately from the assignment grade and an additional 10% for each calendar day past the assignment due date (unless noted that no late assignment will be accepted).

**REMEDICATION:**
A student can be mandated for remediation if his or her performance falls below the “Intermediate” rating in any of the performance indicators on the final CPI of the clinical experience. Remediation clinical education experiences will be determined by the DCE. The student may be mandated to make up the entire clinical education experience or a portion of the experience. The sites for remediation, as well as evaluative criteria, will be determined by the DCE. Completing a remediation clinical experience does not guarantee a passing grade.
TERMINAL COURSE OBJECTIVES:
Students are expected to meet Intermediate Level or higher on the CPI by the end of the second clinical experience.

1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7D1) [CPI#3, 15, 17]
2. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (7D2) [CPI#1, 3, 7, 8, 15]
3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services. (7D3) [CPI#3, 17]
4. Practice in a manner consistent with the APTA Code of Ethics. (7D4) [CPI#3, 18]
5. Practice in a manner consistent with the APTA Core Values. (7D5) [CPI#3, 18]
6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (7D6) [CPI#2, 3, 18]
7. Communicate effectively with all stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (7D7) [CPI#4, 5]
8. Identify, respect, and act with consideration for patients'/clients’ differences, values, preferences, and expressed needs in all professional activities. (7D8) [CPI#2, 4, 5]
9. Access and critically analyze scientific literature. (7D9) [CPI#6, 7, 10, 11, 12]
10. Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources. (7D10) [CPI#6, 7, 10, 11, 12, 17]
11. Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client. (7D11) [CPI#6, 7, 10, 11, 12]
12. Effectively educate others using teaching methods that are commensurate with the needs of the learner. (7D12) [CPI#4, 5, 14]
13. Participate in professional and community organizations and the available opportunities for volunteerism, advocacy, and leadership. (7D13) [CPI#2, 5, 6]
14. Advocate for the profession and the healthcare needs of society through legislative and political processes. (7D14) [CPI#6, 14]
15. Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students. (7D15) [CPI#6]
16. Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional. (7D16) [CPI#1, 7, 8]
17. Obtain a history and relevant information from the patient/client and from other sources as needed. (7D17) [CPI#8, 9]
18. Perform a systems review. (7D18) [CPI#8, 9]
19. Select and competently administer tests and measures appropriate to the patients’ age, diagnosis, and health status including, but not limited to, those that assess: (7D19) [CPI#8, 9, 15, 16]

<table>
<thead>
<tr>
<th>Aerobic capacity/endurance</th>
<th>Gait</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropometric characteristics</td>
<td>Integumentary integrity</td>
<td>Range of motion</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>Joint integrity and mobility</td>
<td>Reflex integrity</td>
</tr>
<tr>
<td>Balance</td>
<td>Mental functions</td>
<td>Sensory integrity</td>
</tr>
<tr>
<td>Circulation (arterial, venous, lymphatic)</td>
<td>Mobility (including locomotion)</td>
<td>Skeletal integrity</td>
</tr>
<tr>
<td>Self-care and civic, community, domestic, education, social and work life</td>
<td>Motor function</td>
<td>Ventilation and respiration/gas exchange</td>
</tr>
</tbody>
</table>
Cranial/peripheral nerve integrity | Muscle performance (including strength, power, endurance, and length)
---|---
Environmental factors | Neuromuscular development and sensory processing

20. Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments. (7D20) [CPI#7, 10]
21. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient/client’s impairments, activity and participation limitations. (7D21). [CPI#11, 15]
22. Determine diagnosis that guides future patient/client management. (7D22) [CPI#10]
23. Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes. (7D23) [CPI#12]
24. Establish a safe and effective plan of care in collaboration with appropriate stakeholders including patients/clients, family members, payors, other professionals and other appropriate individuals. (7D24) [CPI#12, 17]
25. Determine those components of the plan of care that may, and may not, be directed to the physical therapist assistant (PTA) based on: (1) the needs of patient/client, (2) the education, training, and competence of the PTA’s ability, (3) jurisdictional law, (4) practice guidelines, policies, and (5) facility policies. (7D25) [CPI#12, 18]
26. Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26) [CPI#12, 15]
27. Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include: (7D27) [CPI#12]
   a. Airway clearance techniques
   b. Assistive technology: prescription, application, and, as appropriate, fabrication or modification
   c. Biophysical agents
   d. Functional training in self-care and in domestic, education, work, community, social, and civic life
   e. Integumentary repair and protection
   f. Manual Therapy Techniques (including Mobilization/Manipulation Thrust and Non-thrust Techniques)
   g. Motor function training (balance, gait, etc)
   h. Patient/client education
   i. Therapeutic exercise
28. Manage the delivery of the plan of care that is consistent with professional obligations and administrative policies and procedures of the practice environment. (7D28) [CPI#12]
29. Delineate and communicate, and supervise those areas of the plan of care that will be delegated to the PTA. (7D29) [CPI#4, 12, 18]
30. Monitor and adjust plan of care in response to patient/client status. (7D30) [CPI#7, 12]
31. Assess patient outcomes including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31) [CPI#16]
32. Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D32) [CPI#3, 15]
33. Respond effectively to patient/client and environmental emergencies in one’s practice setting. (7D33) [CPI#13, 18]
34. Provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion, fitness, and wellness to individuals, groups, and communities. (7D34) [CPI#14]
35. Provide care through direct access. (7D35) [CPI#3, 17]
36. Participate in case management process. (7D36) [CPI#3, 4, 12]
37. Assess safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional team. (7D37) [CPI#1, 7, 18]
38. Participate in activities for ongoing assessment and improvement of quality services. (7D38) [CPI#16]
39. Participate in the provision of patient-centered interprofessional collaborative care. (7D39) [CPI#12]

40. Utilize health informatics in the health care environment, including how large data sets can be used to determine effectiveness and efficiency of care. (7D40) [CPI#4, 7, 17]

41. Assess health care policies and their potential impact on the healthcare environment and practice. (7D41) [CPI#2, 3]

42. Participate in financial management of the practice setting, including billing and payment for services rendered. (7D42) [CPI#17]

43. Participate in the development of a business plan to include marketing, public relations, regulatory and legal requirements, risk management and continuous quality improvement. (7D43) [CPI#17]
**Read before you begin**

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

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

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

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

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– DPT

**Prefix:** PHT

**Code:** 7823C

**Course Title:** Clinical Education III

**30 Character Abbreviation:** Clinical Education III

**Full Title:** Grad Course Revision - PHT 7823C Clinical Education III

**Course Instructor (Must be Approved Graduate Faculty/Scholars):** Laurie Neely
Complete the remaining required fields and LAUNCH this proposal by clicking ⬤ in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description:*
Clinical education course to synthesize ethical, legal, and professional contemporary practice with evidence-based intervention, culminating in a full-time, 8-week clinical internship in physical therapy practice setting.

Prerequisite(s):
PHT 7822C.

Corequisite(s):

Does this proposal include revisions to prerequisites?*

Yes ☐ No ☐

Grading Scheme:

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design Options</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:</td>
<td>20</td>
</tr>
<tr>
<td>Out-of-Class Hours:</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:</td>
<td>21</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.

Repeat for credit? [ ] Yes [ ] No

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

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

Split-Level Class: [ ] Yes [ ] No

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Mundell</td>
<td>[ ] Odd Fall [ ] Even Fall</td>
</tr>
<tr>
<td>[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [ ] Occasional</td>
<td></td>
</tr>
</tbody>
</table>

**Intended Utilization of Course**

https://ucf.curriculog.com/proposal:3355/print
The course will be used primarily as:

Samantha Mundell

+ **Required Course**

- Required Course  - Elective Course

### Justification for Course Revision

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

**New grade scale for clinical education courses.** Currently the grade scale is Satisfactory/ Unsatisfactory. Moving to a more traditional ABCDF scale would allow for the improved assessment of students through a grade and allow the instructor to delineate delineation between those students who truly excel versus fall short those who may only perform satisfactorily. It could also work to provide for corrective action when points/grades could be reduced for missing assignments, due dates, etc. in the associated webcourse or for admin matters with the clinical, while still performing even when students perform well or in satisfactory manner in the actual clinic.

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

- **DPT**

**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

### Course Syllabus Policy

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
11/6/2019

Explicit, public description of the course
Student learning outcomes
Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

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

Full details of the syllabus policy can be found at: [https://policies.ucf.edu/documents/4-403.pdf](https://policies.ucf.edu/documents/4-403.pdf)

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

**Attachment List**

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

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

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

**Proposal Type:** Grad Course Revision

**Administration Use Only**

**Catalog Ownership:**

**Course OID**

**Course Type**  
Physical Therapy

**Status**  
Active-Visible ☐️ Inactive-Hidden

[PeopleSoft](https://ucf.curriculog.com/proposal:3355/print)
<table>
<thead>
<tr>
<th><strong>Academic Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Group</strong></th>
<th>College of Health Professions and Sciences</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Career</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Print in Catalog</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effective Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lab Fee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CRSE_ID</strong></th>
<th>040092</th>
</tr>
</thead>
</table>
DOCTOR OF PHYSICAL THERAPY PROGRAM
FALL 2020

COURSE: PHT 7823C
COURSE NAMES: CLINICAL EDUCATION III
CREDITS: 4 (1,20)

COURSE LOCATION: Various Clinical Affiliation Sites
DAY and TIME: Determined by Clinical Instructor and DCE
TOTAL CLINICAL HOURS: 320 hours

INSTRUCTOR: Laurie Neely PT, DPT, NCS
Director of Clinical Education
PHONE: 407-823-0611
EMAIL: laurie.neely@ucf.edu

OFFICE HOURS:
Mondays: 2:00-4:00
Wednesdays: 9:00-12:00
And by appointment. If possible, please notify instructor up to 24 hours in advance. Schedule will vary due to clinical and teaching commitments.

TEXTBOOKS (recommended):


Students are expected to independently access and utilize textbooks and current research articles to enhance learning and support clinical decision-making. Resources, including databases and on-line services, are accessible through the UCF Library.

PREREQUISITE:
Current enrollment in the Doctor of Physical Therapy Program at the University of Central Florida. Clinical preparedness will be assessed by the DPT faculty and DCE through performance in classroom, lab, and integrated clinical education experiences. This will be measured through the indicators in the specific courses.

