Graduate Council Curriculum Committee  
March 4, 2020 
2:30 p.m., HPA1 room 304

**Agenda**

1. Welcome and call to order
2. Review of minutes from February 19, 2020
3. General business
4. Course and Program 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  
Sarah Bush, 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  
Shemeca Smith, Graduate Student Association  
Tosha Dupras, College of Sciences, Administrator  
Joellen Edwards, College of Nursing, Administrator  
Ali Gordon, College of Engineering and Computer Science, Administrator  
David Hagan, College of Optics and Photonics, Administrator  
Lynn Hepner, College of Arts and Humanities, Administrator  
Devon Jensen, College of Graduate Studies, Administrator  
Glenn Lambie, College of Community Innovation and Education, Administrator  
Saleh Naser, College of Medicine, Administrator  
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator  
Sevil Sonmez, College of Business Administration, Administrator  
Alan Fyall, Rosen College of Hospitality Management, Administrator
1. College of Optics and Photonics

College of Optics and Photonics course addition

1. OSE 6242 Infrared Systems

2. College of Graduate Studies

College of Graduate Studies course addition

1. IDS 6513 Preparing Tomorrow's Faculty

3. College of Engineering and Computer Science

College of Engineering and Computer Science course additions

1. BME 6525 Methods in Neural-Machine Interfaces
2. EEL 5937 Future Computing Systems for Emerging Workloads

4. College of Community Innovation and Education

College of Community Innovation and Education course additions

1. EEX 6749 Supervision and Personnel Management in Applied Behavior Analysis
2. EEX 7466 Universal Design for Learning (UDL): A framework for Exceptional Education Research
3. PAD 6717 Visualization and Presentation Workshop for Urban Planners

College of Community Innovation and Education course revision

1. ECW 5265 Experiential Learning in Career and Workforce Education Programs
   • Revision to course title, course description, pre-reqs

College of Community Innovation and Education track and certificate additions

1. Interdisciplinary Language and Literacy Intervention Graduate Certificate
2. Education PhD, Learning Sciences Track
College of Community Innovation and Education track and certificate revisions

1. Education PhD, Counselor Education Track
   • Revision to remove course EDF 6401 from Core courses because it is a pre-
     req, remove MHS 6510 from Specialization courses, reduces total hours to
     78
2. Public Administration Graduate Certificate
   • Revision to move PAD 6700 from Electives to Required courses, removed
     all other Elective courses, making all courses required.

College of Community Innovation and Education certificate terminations

1. K-8 Mathematics and Science Education Graduate Certificate
   • Enrollment is no longer sufficient to justify Certificate’s continuation
2. Mathematics and Science Educator Graduate Certificate
   • Enrollment is no longer sufficient to justify Certificate’s continuation
College of Optics and Photonics - Grad Course Addition - OSE 6242
Infrared Systems
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 Optics and Photonics

Unit / Department / College: * College of Optics and Photonics

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: * OSE 6242 Infrared Systems

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

Department Chair Phone Number: * 4078236833

Dept Chair Email: * moharam@creol.ucf.edu

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

Prefix: * OSE

Number: * 6242
Course Title: * Infrared Systems

Abbreviation: * Infrared Systems

Course Type: * Graduate Course

Course Description (25 word limit)*: This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.

Grading Scheme: * ABCDF

Prerequisite(s): GS in Electrical Engineering, or GS in Optics and Photonics, 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

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<td>1</td>
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<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>
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<td>Total Course Engagement</td>
<td>3</td>
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<td>3</td>
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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: * 1

Instruction Time: * 1
Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 2

Total Engagement Hours: 3

Variable Credit (0-99):

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

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

Repeat for credit?  
- Yes
- No

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?  
- Yes
- No

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

**Justification for Course Addition**

What is the rationale for adding this course?  

The course material covers an area not taught at UCF, and satisfies a need for education for our students and needs of local industry.

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

none

What will be the source of students?  

Optics and Photonics, or Electrical Engineering
What is the estimated annual enrollment?*

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

Detail Discussion
Request for overlap review has been sent to Electrical Engineering and to Physics (01/14/2020):

Engineering has approved - no overlap
Physics - response pending

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 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

<table>
<thead>
<tr>
<th>Administration Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog Ownership:</td>
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<td>☐ Active-Visible</td>
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<th>PeopleSoft</th>
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<td>Lab Fee</td>
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<td>CRSE_ID</td>
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</table>
I. Welcome!
I hope you enjoy this course as much as I have enjoyed working in the area.

II. University Course Catalog Description
This course provides the background, theory, and practice of how to design, analyze, and test high performance infrared imaging systems.

III. Course Overview
This course is presented in three sections. The first section provides a brief review of the basic mathematics, radiometry, and diffraction theory needed to be successful in imaging system performance calculations. The second section includes a detailed look at all the components that make up an electro-optical or infrared imaging system to include targets, atmospherics, optics, detectors, electronics, signal and image processing, displays and the human visual system. The student is taught how to calculate the component resolution (modulation transfer function) and sensitivity for each of the components. Modulation Transfer Functions and optical throughput along with signal-to-noise is determined for each imaging system component. The student is taught how to determine whether a system is turbulence-limited, detector-limited, diffraction or aberration-limited, display-limited, or human vision system limited. The third section teaches the student how to combine all of the component transfer functions and throughput (with infrared radiation) to determine the imaging system contrast threshold function. This system CTF is used in the design of imaging systems to accomplish some object discrimination task (e.g., detection, recognition, or identification). System theory, laboratory performance, and field performance are covered. These concepts apply to both infrared and electro-optical imaging system performance.