COURSE DESCRIPTION:
This course is an 8-week clinical experience where students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice under the direct supervision of the Clinical Instructor (CI). In addition to clinical care, the student is required to complete all assignments required by the clinical site and the University. The student is expected to complete this experience satisfactorily with minimal deficiencies in skills and behaviors. Please refer to the UCF DPT Clinical Education Handbook for information concerning Clinical Education policies and procedures.
TEACHING METHODS AND LEARNING EXPERIENCES
Clinical performance using real and simulated patient (one-on-one interaction or 2:1 student:CI model, small group psychomotor skills with guided practice, role-play, demonstration, feedback), small and large group discussion, writing exercises, formal student presentations, or any additional learning directed by the clinical instructor and/or DCE.

The CI and the student, at midterm and conclusion of the internship, will use the APTA-developed web Clinical Performance Instrument (CPI) to provide formal written performance evaluations.

In addition, the course will have a webcourse supplement through Canvas and will also utilize the UCF clinical education software, Exxat. Students will be responsible for posting required information and assignments on the web platforms as indicated within the assignments section of this syllabus.

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 at 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.

ATTENDANCE:
- Class attendance is mandatory for all DPT students. If an absence cannot be avoided, the student must inform the instructor of record of any class missed in advance via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.
• Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. Communication of an absence does not excuse the absence.

• The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.

• Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.

• Excessive absences or tardiness in a semester will be considered a matter of unacceptable professional conduct and the student may be referred to the Program Retention and Advancement Committee or Professional Conduct Committee for investigation and recommendations, as appropriate.

• Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi. The total deduction for tardiness and absences will not exceed 10% of the final grade.

• Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

PROFESSIONALISM

The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student’s conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness. Students who do not conduct themselves in a professional manner may be brought before the Professional Standards Committee for further inquiry and possible action. The faculty and/or Professional Standards Committee may recommend remedial actions, probation, or program dismissal.

Some of the criteria by which a student's professional demeanor is measured are as follows:

• Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.

• Attendance / Tardiness

• Being respectful and courteous to fellow students and to other professional and non-professional personnel.

• Recognizing personal or professional limitations and requesting assistance when necessary.

• Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.

• Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:

• Demonstrating honesty and veracity.

• Expressing or exhibiting interests in his/her profession.

• Accepting constructive criticism offered by instructors and others in an appropriate manner.

• Complying with the American Physical Therapy Association’s (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA’s web site at www.apta.org).

• Complying with the APTA Professionalism Core Values (for a more detailed overview of APTA Core Values please refer to the APTA’s web site at www.apta.org):
  - Accountability
  - Altruism
  - Excellence
  - Integrity
  - Professional Duty
Social Responsibility

ACADEMIC AND/OR DISCIPLINARY ACTION (DPT PROGRAM):
Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the DPT Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor: (1) loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

ACADEMIC BEHAVIOR STANDARDS:
The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Please refer to the UCF Golden Rule “Rules of Conduct” for academic behavior standards. Please note that these rules apply and will be enforced as the student is representing the University and Physical Therapy Program during the clinical experience.

The DPT program adheres to the American Physical Therapy Association (APTA) Guide for Professional Conduct, which “provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students.” (Guide to Physical Therapist Practice, Appendix 3, 2003)

The following principles are articulated in the Guide and relate specifically to the student’s professional education:
- Principle 1: Attitude of a physical therapist toward others
- Principle 2: Trustworthy actions, truthful communications and confidentiality
- Principle 5: Responsibility for self-assessment
- Principle 11: Respect for the rights, knowledge and skills of others

UCF Program in Physical Therapy regards all standards of the Guide as comprehensive and requires students to incorporate these principles in their interactions with faculty, staff, peers, clinical instructors, patients and community members.

Attendance to all clinical experiences is mandatory. Students are expected to follow the clinical facility’s schedule, specifically the assigned CI(s) schedule(s). This does not include CI vacation days. Exceptions may be made ONLY with prior arrangement AND approval of both the DCE and CI.

Students MUST BE prepared for the clinical experience and follow the dress code of the clinical setting in which they are placed. It is the student’s responsibility to find out the proper dress code prior to participating in the clinic. Students are also expected to wear their name badges at all times.

Failure to observe professional behavior in the clinic will result in disciplinary action and place the student at risk for failure of the course.

DRESS CODE:
See UCF DPT Clinical Education Handbook.

RELIGIOUS OBSERVANCE:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf.
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.

MEDIA POLICY:
Students may not make any recordings (audio or video) or take photographs during class/clinical without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student’s personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

DEIDENTIFICATION OF PATIENT/CLIENT INFORMATION:
The students of UCF will follow the guidelines of the clinical site for patient confidentiality, and in such cases, a confidentiality agreement may be signed by the student. The Program in Physical Therapy requests that patient confidentiality be maintained at all times. Any case reports or representations of patients/clients in the classroom will be required to have NO identifying information unless, in such cases, informed consent is granted by the patient/client.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf

See UCF DPT Clinical Education Handbook for additional information on attendance.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

CAMPUS SAFETY:
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. 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](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left). (insert class specific information if appropriate)
• To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• If you have a special need related to emergency situations, please speak with me during office hours.
• Consider viewing this video ([https://youtu.be/NIKYajEx4pk](https://youtu.be/NIKYajEx4pk)) about how to manage an active shooter situation on campus or elsewhere.

**COMMUNICATION**

In this course our official mode of communication is through email **unless otherwise designated by course instructor.** All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

**COURSE EVALUATION:**

A minimum grade of 64.00% is required to pass the course. Determination of grades for this course is as delineated below:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
</tr>
<tr>
<td>89-93 %</td>
<td>A-</td>
</tr>
<tr>
<td>85-88 %</td>
<td>B+</td>
</tr>
<tr>
<td>80-84 %</td>
<td>B</td>
</tr>
<tr>
<td>75-79 %</td>
<td>B-</td>
</tr>
<tr>
<td>69-74 %</td>
<td>C+</td>
</tr>
<tr>
<td>64-68 %</td>
<td>C</td>
</tr>
<tr>
<td>60-63 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % and below</td>
<td>F</td>
</tr>
</tbody>
</table>

* Must be submitted by the posted deadline. No partial credit will be awarded.

**CLINICAL PERFORMANCE - IMPORTANT GRADING CONSIDERATIONS:**

During the entire term, each student will attend a clinical experience at a clinic or hospital assigned by the DCE. These clinical experiences are evaluated by the CI using the web CPI evaluation tool. The CPI is completed for each student and reviewed by the DCE from the UCF Program in Physical Therapy. Successful completion of the course is contingent upon the student’s performance in his or her clinical experience. In order to
successfully complete Clinical Education III, it is expected that the student obtain “Advanced Intermediate” in all criteria of the CPI without concerns as noted by “Red Flag” items. A student is at risk for failure of the course if the student falls below the “Advanced Intermediate” rating in any of the criteria outlined by the CPI. All CPIs will be reviewed by the DCE. Any performance rating below the stated expectation indicated by the CI will be investigated by the DCE. The DCE evaluates verbal, qualitative, and quantitative data from the CI, CCCE, and/or the student at the facility to determine final student performance. The final grade in the course is determined by the DCE based on the feedback provided by the CI and CCCE.

The student will be at risk of failure of the course if there are any Red-Flag Concerns by the CI during the clinical experience. The student may be immediately failed from the clinical experience with a failing grade if a Red Flag concern is documented by the CI and it is deemed appropriate for immediate failure of the clinical experience by the DCE.

Any failing grade, red flag concern, or below expected performance as outlined above may result in the student being referred to the DPT Program’s Retention & Advancement Committee, Professional Standards Committee, or other appropriate committee at a Program, Department, or University level for further evaluation & action planning.

ASSIGNMENTS:
All assignments related to this course, assigned by either UCF or by the clinical facility, will be used as additional means of assessing clinical performance and integration. Students are expected to complete the following assignments by the due dates posted on webcourses:

1. **Reflection Postings/Assignments – Webcourses**
   All students are required to post weekly reflections on performance as directed by the DCE. Due dates and topic areas of reflection will be provided on the webcourse. No late assignment will be accepted.

2. **Student In-service / Assignment**
   While on the clinical experience, students are REQUIRED to perform either an in-service or “student assignment” as determined by the clinical site. This assignment or in-service will be an educational piece on a procedure, diagnosis, case study, literature review, or other learning tool for clinicians. The student must provide an electronic copy of the completed assignment to the DCE, along with the CI feedback form. All work must be original and no reference to previous coursework will be acceptable unless the student obtains permission from the course instructor of record.

3. **Additional Assignments**
   While on the clinical experience, students are expected to complete any assignment provided by the CI or CCCE. The assignments and/or additional tasks may include, but are not limited to, journal article reviews, mock-evaluations, patient planning sessions, rounds, etc. If there is concern with the nature of the assignment, students should consult the DCE.

4. **Clinical Instructor Demographics Survey**
   Students are required to complete a formal survey describing the demographics of the CI and the clinical facility during the first week of the clinical experience. The survey will be in the Clinical Education software, Exxat.

5. **Clinical Performance Instrument (CPI)**
   Students are required to complete web CPI for both midterm & final. During both the midterm (week 4) & final (week 8), the student is required to complete the CPI, “sign off” electronically, and also review and “sign off” on the CPI of his or her CI.
6. Clinical Site and CI Evaluations  
Students are required to complete a formal survey of their clinical experience. The CI evaluation will include confidential assessments of the CI. The Clinical Site evaluation data will be shared with future students. The surveys will be in the Clinical Education software, Exxat.

7. Clinical Education Team Evaluations  
Students are required to complete a formal survey of the UCF DPT Clinical Education Team. The survey will include anonymous assessments of the DCE and the Academic Support Services Coordinator.

8. Online Profile Maintenance  
Students are required to complete and submit onboarding documents to the Academic Support Services Coordinator by the deadline emailed prior to each clinical experience. In addition, students are required to keep all documents current (CPR, physicals, etc).

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LOCATION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Profile Maintenance*</td>
<td>Exxat</td>
<td>Ongoing</td>
</tr>
<tr>
<td>CI Demographics Survey</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 2 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Midterm CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Week 5 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 6 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 7 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Final CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Inservice/Project</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>CI/Clinical Site Evaluation</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Clinical Education Team Evaluation</td>
<td>Qualtrics Survey</td>
<td></td>
</tr>
</tbody>
</table>

LATE ASSIGNMENTS:
Failure to submit an assignment by the posted deadline will result in a 10% reduction immediately from the assignment grade and an additional 10% for each calendar day past the assignment due date (unless noted that no late assignment will be accepted).

REMEDIATION:
A student can be mandated for remediation if his or her performance falls below the “Advanced Intermediate” rating in any of the performance indicators on the final CPI of the clinical experience. Remediation clinical education experiences will be determined by the DCE. The student may be mandated to make up the entire clinical education experience or a portion of the experience. The sites for remediation, as well as evaluative criteria, will be determined by the DCE. Completing a remediation clinical experience does not guarantee a passing grade.

TERMINAL COURSE OBJECTIVES:
Students are expected to meet **Advanced Intermediate Level** or higher on the CPI by the end of the first clinical experience.
1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7D1) [CPI#3, 15, 17]
2. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (7D2) [CPI#1, 3, 7, 8, 15]
3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services. (7D3) [CPI#3, 17]
4. Practice in a manner consistent with the APTA Code of Ethics. (7D4) [CPI#3, 18]
5. Practice in a manner consistent with the APTA Core Values. (7D5) [CPI#3, 18]
6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (7D6) [CPI#2, 3, 18]
7. Communicate effectively with all stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (7D7) [CPI#4, 5]
8. Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities. (7D8) [CPI#2, 4, 5]
9. Access and critically analyze scientific literature. (7D9) [CPI#6, 7, 10, 11, 12]
10. Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources. (7D10) [CPI#6, 7, 10, 11, 12, 17]
11. Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client. (7D11) [CPI#6, 7, 10, 11, 12]
12. Effectively educate others using teaching methods that are commensurate with the needs of the learner. (7D12) [CPI#4, 5, 14]
13. Participate in professional and community organizations and the available opportunities for volunteerism, advocacy, and leadership. (7D13) [CPI#2, 5, 6]
14. Advocate for the profession and the healthcare needs of society through legislative and political processes. (7D14) [CPI#6, 14]
15. Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students. (7D15) [CPI#6]
16. Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional. (7D16) [CPI#1, 7, 8]
17. Obtain a history and relevant information from the patient/client and from other sources as needed. (7D17) [CPI#8, 9]
18. Perform a systems review. (7D18) [CPI#8, 9]
19. Select and competently administer tests and measures appropriate to the patients’ age, diagnosis, and health status including, but not limited to, those that assess: (7D19) [CPI#8, 9, 15, 16]

<table>
<thead>
<tr>
<th>Aerobic capacity/endurance</th>
<th>Gait</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropometric characteristics</td>
<td>Integumentary integrity</td>
<td>Range of motion</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>Joint integrity and mobility</td>
<td>Reflex integrity</td>
</tr>
<tr>
<td>Balance</td>
<td>Mental functions</td>
<td>Sensory integrity</td>
</tr>
<tr>
<td>Circulation (arterial, venous, lymphatic)</td>
<td>Mobility (including locomotion)</td>
<td>Skeletal integrity</td>
</tr>
<tr>
<td>Self-care and civic, community, domestic, education, social and work life</td>
<td>Motor function</td>
<td>Ventilation and respiration/gas exchange</td>
</tr>
<tr>
<td>Cranial/peripheral nerve integrity</td>
<td>Muscle performance (including strength, power, endurance, and length)</td>
<td></td>
</tr>
<tr>
<td>Environmental factors</td>
<td>Neuromuscular development and sensory processing</td>
<td></td>
</tr>
</tbody>
</table>
20. Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments. (7D20) [CPI#7, 10]
21. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient/client’s impairments, activity and participation limitations. (7D21). [CPI#11, 15]
22. Determine diagnosis that guides future patient/client management. (7D22) [CPI#10]
23. Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes. (7D23) [CPI#12]
24. Establish a safe and effective plan of care in collaboration with appropriate stakeholders including patients/clients, family members, payors, other professionals and other appropriate individuals. (7D24) [CPI#12, 17]
25. Determine those components of the plan of care that may, and may not, be directed to the physical therapist assistant (PTA) based on: (1) the needs of patient/client, (2) the education, training, and competence of the PTA’s ability, (3) jurisdictional law, (4) practice guidelines, policies, and (5) facility policies. (7D25) [CPI#12, 18]
26. Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26) [CPI#12, 15]
27. Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include: (7D27) [CPI#12]
   a. Airway clearance techniques
   b. Assistive technology: prescription, application, and, as appropriate, fabrication or modification
   c. Biophysical agents
   d. Functional training in self-care and in domestic, education, work, community, social, and civic life
   e. Integumentary repair and protection
   f. Manual Therapy Techniques (including Mobilization/Manipulation Thrust and Non-thrust Techniques)
   g. Motor function training (balance, gait, etc)
   h. Patient/client education
   i. Therapeutic exercise
28. Manage the delivery of the plan of care that is consistent with professional obligations and administrative policies and procedures of the practice environment. (7D28) [CPI#12]
29. Delineate and communicate, and supervise those areas of the plan of care that will be delegated to the PTA. (7D29) [CPI#4, 12, 18]
30. Monitor and adjust plan of care in response to patient/client status. (7D30) [CPI#7, 12]
31. Assess patient outcomes including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31) [CPI#16]
32. Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D32) [CPI#3, 15]
33. Respond effectively to patient/client and environmental emergencies in one’s practice setting. (7D33) [CPI#13, 18]
34. Provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion, fitness, and wellness to individuals, groups, and communities. (7D34) [CPI#14]
35. Provide care through direct access. (7D35) [CPI#3, 17]
36. Participate in case management process. (7D36) [CPI#3, 4, 12]
37. Assess safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional team. (7D37) [CPI#1, 7, 18]
38. Participate in activities for ongoing assessment and improvement of quality services. (7D38) [CPI#16]
39. Participate in the provision of patient-centered interprofessional collaborative care. (7D39) [CPI#12]
40. Utilize health informatics in the health care environment, including how large data sets can be used to determine effectiveness and efficiency of care. (7D40) [CPI#4, 7, 17]
41. Assess health care policies and their potential impact on the healthcare environment and practice. (7D41) [CPI#2, 3]
42. Participate in financial management of the practice setting, including billing and payment for services rendered. (7D42) [CPI#17]

43. Participate in the development of a business plan to include marketing, public relations, regulatory and legal requirements, risk management and continuous quality improvement. (7D43) [CPI#17]
College of Health Professions and Sciences - Grad Course Revision
- PHT 7829C Clinical Education IV

2020-2021 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. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

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

**General Catalog Information**

College:*
College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– DPT

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

Prefix:* PHT

Code:* 7829C

Course Title:* Clinical Education IV

30 Character Abbreviation:* Clinical Education IV

Full Title:* Grad Course Revision - PHT 7829C Clinical Education IV

Course Instructor (Must be Approved Graduate Faculty/Scholars): Laurie Neely
Complete the remaining required fields and LAUNCH this proposal by clicking ➤ in the top left corner! Do not begin revisions until after launch. Course revisions before launch will not be tracked.

Course Description: Clinical education course to synthesize ethical, legal, and professional contemporary practice with evidence-based intervention, culminating in a full-time, terminal 8-week clinical internship in physical therapy practice setting prior to graduation.

Prerequisite(s): PHT 7823C.

Corequisite(s):

Does this proposal include revisions to prerequisites? Yes □ No □

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

https://ucf.curriculog.com/proposal:3356/print
4 Credit Hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>20</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>21</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.

Repeat for credit? ☐ Yes ☐ No

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

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

Split-Level Class:* ☐ Yes ☐ No

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When will the course be offered?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Mundell</td>
<td>Samantha Mundell</td>
</tr>
<tr>
<td>☐ Odd Spring</td>
<td>☐ Odd Spring</td>
</tr>
<tr>
<td>☐ Even Spring</td>
<td>☐ Even Spring</td>
</tr>
<tr>
<td>☐ Odd Fall</td>
<td>☐ Odd Fall</td>
</tr>
<tr>
<td>☐ Even Fall</td>
<td>☐ Even Fall</td>
</tr>
<tr>
<td>☐ Odd Summer</td>
<td>☐ Odd Summer</td>
</tr>
<tr>
<td>☐ Even Summer</td>
<td>☐ Even Summer</td>
</tr>
<tr>
<td>☐ Every Semester</td>
<td>☐ Every Semester</td>
</tr>
<tr>
<td>☐ Occasional</td>
<td>☐ Occasional</td>
</tr>
</tbody>
</table>

**Intended Utilization of Course**

https://ucf.curriculog.com/proposal:3356/print
The course will be used primarily as:

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Mundell</td>
</tr>
<tr>
<td>+ Required Course</td>
</tr>
<tr>
<td>Required Course</td>
</tr>
</tbody>
</table>

### Justification for Course Revision

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

**New grade scale for clinical education courses.** Currently the grade scale is Satisfactory/Unsatisfactory. Moving to a more traditional ABCDF scale would allow for the improved assessment of students through a grade and allow the instructor to delineate delineation between those students who truly excel versus fall short those who may only perform satisfactorily. It could also work to provide for corrective action when points/grades could be reduced for missing assignments, due dates, etc. in the associated webcourse or for admin matters with the clinical, while still performing even when students perform well or in satisfactory manner in the actual clinic.

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

DPT

**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

**Course Syllabus Policy**

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

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

**Attachment List**

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

- **Check** ✅ I have completed all relevant parts of the form.
- **Attached** ✅ I have attached a course syllabus and rationale.

**Proposal Type:** Grad Course Revision

**Administration Use Only**

- **Catalog Ownership:**
- **Course OID:**
- **Course Type:** Physical Therapy
- **Status** ✉ Active-Visible ☐ Inactive-Hidden
<table>
<thead>
<tr>
<th>Academic Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Group</strong></td>
</tr>
<tr>
<td><strong>Career</strong></td>
</tr>
<tr>
<td><strong>Print in Catalog</strong></td>
</tr>
<tr>
<td><strong>Effective Date</strong></td>
</tr>
<tr>
<td><strong>Lab Fee</strong></td>
</tr>
<tr>
<td><strong>CRSE_ID</strong></td>
</tr>
</tbody>
</table>
DOCTOR OF PHYSICAL THERAPY PROGRAM
SPRING 2020

COURSE: PHT 7829C
COURSE NAMES: CLINICAL EDUCATION IV
CREDITS: 4 (1,20)

COURSE LOCATION: Various Clinical Affiliation Sites
DAY and TIME: Determined by Clinical Instructor and DCE
TOTAL CLINICAL HOURS: 320 hours

INSTRUCTOR: Laurie Neely PT, DPT, NCS
Director of Clinical Education
PHONE: 407-823-0611
EMAIL: laurie.neely@ucf.edu

OFFICE HOURS:
Mondays: 2:00-4:00
Wednesdays: 9:00-12:00
And by appointment. If possible, please notify instructor up to 24 hours in advance. Schedule will vary due to clinical and teaching commitments.

TEXTBOOKS (recommended):


Students are expected to independently access and utilize textbooks and current research articles to enhance learning and support clinical decision-making. Resources, including databases and on-line services, are accessible through the UCF Library.

PREREQUISITE:
Current enrollment in the Doctor of Physical Therapy Program at the University of Central Florida. Clinical preparedness will be assessed by the DPT faculty and DCE through performance in classroom, lab, and integrated clinical education experiences. This will be measured through the indicators in the specific courses.

COURSE DESCRIPTION:
This course is an 8-week clinical experience where students are provided the opportunity to apply didactic knowledge, develop professional behaviors, and practice patient/client management in a clinical setting. Students will perform aspects of the patient-client management model, including: examination, evaluation, diagnosis, prognosis, and plan-of-care, documentation, delegation, legal and financial issues related to physical therapist practice under the direct supervision of the Clinical Instructor (CI). In addition to clinical care, the student is required to complete all assignments required by the clinical site and the University. The student is expected to complete this experience satisfactorily with minimal deficiencies in skills and behaviors. Please refer to the UCF DPT Clinical Education Handbook for information concerning Clinical Education policies and procedures.
TEACHING METHODS AND LEARNING EXPERIENCES
Clinical performance using real and simulated patient (one-on-one interaction or 2:1 student:CI model, small group psychomotor skills with guided practice, role-play, demonstration, feedback), small and large group discussion, writing exercises, formal student presentations, or any additional learning directed by the clinical instructor and/or DCE.

The CI and the student, at midterm and conclusion of the internship, will use the APTA-developed web Clinical Performance Instrument (CPI) to provide formal written performance evaluations.

In addition, the course will have a webcourse supplement through Canvas and will also utilize the UCF clinical education software, Exxat. Students will be responsible for posting required information and assignments on the web platforms as indicated within the assignments section of this syllabus.

ACADEMIC INTEGRITY:
Students should familiarize themselves with UCF’s Rules of Conduct at [http://osc.sdes.ucf.edu/process.roc](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 at [http://academicintegrity.org](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](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](http://goldenrule.sdes.ucf.edu/zgrade).

ATTENDANCE:
- Class attendance is mandatory for all DPT students. If an absence cannot be avoided, the student must inform the instructor of record of any class missed in advance via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.
• Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. *Communication of an absence does not excuse the absence.*

• The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.

• Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.

• Excessive absences or tardiness in a semester will be considered a *matter of unacceptable professional conduct* and the student may be referred to the Program Retention and Advancement Committee or Professional Conduct Committee for investigation and recommendations, as appropriate.

• *Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi.* The total deduction for tardiness and absences will not exceed 10% of the final grade.

• Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

**PROFESSIONALISM**

The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student’s conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness. Students who do not conduct themselves in a professional manner may be brought before the Professional Standards Committee for further inquiry and possible action. The faculty and/or Professional Standards Committee may recommend remedial actions, probation, or program dismissal.

**Some of the criteria by which a student's professional demeanor is measured are as follows:**

• Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.

• Attendance / Tardiness

• Being respectful and courteous to fellow students and to other professional and non-professional personnel.

• Recognizing personal or professional limitations and requesting assistance when necessary.

• Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.

• Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:

• Demonstrating honesty and veracity.

• Expressing or exhibiting interests in his/her profession.

• Accepting constructive criticism offered by instructors and others in an appropriate manner.

• Complying with the American Physical Therapy Association’s (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA’s web site at [www.apta.org](http://www.apta.org)).

• Complying with the APTA Professionalism Core Values (for a more detailed overview of APTA Core Values please refer to the APTA’s web site at www.apta.org):
  
  o Accountability
  o Altruism
  o Excellence
  o Integrity
  o Professional Duty
Social Responsibility

ACADEMIC AND/OR DISCIPLINARY ACTION (DPT PROGRAM):
Students that exhibit poor performance involving safety, professional behavior, responsible behavior, ethical practice, or legal practice as described in the DPT Student Handbook, or cheating or plagiarism on exams, quizzes, or homework assignments are subject to the following with the decision of the professor: (1) loss of credit on project, assignment or examination, (2) removal from the course, (3) disciplinary/behavioral action plan, and/or (4) a lower grade. Any student involved in these behaviors may be referred to the Program Director, Department Head, or the Dean for further disciplinary action.

ACADEMIC BEHAVIOR STANDARDS:
The University of Central Florida is committed to a policy of honesty in academic affairs. Conduct that compromises a breach of the policy shall result in academic and/or disciplinary action. Academic and/or disciplinary action affects student assignments, examinations, or grades. Disciplinary action also affects student enrollment status. Please refer to the UCF Golden Rule “Rules of Conduct” for academic behavior standards. Please note that these rules apply and will be enforced as the student is representing the University and Physical Therapy Program during the clinical experience.

The DPT program adheres to the American Physical Therapy Association (APTA) Guide for Professional Conduct, which “provides guidelines by which physical therapists may determine the propriety of their conduct. It is also intended to guide the professional development of physical therapist students.” (Guide to Physical Therapist Practice, Appendix 3, 2003)

The following principles are articulated in the Guide and relate specifically to the student’s professional education:

- Principle 1: Attitude of a physical therapist toward others
- Principle 2: Trustworthy actions, truthful communications and confidentiality
- Principle 5: Responsibility for self-assessment
- Principle 11: Respect for the rights, knowledge and skills of others

UCF Program in Physical Therapy regards all standards of the Guide as comprehensive and requires students to incorporate these principles in their interactions with faculty, staff, peers, clinical instructors, patients and community members.

Attendance to all clinical experiences is mandatory. Students are expected to follow the clinical facility’s schedule, specifically the assigned CI(s) schedule(s). This does not include CI vacation days. Exceptions may be made ONLY with prior arrangement AND approval of both the DCE and CI.

Students MUST BE prepared for the clinical experience and follow the dress code of the clinical setting in which they are placed. It is the student’s responsibility to find out the proper dress code prior to participating in the clinic. Students are also expected to wear their name badges at all times.

Failure to observe professional behavior in the clinic will result in disciplinary action and place the student at risk for failure of the course.

DRESS CODE:
See UCF DPT Clinical Education Handbook.

RELIGIOUS OBSERVANCE:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf.
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.

MEDIA POLICY:
Students may not make any recordings (audio or video) or take photographs during class/clinical without written permission of the instructor(s). No information should ever be posted to social media websites regarding course content at any time without express written permission from the instructor and/or others depicted. Students are not allowed to sell notes or media (digital or otherwise) of class lectures. Students may not use the printed or on-line material from class lectures for personal use without written permission of the instructor. Should these devices be brought into the classroom, they must remain in silent mode and kept out of view with the student’s personal belongings. If a student has a need to use these devices while a lecture or laboratory session is being conducted, he/she should notify the course instructor in advance and do so outside the classroom.

DEIDENTIFICATION OF PATIENT/CLIENT INFORMATION:
The students of UCF will follow the guidelines of the clinical site for patient confidentiality, and in such cases, a confidentiality agreement may be signed by the student. The Program in Physical Therapy requests that patient confidentiality be maintained at all times. Any case reports or representations of patients/clients in the classroom will be required to have NO identifying information unless, in such cases, informed consent is granted by the patient/client.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED UNIVERSITY EVENTS OR CO-CURRICULAR ACTIVITIES
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf

See UCF DPT Clinical Education Handbook for additional information on attendance.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

COMMUNICATION
In this course our official mode of communication is through email unless otherwise designated by course instructor. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly.

COURSE EVALUATION:
A minimum grade of 64.00% is required to pass the course. Determination of grades for this course is as delineated below:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>A</td>
</tr>
<tr>
<td>89-93 %</td>
<td>A-</td>
</tr>
<tr>
<td>85-88 %</td>
<td>B+</td>
</tr>
<tr>
<td>80-84 %</td>
<td>B</td>
</tr>
<tr>
<td>75-79 %</td>
<td>B-</td>
</tr>
<tr>
<td>69-74 %</td>
<td>C+</td>
</tr>
<tr>
<td>64-68 %</td>
<td>C</td>
</tr>
<tr>
<td>60-63 %</td>
<td>D</td>
</tr>
<tr>
<td>59 % and below</td>
<td>F</td>
</tr>
</tbody>
</table>

* Must be submitted by the posted deadline. No partial credit will be awarded.

CLINICAL PERFORMANCE - IMPORTANT GRADING CONSIDERATIONS:
During the entire term, each student will attend a clinical experience at a clinic or hospital assigned by the DCE. These clinical experiences are evaluated by the CI using the web CPI evaluation tool. The CPI is completed for each student and reviewed by the DCE from the UCF Program in Physical Therapy. Successful completion of the course is contingent upon the student’s performance in his or her clinical experience. In order to
successfully complete Clinical Education IV, it is expected that the student obtain “Entry Level” in all criteria of the CPI without concerns as noted by “Red Flag” items. A student is at risk for failure of the course if the student falls below the “Entry Level” rating in any of the criteria outlined by the CPI. All CPIs will be reviewed by the DCE. Any performance rating below the stated expectation indicated by the CI will be investigated by the DCE. The DCE evaluates verbal, qualitative, and quantitative data from the CI, CCCE, and/or the student at the facility to determine final student performance. The final grade in the course is determined by the DCE based on the feedback provided by the CI and CCCE.

The student will be at risk of failure of the course if there are any Red-Flag Concerns by the CI during the clinical experience. The student may be immediately failed from the clinical experience with a failing grade if a Red Flag concern is documented by the CI and it is deemed appropriate for immediate failure of the clinical experience by the DCE.

Any failing grade, red flag concern, or below expected performance as outlined above may result in the student being referred to the DPT Program’s Retention & Advancement Committee, Professional Standards Committee, or other appropriate committee at a Program, Department, or University level for further evaluation & action planning.

ASSIGNMENTS:
All assignments related to this course, assigned by either UCF or by the clinical facility, will be used as additional means of assessing clinical performance and integration. Students are expected to complete the following assignments by the due dates posted on webcourses:

1. **Reflection Postings/Assignments – Webcourses**
   All students are required to post weekly reflections on performance as directed by the DCE. Due dates and topic areas of reflection will be provided on the webcourse. No late assignment will be accepted.

2. **Student In-service / Assignment**
   While on the clinical experience, students are REQUIRED to perform either an in-service or “student assignment” as determined by the clinical site. This assignment or in-service will be an educational piece on a procedure, diagnosis, case study, literature review, or other learning tool for clinicians. The student must provide an electronic copy of the completed assignment to the DCE, along with the CI feedback form. All work must be original and no reference to previous coursework will be acceptable unless the student obtains permission from the course instructor of record.

3. **Additional Assignments**
   While on the clinical experience, students are expected to complete any assignment provided by the CI or CCCE. The assignments and/or additional tasks may include, but are not limited to, journal article reviews, mock-evaluations, patient planning sessions, rounds, etc. If there is concern with the nature of the assignment, students should consult the DCE.

4. **Clinical Instructor Demographics Survey**
   Students are required to complete a formal survey describing the demographics of the CI and the clinical facility during the first week of the clinical experience. The survey will be in the Clinical Education software, Exxat.

5. **Clinical Performance Instrument (CPI)**
   Students are required to complete web CPI for both midterm & final. During both the midterm (week 4) & final (week 8), the student is required to complete the CPI, “sign off” electronically, and also review and “sign off” on the CPI of his or her CI.
6. **Clinical Site and CI Evaluations**
Students are required to complete a formal survey of their clinical experience. The CI evaluation will include confidential assessments of the CI. The Clinical Site evaluation data will be shared with future students. The surveys will be in the Clinical Education software, Exxat.

7. **Clinical Education Team Evaluations**
Students are required to complete a formal survey of the UCF DPT Clinical Education Team. The survey will include anonymous assessments of the DCE and the Academic Support Services Coordinator.

8. **Online Profile Maintenance**
Students are required to complete and submit onboarding documents to the Academic Support Services Coordinator by the deadline emailed prior to each clinical experience. In addition, students are required to keep all documents current (CPR, physicals, etc).

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>LOCATION</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Profile Maintenance*</td>
<td>Exxat</td>
<td>Ongoing</td>
</tr>
<tr>
<td>CI Demographics Survey</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Week 1 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 2 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 3 Assignment</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Midterm CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Week 5 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 6 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Week 7 Reflection</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>Final CPI</td>
<td>Web CPI</td>
<td></td>
</tr>
<tr>
<td>Inservice/Project</td>
<td>Webcourses</td>
<td></td>
</tr>
<tr>
<td>CI/Clinical Site Evaluation</td>
<td>Exxat</td>
<td></td>
</tr>
<tr>
<td>Clinical Education Team Evaluation</td>
<td>Qualtrics Survey</td>
<td></td>
</tr>
</tbody>
</table>

**LATE ASSIGNMENTS:**
Failure to submit an assignment by the posted deadline will result in a 10% reduction immediately from the assignment grade and an additional 10% for each calendar day past the assignment due date (unless noted that no late assignment will be accepted).

**REMEDIATION:**
A student can be mandated for remediation if his or her performance falls below the “Entry Level” rating in any of the performance indicators on the final CPI of the clinical experience. Remediation clinical education experiences will be determined by the DCE. The student may be mandated to make up the entire clinical education experience or a portion of the experience. The sites for remediation, as well as evaluative criteria, will be determined by the DCE. Completing a remediation clinical experience does not guarantee a passing grade.

**TERMINAL COURSE OBJECTIVES:**
Students are expected to meet **Entry Level** or higher on the CPI by the end of the first clinical experience.
1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management. (7D1) [CPI#3, 15, 17]
2. Report to appropriate authorities suspected cases of abuse of vulnerable populations. (7D2) [CPI#1, 3, 7, 8, 15]

3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services. (7D3) [CPI#3, 17]

4. Practice in a manner consistent with the APTA Code of Ethics. (7D4) [CPI#3, 18]

5. Practice in a manner consistent with the APTA Core Values. (7D5) [CPI#3, 18]

6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. (7D6) [CPI#2, 3, 18]

7. Communicate effectively with all stakeholders including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. (7D7) [CPI#4, 5]

8. Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities. (7D8) [CPI#2, 4, 5]

9. Access and critically analyze scientific literature. (7D9) [CPI#6, 7, 10, 11, 12]

10. Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources. (7D10) [CPI#6, 7, 10, 11, 12, 17]

11. Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client. (7D11) [CPI#6, 7, 10, 11, 12]

12. Effectively educate others using teaching methods that are commensurate with the needs of the learner. (7D12) [CPI#4, 5, 14]

13. Participate in professional and community organizations and the available opportunities for volunteerism, advocacy, and leadership. (7D13) [CPI#2, 5, 6]

14. Advocate for the profession and the healthcare needs of society through legislative and political processes. (7D14) [CPI#6, 14]

15. Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students. (7D15) [CPI#6]

16. Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional. (7D16) [CPI#1, 7, 8]

17. Obtain a history and relevant information from the patient/client and from other sources as needed. (7D17) [CPI#8, 9]

18. Perform a systems review. (7D18) [CPI#8, 9]

19. Select and competently administer tests and measures appropriate to the patients’ age, diagnosis, and health status including, but not limited to, those that assess: (7D19) [CPI#8, 9, 15, 16]

<table>
<thead>
<tr>
<th>Aerobic capacity/endurance</th>
<th>Gait</th>
<th>Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropometric characteristics</td>
<td>Integumentary integrity</td>
<td>Range of motion</td>
</tr>
<tr>
<td>Assistive technology</td>
<td>Joint integrity and mobility</td>
<td>Reflex integrity</td>
</tr>
<tr>
<td>Balance</td>
<td>Mental functions</td>
<td>Sensory integrity</td>
</tr>
<tr>
<td>Circulation (arterial, venous, lymphatic)</td>
<td>Mobility (including locomotion)</td>
<td>Skeletal integrity</td>
</tr>
<tr>
<td>Self-care and civic, community, domestic, education, social and work life</td>
<td>Motor function</td>
<td>Ventilation and respiration/gas exchange</td>
</tr>
<tr>
<td>Cranial/peripheral nerve integrity</td>
<td>Muscle performance (including strength, power, endurance, and length)</td>
<td></td>
</tr>
<tr>
<td>Environmental factors</td>
<td>Neuromuscular development and sensory processing</td>
<td></td>
</tr>
</tbody>
</table>

20. Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments. (7D20) [CPI#7, 10]
21. Use the International Classification of Functioning, Disability, and Health (ICF) to describe a patient/client’s impairments, activity and participation limitations. (7D21) [CPI#11, 15]

22. Determine diagnosis that guides future patient/client management. (7D22) [CPI#10]

23. Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes. (7D23) [CPI#12]

24. Establish a safe and effective plan of care in collaboration with appropriate stakeholders including patients/clients, family members, payors, other professionals and other appropriate individuals. (7D24) [CPI#12, 17]

25. Determine those components of the plan of care that may, and may not, be directed to the physical therapist assistant (PTA) based on: (1) the needs of patient/client, (2) the education, training, and competence of the PTA’s ability, (3) jurisdictional law, (4) practice guidelines, policies, and (5) facility policies. (7D25) [CPI#12, 18]

26. Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care. (7D26) [CPI#12, 15]

27. Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include: (7D27) [CPI#12]
   a. Airway clearance techniques
   b. Assistive technology: prescription, application, and, as appropriate, fabrication or modification
   c. Biophysical agents
   d. Functional training in self-care and in domestic, education, work, community, social, and civic life
   e. Integumentary repair and protection
   f. Manual Therapy Techniques (including Mobilization/Manipulation Thrust and Non-thrust Techniques)
   g. Motor function training (balance, gait, etc)
   h. Patient/client education
   i. Therapeutic exercise

28. Manage the delivery of the plan of care that is consistent with professional obligations and administrative policies and procedures of the practice environment. (7D28) [CPI#12]

29. Delineate and communicate, and supervise those areas of the plan of care that will be delegated to the PTA. (7D29) [CPI#4, 12, 18]

30. Monitor and adjust plan of care in response to patient/client status. (7D30) [CPI#7, 12]

31. Assess patient outcomes including the use of appropriate standardized tests and measures that address impairments, functional status and participation. (7D31) [CPI#16]

32. Complete documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies. (7D32) [CPI#3, 15]

33. Respond effectively to patient/client and environmental emergencies in one’s practice setting. (7D33) [CPI#13, 18]

34. Provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion, fitness, and wellness to individuals, groups, and communities. (7D34) [CPI#14]

35. Provide care through direct access. (7D35) [CPI#3, 17]

36. Participate in case management process. (7D36) [CPI#3, 4, 12]

37. Assess safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional team. (7D37) [CPI#1, 7, 18]

38. Participate in activities for ongoing assessment and improvement of quality services. (7D38) [CPI#16]

39. Participate in the provision of patient-centered interprofessional collaborative care. (7D39) [CPI#16]

40. Utilize health informatics in the health care environment, including how large data sets can be used to determine effectiveness and efficiency of care. (7D40) [CPI#4, 7, 17]

41. Assess health care policies and their potential impact on the healthcare environment and practice. (7D41) [CPI#2, 3]

42. Participate in financial management of the practice setting, including billing and payment for services rendered. (7D42) [CPI#17]
43. Participate in the development of a business plan to include marketing, public relations, regulatory and legal requirements, risk management and continuous quality improvement. (7D43) [CPI#17]
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

Program Type:*  
- Program
- Shared Core

Proposal Type:*  
- Graduate Program Revision

**Read before you begin**

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

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

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

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

College:*  
- College of Health Professions and Sciences

Unit / Department / College:*  
- School of Kinesiology and Physical Therapy– Kinesiology

Unit(s) Housing Program:  
- Division of Kinesiology

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

Name of program, track and / or certificate: 

Kinesiology MS ♦♦

Are you revising the name of the program, track, or certificate? *

Yes ☐ No ☐

Proposed Effective Term / Year: *

Fall 2020

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

Is the CIP code being updated?

Yes ☑ No ☐

If yes, please provide the new CIP code:

31.0505 Track 1

Rationale for revision:

This CIP change is being requested to more appropriately reflect the content currently being delivered to the students in the B. S. and M. S. programs, including courses covering functional anatomy, human injuries, biomechanics, nutrition/metabolism, and exercise physiology. The relocation of the newly named Division of Kinesiology (formerly Sport and Exercise Science), which houses these degrees, to the College of Health Professions and Sciences within UCF’s Academic Health Sciences Center, provide additional evidence of the current and ongoing commitment to prepare students as exercise and fitness professionals.

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

Informational Description Chart - this will import. *

<table>
<thead>
<tr>
<th>College: Health Professions and Sciences</th>
<th>Degree: MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Kinesiology and Physical Therapy</td>
<td>Option: Thesis, Nonthesis</td>
</tr>
<tr>
<td>Program Websites: <a href="https://healthprofessions.ucf.edu/kinesiology/">https://healthprofessions.ucf.edu/kinesiology/</a></td>
<td></td>
</tr>
<tr>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

https://ucf.curriculog.com/proposal:3192/print 2/5
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

---

### Impact on Current Students

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will students have the option to stay in their existing program, track, or certificate?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, how will current students be impacted by this change?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
## Future Students

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td>SCHs:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td>SCHs:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td>SCHs:</td>
</tr>
</tbody>
</table>

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td></td>
</tr>
<tr>
<td>Source of funds:</td>
<td></td>
</tr>
</tbody>
</table>

**Attachments**

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

- **Faculty List**: Attached
- **Support from involved units that no duplication exists**: Attached

**Administration Use Only**

- Catalog Ownership:
- Program OID: 7703
- Program Type: Master
- Degree Type: Master of Science
- Status: Active-Visible
Program Description

The Master of Science in Kinesiology provides an in-depth study of applied human physiology and how it relates to athletic performance and health and wellness across the lifespan.

Additional areas of study focus on sport nutrition, environmental physiology and exercise biochemistry.

Curriculum

The Master of Science in Kinesiology offers thesis and nonthesis options for students. Both options require a minimum of 36 credit hours, with at least 18 credit hours of coursework at the 6000 level.

Students selecting the thesis option must receive a commitment from a faculty adviser for approval to do the thesis option in the program.

Students in the nonthesis option are required to take an independent learning experience (PET 6910 - Problem Analysis - Review of Literature) that involves a detailed literature review specific to a subject area of the student's interest under the supervision of graduate faculty OR participation in a practicum (PET 6946) that will serve as their culminating graduate experience.

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

Required Courses: 15 Credit Hours

- APK 6713 Research Methods in Kinesiology
- PET 5355 Exercise and Health
- PET 6376 Sport Nutrition
- PET 6389 Physiological Aspects of Sport and Training
- PET 6515 Assessment and Evaluation in Kinesiology

Elective Courses: 15-18 Credit Hours

Students that select the thesis option must take 15 credit hours in electives. Students that select the nonthesis option must take 18 credit hours in electives. All electives are selected in conjunction with the student's graduate adviser or the graduate coordinator. Students can choose from the following courses.

- APK 6703 Statistical Methods in Kinesiology
- PET 6096 Youth Physical and Athletic Development
- PET 6335 Functional Anatomy and Kinesiology
- PET 6357C Environmental Perturbation and Human Performance
- PET 6366 Exercise, Nutrition and Weight Control
PET 6372 Physical Activity and Nutritional Epidemiology
PET 6381 Physiology of Neuromuscular Mechanisms
PET 6388 Cardiovascular Physiology
PET 6521 Exercise Physiology Instrumentation
PET 6690 Exercise Prescription for Special Populations
PET 6363 Dietary and Nutritional Supplementation for Athletic Performance
PET 6395 Program Design in Strength and Conditioning
PET 7387 Exercise Endocrinology
PET 7535 Research and Experimental Design in Exercise Physiology

**Thesis Option: 6 Credit Hours**

Students selecting the thesis option will take APK 6703 Statistical Methods in Kinesiology as one of their electives and enroll in six credit hours of thesis for a total of nine credit hours toward their elective requirements.

- PET 6971 - Thesis **6 Credit Hours**

**Nonthesis Option: 3-6 Credit Hours**

Students select one of the following courses.

- PET 6910 Problem Analysis - Review of Literature
- PET 6946 Practicum, Clinical Practice

**Equipment Fee**

Full-time students in the Kinesiology MS program pay a $28 equipment fee each semester that they are enrolled. Part-time students pay $14 each semester that they are enrolled.

**Independent Learning**

All students are required to complete a research report or thesis after the completion of their coursework.

**Application Requirements**

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

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:
- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years.
- Two letters of recommendation.
- Résumé.

## Application Deadlines

<table>
<thead>
<tr>
<th>Kinesiology MS</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Dec 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Jul 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

## Financials

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

## Fellowships

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

## Contact Info

### Graduate Program

**David Fukuda PhD**

Assistant Professor

david.fukuda@ucf.edu

Telephone: 407-823-0442

ED 320R

### Graduate Admissions
Jennifer Yuhas
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application
Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu
1. Provide a short background and rationale for the CIP change request.

This CIP change is being requested to more appropriately reflect the content currently being delivered to the students in the B.S. and M.S. programs, including courses covering functional anatomy, human injuries, biomechanics, nutrition/metabolism, and exercise physiology. The relocation of the newly named Division of Kinesiology (formerly Sport and Exercise Science), which houses these degrees, to the College of Health Professions and Sciences within UCF’s Academic Health Sciences Center, provide additional evidence of the current and ongoing commitment to prepare students as exercise and fitness professionals.

2. Explain the impact of the proposed change on the current faculty and current and future students.

We expect the impact of this change to be minimal to the current faculty and current/future students while contributing to better alignment between the undergraduate and graduate programs (including the Education PhD - Exercise Physiology track) as well as the research interests of the Institute of Exercise Physiology.
and Rehabilitation Science.

3. **Provide evidence that considerations have been given to the impact of this CIP change on existing programs at the university, and the possibility that the program using the new CIP will duplicate already existing programs at other SUS institutions.**

The CIP is not currently utilized by existing programs at UCF and will serve two undergraduate tracks, Exercise and Sport Physiology and Sport and Athletic Coaching which will be one of the most comprehensive coaching education programs in the country. The CIP is being used for the following degree programs:

- Florida Atlantic University (bachelors, master’s)
- Florida Gulf Coast University (bachelors only; 31.0505 Track 2)
- Florida International University (master’s only)
- University of South Florida (master’s only)
- University of West Florida (bachelors only)

4. **If applicable, please explain how the CIP change will impact the program’s listing in a Programs of Strategic Emphasis (PSE) category. Please provide a rationale to support the need for the program to be included in a PSE category, if it is not already included in a PSE category.**

The CIP change will classify the B.S. and M.S. degrees as STEM programs which will provide support for economic development within these areas of emphasis. Over the last decade, kinesiology (or exercise science) is reportedly one of the fastest growing majors in the United States. Continued growth within this area of study is supported by employment trends at the national- and state-level for a variety of careers commonly pursued by undergraduate and graduate students completing degree programs offered within the Division of Kinesiology (Table 1).

**Table 1. National- and state-level employment trends for select occupations related to Kinesiology**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness trainers and aerobics instructors</td>
<td>+10%</td>
<td>+22%</td>
</tr>
<tr>
<td>Coaches and scouts</td>
<td>+13%</td>
<td>n/a</td>
</tr>
<tr>
<td>Exercise physiologists</td>
<td>+13%</td>
<td>+23%</td>
</tr>
<tr>
<td>Athletic trainers</td>
<td>+23%</td>
<td>+25%</td>
</tr>
<tr>
<td>Physical therapists</td>
<td>+28%</td>
<td>+34%</td>
</tr>
<tr>
<td>Recreation and fitness studies teachers, postsecondary</td>
<td>+10%</td>
<td>+18%</td>
</tr>
<tr>
<td>Health specialties teachers, postsecondary</td>
<td>+26%</td>
<td>n/a</td>
</tr>
</tbody>
</table>
5. For baccalaureate programs please identify any related changes to the approved common prerequisites and degree program length.

The degree program length will be unchanged and the common program prerequisites are already in place.

6. If this is a baccalaureate program, please list the common prerequisites for the current CIP code as listed in the program’s curriculum and the common prerequisites associated with the new CIP code.

The common prerequisites for 31.0505 Track 1 are attached and/or can be found on page 247 in the following link:


The current common prerequisites are listed below and/or can be found at the following links:


Current common prerequisites:

- CHM 2045C - Chemistry Fundamentals I (4 credit hours)
- PSY 2012 - General Psychology (3 credit hours)
- HUN 2201 - Fundamentals of Human Nutrition (3 credit hours)
- ZOO 3736C - Exercise Physiology Anatomy (4 credit hours)
  - OR BSC 2085C OR BSC 2093C (4 credit hours with lab)
- PCB 3703C - Human Physiology (4 credit hours)
  - OR BSC 2086C OR BSC 2094C (4 credit hours with lab)
- STA 2023 - Statistical Methods I (3 credit hours)
- MAC 1105C - College Algebra (3 credit hours)
- APK 2300 - Basic Sport First Aid and CPR (3 credit hours) *equivalent to HSC 2400
- SPC 1608 - Fundamentals of Oral Communication (3 credit hours)
CIP Change Request Form – Signatures Page

Signature of Requestor/Initiator

---

Signature of College Dean/Chair

---

Signature of President or Vice President for Academic Affairs

---
Program: Exercise Science  
CIP: 31.0505  
Track: 1/2  
Offered At: FAU, UNF  
Program Length: 120 Cr. Hrs.

Revised 10/24/2012  
Added UNF 4/27/2016  
Technical revision 7/5/2018  
Technical revision 7/20/2018  
Technical 12/11/2018, 3/1/19  
Technical 6/18/2019

LOWER LEVEL COURSES

<table>
<thead>
<tr>
<th>Cr. Hrs.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take both lecture and lab:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMX045/X045L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CHMX030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMX045C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PSYX012</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Take one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUNX201</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HSCX100 (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cr. Hrs.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take both of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCX085/X085L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PETX322/X322L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>APXK100C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Take both of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCX093/X093L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSCX885C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSCX993C</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cr. Hrs.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take both courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSCX086/X086L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSCX094/X094L</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BSCX086C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PETX323C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>APXK105C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Take both courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAX023</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MACX147</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cr. Hrs.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACX105</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MACX140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACX147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACX311</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSCX400 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPCX608</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

(1) HSCX100 is preferred at FAU.

(2) FAU only requirement.
College of Health Professions and Sciences - Graduate Program Revision - Physical Therapy DPT

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

Program Type:*  
- Program
  - Shared Core

Proposal Type:*  
- Graduate Program Revision

**Read before you begin**

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

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

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

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

College:*  
- College of Health Professions and Sciences

Unit / Department / College:*  
- School of Kinesiology and Physical Therapy– DPT

Unit(s) Housing Program:

Type of Action:*  
- Program
1. **Moving Acute Care Physical Therapy to a “required” class in the DPT program.** This topic is not really has not been used as an advanced/specialty area of practice or teaching advanced techniques to build on skills developed in the curriculum. Rather, it has been plugging the holes that students have had used to provide content lacking in their the knowledge gained from clinical experiences, with the greatest number of students taking the class due to not having strong acute care clinicals during their clinical education experiences. Also, many programmatic attempts have been made in past years to increase acute care integration within various courses to make up for perceived shortcomings of acute care content in comprehensive curriculum.

1. **Alignment with CAPTE criteria – continuum of care;** ensuring moving this course into the core curriculum would ensure that all students are receiving the same preparation and meeting accreditation standards for covering the complete
2. Impact on courses/ schedules
   1. Would need to move the course to earlier semester in curriculum. Acute care in Fall 2 would allow translation of knowledge to one of the next three (3) clinical education experiences.
   2. propose Fall year 2 in the place of Radiology, which could be moved to Fall year 3. Fall year 3 currently only has 10 credit hours. The course schedule has half-day openings M-T-W and all day Friday. Thus there is open space on the schedules.

3. Inclusion of this course into the core curriculum would increase the credit hours of the professional doctoral program from 112 to 114 credits.

Comparison with state/ national norms are as follows:

**Credits:**

Florida State University System 110 (4.75) Range 103-115 UCF DPT 112 credits: change to 114 credits

National AVE: Accredited Programs 120

All FL DPT Programs 114 (8.08) Range 103-131

CAPTE Accredited Programs 120 (95 didactic + 25 clinical) Florida State University System 110 (4.75) Range 103-115

UCF DPT 112 credits (94 didactic + 18 clinical)

2. Adding Study Abroad to the Approved Elective List. PHT 6958 is an existing Study Abroad Course and needs to be added as an approved elective to replace the Acute Care course being moved to required courses.

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

<table>
<thead>
<tr>
<th>Informational Description Chart - this will import.*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College:</strong> Health Professions and Sciences</td>
</tr>
<tr>
<td><strong>Department:</strong> Kinesiology and Physical Therapy</td>
</tr>
<tr>
<td><strong>Program Websites:</strong></td>
</tr>
<tr>
<td><a href="https://healthprofessions.ucf.edu/kpt/physicaltherapy/doctorate/">https://healthprofessions.ucf.edu/kpt/physicaltherapy/doctorate/</a></td>
</tr>
<tr>
<td><strong>Graduate Program Handbook</strong></td>
</tr>
</tbody>
</table>
**Revise catalog copy here!** After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

---

**Prospective Curriculum**

**Impact on Current Students**

- **Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?**
  - Yes
  - No

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

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

- **If yes, how will current students be impacted by this change?**
Future Students

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

Year 1

| Headcount: | SCHs: |

Year 2

| Headcount: | SCHs: |

Year 3

| Headcount: | SCHs: |

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

| Number of assistantship students: | Source of funds: |

| Number of fellowship students (specify fellowship): | Source of funds: |

| Number of tuition remissions: | Source of funds: |

Year 2

| Number of assistantship students | Source of funds: |

| Number of fellowship students (specify fellowship): | Source of funds: |
### Year 3

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship):</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attachments

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

- **Faculty List**
  - Attached
  - Not Applicable

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

### Administration Use Only

- **Catalog Ownership:**
- **Program OID:** 7802
- **Program Type:** Doctoral
- **Degree Type:** Doctor of Physical Therapy
- **Status**
  - Active-Visible
  - Inactive-Hidden
College of Health Professions and Sciences - Graduate Program Revision - Physical Therapy DPT

Program Description
The Doctor of Physical Therapy (DPT) program educates students to become competent, compassionate, and ethical practitioners in a variety of health care settings. Graduates will be highly dedicated professionals with excellent patient care, communication, critical thinking, patient education and advocacy, management and research skills.

The Doctor of Physical Therapy program is a three-year (nine consecutive semesters) professional doctoral curriculum designed to prepare entry-level therapists to practice in a variety of clinical settings. The professional curriculum is a full-time "lock-step" program. The program includes multiple clinical education experiences (internships) ranging from eight weeks to twelve weeks in duration. Applicants need to note that one or more of their clinical experiences may be assigned at a site sufficiently removed from the Orlando area, and may require the student to provide transportation and housing.

Students who successfully complete the course of study will be granted the Doctor in Physical Therapy degree (DPT), enabling the graduate to take the national board examination leading to state licensure as a Physical Therapist. For information on how this program may prepare students for professional licensure, please visit https://healthprofessions.ucf.edu/kpt/physicaltherapy/doctorate/. The UCF Doctor of Physical Therapy program promotes lifelong learning and professional development, which is attained through active involvement in professional organizations such as the American Physical Therapy Association. UCF's Doctor of Physical Therapy Program is fully accredited by the Commission on Accreditation of Physical Therapy Education.

Mission
The mission of the University of Central Florida’s Doctor of Physical Therapy Program is to cultivate excellence in physical therapist practice through comprehensive and focused doctoral education. The program fosters excellence through its dedication to foundational sciences, clinical skill proficiency, research and evidence-based practice, service and professional duty, and lifelong learning. The program is committed to the development and strengthening of the healthcare community in order to optimize patient care in the dynamic healthcare environment.

Vision
The Doctor of Physical Therapy Program at the University of Central Florida will be distinguished for:

- Its breadth, depth, and collaborative approach to physical therapist education
- Clinical excellence and advancement of clinical practice
- Scholarly achievements and professional recognition of students, faculty, and clinical partners
- Dedication to the health and well-being of the Central Florida community
- Professional commitment and advocacy
- Cultivation of professional development to advance the practice of physical therapy

Curriculum
The Doctor of Physical Therapy (DPT) Program is a full-time professional doctoral program requiring completion of 112-114 credits beyond the bachelor's degree. The required course work is taken in a prescribed sequence over nine consecutive semesters. The program requires a total of 36 weeks of full-time (40 hours/week) clinical education experiences. During these clinical education experiences, students work under the direct supervision of a licensed physical therapist.

There are several co-curricular topics embedded within the DPT Program. These areas are congruent with contemporary professional education and accreditation expectations. They include integrated clinical experiences, interprofessional education, and research.

**Integrated Clinical Experiences (ICE)**

Contemporary physical therapy education, as required by professional standards with physical therapy accreditation, necessitates clinical activities that are outside of formal clinical education internships. These activities are called Integrated Clinical Experiences (ICE). These educational experiences are brief encounters with patients and patient populations through programmatic activities as well as activities embedded in several courses. In alignment with this requirement, the UCF DPT Program requires full participation from enrolled students. These activities may be directly aligned with DPT courses and assigned a grade, or they may be more programmatic in nature, outside of traditional coursework. Activities will include exposure to various clinical settings and populations, and other part-time experiences that are designed to assist students in becoming more effective and safe practitioners when they enter formal clinical education or upon graduation and eventual licensure. These activities may necessitate travel outside of the UCF main campus and time outside of scheduled courses. All attempts will be made to communicate required activities with appropriate lead time. Accommodations to student academic schedules may be considered.

**Interprofessional Education (IPE)**

Contemporary physical therapy education, as required by professional standards with physical therapy accreditation requires education of students in collaborative team environments with the involvement of students from other professional disciplines. Thus, a co-curricular thread embedded in the UCF DPT Program is Interprofessional Education (IPE). The UCF DPT Program participates in a collaborative IPE curriculum with the UCF College of Medicine, UCF College of Nursing, UCF School of Social Work, and the UF College of Pharmacy. These activities involve the coordination of numerous faculty and staff and several hundred students from all represented programs. All DPT students are required to attend all IPE curricular activities. These activities are typically scheduled in the second and third year of the DPT Program and may involve travel to the UCF College of Medicine, UF College of Pharmacy (Lake Nona campus), and clinical sites in the Orlando area. All activities will be communicated to students with appropriate lead time. Accommodations to student academic schedules may be considered.

**Research Curriculum**

Contemporary physical therapy education, as mandated by professional standards with physical therapy accreditation, requires that graduates have a thorough understanding of clinical research. Areas of competency include the ability to independently locate reputable information, interpret study findings, and implement research into clinical practice. Students enrolled in the UCF DPT Program will be exposed to research throughout their curriculum in the form of multiple courses and required research readings. In addition, students are required to work in small groups and complete a research project under the mentorship of a faculty member. These projects culminate in a written manuscript, poster and oral research presentations at UCF, and the opportunity to present at state, regional, and national conferences. Many UCF DPT students have published their work in peer-reviewed journals. It should be noted that much of the program's research must be done outside of the traditional classroom setting. Students must take the initiative to work on their research independently. A key component of fruitful research experience is frequent communication between students and their research advisor.
All additional requirements in the research curriculum will be communicated to students in writing through correspondence from the research coordinator and/or program director. Students will have all information available to them via a web platform. Further, students will enroll in a 0-credit Doctoral Research Course each semester upon entering the research curriculum (Semester #4 – Summer, Year 2). These courses bear no tuition or impact to financial aid but will serve as a designation on official transcripts that the students are involved in research at the university.

Failure to maintain satisfactory progress in the research curriculum through inadequate communication with faculty mentor& /or coordinator, missing required deadlines, or matters of misconduct will be addressed by the program director, faculty, and/or appropriate programmatic committee for action. Satisfactory completion of a research project guided and approved by a faculty mentor is a requirement for graduation.

**Total Credit Hours Required:** **112** **Credit Hours Minimum beyond the Bachelor’s Degree**

---

**Prerequisites**

Each prerequisite course must be completed with a minimum grade of "C". The overall GPA for all prerequisite courses must be a 3.00 or higher to be considered for admission. The program recommends all prerequisite courses be completed at the time of application. Candidates with all prerequisites completed at the time of application may be given preference over those still completing courses. **No more than two prerequisite courses may be in progress the fall semester prior to the program's start and no more than one course may be in progress during the spring semester prior to the program's start.** Courses older than ten years will not be accepted. Online courses are NOT accepted for the following prerequisites: anatomy courses, physiology courses, physics courses, or chemistry courses. Hybrid courses are only accepted for the prerequisite courses listed above if the lab component is delivered in a face-to-face format (submission of course description/syllabi may be required to verify course delivery mode). Email ptinfo@ucf.edu to request a prerequisite review.

**Anatomy and Physiology** - Two courses with labs and a minimum of 8 credit hours is required. One of two options must be met:

- **Option 1:** One semester of Human Physiology with lab and one semester of Anatomy with lab.
- **Option 2:** Two semesters of Anatomy/Physiology combined courses with labs.

**Biology / Biological Studies** - Two courses and a minimum of 6 credit hours is required. Labs are not required. Must be courses for science majors.

**Chemistry** - Two courses with labs and a minimum of 8 credit hours is required. Introduction and survey courses are NOT accepted.

**Physics** - Two courses with labs and a minimum of 8 credit hours is required. General Physics and Physics with Calculus are both acceptable courses.

**Psychology** - One course (3 credit hours) is required. Any psychology course that is taken within the Psychology Department will meet this requirement.

**Statistics** - One course (3 credit hours) is required.

---

**Required Courses**
Year 1

Summer Term 1 (14 Credit Hours)

- PHT 5003 Foundations of Physical Therapy
- PHT 5125 Clinical Kinesiology
- PHT 5125L Clinical Kinesiology Lab
- PHT 6115C Gross Anatomy/Neuroscience I
- PHT 6156C Applied Human Physiology for Health Sciences

Fall Term 1 (17 Credit Hours)

- PHT 5240 Physical Assessment
- PHT 5240L Physical Assessment Lab
- PHT 5260 Patient Care Skills
- PHT 5260L Patient Care Skills Lab
- PHT 6118C Gross Anatomy/Neuroscience II
- PHT 6153 Physiologic Assessment in Physical Therapy Practice
- PHT 6606 Research Methods in Physical Therapy

Spring Term 1 (15 Credit Hours)

- PHT 5218 Theories and Procedures I
- PHT 5218C Therapeutic Modalities in Rehabilitation
- PHT 5241 Therapeutic Exercises I
- PHT 5241L Therapeutic Exercise Lab I
- PHT 6242 Orthopedic Physical Therapy
- PHT 6242L Orthopedic Physical Therapy Lab
- PHT 6306 Pathology in Rehabilitation
- PHT 6356 Pharmacology in Rehabilitation

Year 2

Summer Term 2 (11 Credit Hours)

- PHT 5718 Neurological Physical Therapy
- PHT 5718L Neurological Physical Therapy Lab
- PHT 6219C Pain Mechanisms and Treatment in Rehabilitation
PHT 6245 Therapeutic Exercise II  
PHT 6245L Therapeutic Exercise II Lab  
PHT 7722C Integrative Clinical Practice

### Fall Term 2 (15 (14 Credit Hours))

- PHT 6521 Management of Physical Therapy Services  
- PHT 6322C Pediatric Physical Therapy  
- PHT 6716C Advanced Orthopedic Physical Therapy  
- PHT 6720 Integumentary Physical Therapy  
- PHT 6805C Clinical Education I  
- PHT 7742C Acute Care Physical Therapy

### Spring Term 2 (13 Credit Hours)

- PHT 6374C Geriatric Physical Therapy  
- PHT 6381C Cardiopulmonary Physical Therapy  
- PHT 6618 Research Applications in Physical Therapy  
- PHT 6719 Advanced Neurological Physical Therapy  
- PHT 6719L Advanced Neurological Physical Therapy Lab  
- PHT 7134C Physical Therapy Integration  
- PHT 7730C Primary Care for the Physical Therapist

### Year 3

### Summer Term 3 (6 Credit Hours)

- PHT 7822C Clinical Education II

### Fall Term 3 (10 (13 Credit Hours))

- PHT 7721C Integrations in Orthopedic Physical Therapy  
- PHT 7772C Advanced Neurological Physical Therapy II  
- PHT 7780C Advanced Geriatric Physical Therapy
PHT 7329C Advanced Pediatric Physical Therapy
PHT 7521 Management of Physical Therapy Services II
PHT 7823C Clinical Education III
PHT 6070C Radiology/Imaging for Physical Therapy

Spring Term 3 (11 Credit Hours)

PHT 7021 Professional Practice in Physical Therapy
PHT 7900 Capstone Project in Physical Therapy
PHT 7829C Clinical Education IV

[After]

PHT 7XXXC ***Elective Course 2 Credit Hours

[Before] ***Elective Course Options (student must select at least one of the following courses, pending availability). PHT 6958 Physical Therapy Study Abroad can fulfill the elective requirement and may be offered at any point in the DPT curriculum:

PHT 7778C Advanced Manual Therapy
PHT 7764C Advanced Neurological Treatment
PHT 7702C Advanced Orthotics and Prosthetics
PHT 7779C Sports Physical Therapy
PHT 6958 Study Abroad

Examinations

Each student is required to achieve a passing score on the comprehensive examination. If a student does not achieve a passing score on the first attempt, a second version of the exam will be provided. If the student does not achieve a passing score on the second examination, the student will be required to pass an oral comprehensive examination which will involve patient case scenario(s). The first two examinations will include the practice exam(s) developed by the Federation of State Boards of Physical Therapy, with passing scores required to be no less than 600 (overall scale score). If a student is required to take the oral examination, a passing score is deemed as having the majority of raters providing an overall pass score. Failure of the comprehensive examination upon this third attempt will result in review by the program faculty in accordance with its retention and advancement procedures to determine if the student will be dismissed form the program or placed on a remediation plan. Participation and completion of a capstone (research) project is also required of each student prior to graduation.

Equipment Fee

Students in the Doctor of Physical Therapy program pay a $90 equipment fee each semester that they are enrolled.
Independent Learning

All students in the Doctor of Physical Therapy (DPT) program are required to engage in independent learning, a process in which individuals take the initiative, with or without help of others to attain knowledge, skills, and professional behaviors. Tangible assignments, such as “Grand Rounds” (i.e., patient case studies), research projects, scholarly reviews, and full-time clinical education experiences mandated by the program and provide important independent learning experiences giving students ample opportunities to develop and demonstrate independent learning skills as a result of self-inquiry and group dialogue.

Application Requirements

The Doctor of Physical Therapy program at UCF participates in the Physical Therapist Centralized Application Service, known as PTCAS. Prospective students applying to the entry-level physical therapist education program for the 2020 entering class must apply online using the PTCAS application. To learn more about the PTCAS application process, visit [www.ptcas.org](http://www.ptcas.org).

All application materials MUST be sent directly to PTCAS. Materials sent to the university or program and not to PTCAS will not be accepted. The following application materials must be received by PTCAS no later than November 1.

- Completed PTCAS Application ([www.ptcas.org](http://www.ptcas.org)), including all documents required by PTCAS.
- One official transcript from each college/university attended.
- Official GRE scores taken within last five years. **Use GRE CODE for UCF**
  **PTCAS: 3871 (Do not use the UCF "Institution Code" for GRE)**
- Prerequisite courses completed within seven (7) years of anticipated matriculation.
- A minimum of 50 hours of observation/volunteer or work experience under the direct supervision of a licensed physical therapist. Hours must be verified through PTCAS by November 1st to be considered. A variety of settings is recommended.
- Three (3) letters of recommendation with PTCAS recommendation forms, including one (1) from a physical therapist.
- Applicants who have attended a college/university outside the United States must also provide a course-by-course credential evaluation with GPA calculation through WES.
- UCF Graduate Application (supplemental) must be submitted in addition to PTCAS application. Deadline to submit the supplemental application is December 1, 2019.

**Incomplete applications will NOT be reviewed.**

Application requirements:

- The bachelor’s degree may be in any discipline from a regionally accredited institution and may be in progress at the time of application. However, the degree must be awarded prior to the program’s start date in the Summer C semester (mid-May).
- Minimum GPA of 3.00 (on 4.00 scale) in the last 60 credit hours of an undergraduate degree.
- Minimum GPA of 3.00 (on 4.00 scale) for all prerequisite courses. Each prerequisite course grade must be a ‘C’ or higher.
- Submission of competitive GRE scores within last five (5) years.
- An on-campus interview, by invitation only.
UCF Graduate Application (supplemental) MUST be completed by December 1, 2019, with supplemental application fee paid by ALL APPLICANTS.

A resume will only be required for students who are offered an interview by the program. Once requested, the applicant will email the resume directly to the program.

Applicants not meeting these minimum requirements will not be considered for admission. Meeting minimum requirements does not guarantee an applicant an interview or admission to the program. All applicants and admitted students to the Doctor of Physical Therapy program must perform certain Essential Functions in order to participate and complete program requirements.

PTCAS will begin accepting applications in July, however, the program will not begin reviewing applications until August or September.

Admissions decisions will be made only once per academic year. Incoming students must begin the program in the summer C semester (mid-May).

Thirty-eight (38) students are admitted to the program each year. The demographics of a recent class include an average age of 24 years and a grade point average of 3.76 (on a 4.0 scale) for both GPA of upper-division coursework and prerequisite courses and an average GRE scores of 155Q / 155V / 4WA.

Admission to the program is competitive based on the above criteria, the applicant's abilities, past academic performance, work experience and match of the applicant with the program's mission and goals.

---

### Application Deadlines

Applications are only accepted for Summer admission. The application for this program can be found at [www.ptcas.org](http://www.ptcas.org).

<table>
<thead>
<tr>
<th>Physical Therapy DPT</th>
<th><em>Fall Priority</em></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

---

### Financials

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

---

### Fellowships

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

Contact Info

Graduate Program

**Samantha Jackson**

samantha.jackson@ucf.edu

Telephone: 407-823-3462

HPA1 256

**Patrick Pabian DPT**

patrick.pabian@ucf.edu

Telephone: 407-823-3462

HPA 1 256

Graduate Admissions

**Jennifer Yuhas**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

UCF DPT PTCAS **GRE code: 3871**

GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

ggradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

fainaid@ucf.edu

http://finaid.ucf.edu