IV. Course Objectives and Outcomes
This is a graduate level course. After this course, students will be expected to be experts in radiometry and know how to convert quantities quickly (e.g., radiance to intensity).

- Students will be expected to analyze an existing electro-optical or infrared imager as well as design an electro-optical or infrared imager.
- Students will be required to calculate all component level performance metrics (e.g., detector angular subtense, optical modulation transfer function, human visual contrast threshold function, etc.)
- Students will be required to quickly determine whether an imager is diffraction-limited, detector-limited, sampling-limited, turbulence-limited, etc.
- Students will be required to design an infrared imager that can identify human activities at 10 kilometers range under given conditions.
- Students will be required to analyze a given infrared imager and make improvements to the system performance.
V. Course Prerequisites
Graduate standing in Electrical Engineering or Graduate standing in Optics and Photonics or permission of instructor.

VI. Course Credits
3 credit hours

VII. Required Texts and Materials
Introduction to Infrared and Electro-optical Systems (Second Edition) – Driggers, Freidman, Nichols
I will provide all other papers

VIII. Topics Covered
- A brief review of linear shift invariant systems, diffraction, radiometry, and blackbody radiation.
- Modulation Transfer Function (MTF) and point spread function (psf) as well as system throughput and signal to noise ratio issues will be addressed for each component in the systems to include atmosphere, optics, detection, electronics, signal and image processing, human visual acuity.
- System MTF and NETD
  Sensitivity and Resolution
  Noise Equivalent Temperature Difference and NEI
  Three-Dimensional Noise/Modulation Transfer Function
  Minimum Resolvable Temperature Difference (Including 2D MRT)
- Historical Performance Models
  Johnson Model Fundamentals
  The MRT Model/The TRM3 Model
  Triangle Orientation Discrimination
- Contrast Threshold Function and the Target Task Performance Metric
  Contrast Threshold Function for the Imaging System
  TTP Metric and Range Performance Modeling
- Electro-Optical and Infrared System Performance
  Target Acquisition with Limiting Frequency (Johnson’s N50)
  System Contrast Threshold Function
  Target Acquisition with the Target Task Performance Metric (and Vollmerhausen’s V50)
  Classic ISR, NIIRS, and General Image Quality
- Laboratory Measurements of Infrared Systems
  Sensitivity: NETD and NEI
  Resolution: MTF

IX. Basis for Final Grade: Course Grading and Requirements for Success:
Homework:
Quizzes:
Mid-term Exams:
Final Exam:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade Weighting</th>
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<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Make up Exam Policy: If an emergency arises and a student cannot submit assigned work on or before the scheduled due date or cannot take an exam on the scheduled date, the student must give notification to the instructor no less than 24 hours before the scheduled date and no more than 48 hours after the scheduled
<table>
<thead>
<tr>
<th>Grading Scale (%)</th>
<th>Rubric Description</th>
</tr>
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<tbody>
<tr>
<td>100 ≥ A &gt; 90</td>
<td>Excellent, has a strong understanding of all concepts and is able to apply the concepts in all and novel situations. Has full mastery of the content of the course.</td>
</tr>
<tr>
<td>89 &gt; B ≥ 80</td>
<td>Good, has a strong understanding of most or all of the concepts and is able to apply them to stated and defined situations.</td>
</tr>
<tr>
<td>79 &gt; C ≥ 70</td>
<td>Average, has a basic understanding of the major concepts of the course and is able to apply to basic situations.</td>
</tr>
<tr>
<td>69 &gt; D ≥ 60</td>
<td>Below average, has a basic understanding of only the simple concepts and is able to apply to only a limited number of the most basic situations.</td>
</tr>
<tr>
<td>59 &gt; F ≥ 0</td>
<td>Demonstrates no understanding of the course content.</td>
</tr>
</tbody>
</table>

X. **Attendance: Financial Aid and Attendance:**
As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than September 3. Failure to do so will result in a delay in the disbursement of your financial aid.

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

XII. **Course Policies: Grades**
**Late Work Policy:**
There are no make-ups for in-class tests, or the final oral exam. Arrangements due to conflicts need to be worked out with me prior to the test(s) and will likely occur on campus. Take home assignments will be assigned with plenty of time to complete, and will not be accepted late.

**Extra Credit Policy:**
Generally, there is no extra credit.

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

XIII. **Course Policies: Technology and Media**
**Email:** Majority of interaction is expected during and after class. Email will be used on any issues related to participation.

XIV. **Grade Objections:**
All objections to grades should be made in writing within one week of the work in question. Objections made after this period has elapsed will not be considered – NO EXCEPTIONS.

XV. **Class Website:**
Materials used for classes will be available on UCF Webcourses for download before each class. I

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

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

For more information about Academic Integrity, consult the International Center for Academic Integrity

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

XVII. Students with Special Testing/Learning Needs:
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.

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

XIX. 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.

XX. 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).
College of Graduate Studies - Grad Course Addition - IDS 6513
Preparing Tomorrow’s Faculty
2020-2021 Graduate Course New

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

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

---

**Proposal Type:** Grad Course Addition

**College:** College of Graduate Studies

**Unit / Department / College:** Interdisciplinary Studies

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

**Full Title:** IDS 6513 Preparing Tomorrow's Faculty

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

**Department Chair** Phone Number: 407-823-0972

**Dept Chair Email:** Ann.Miller@ucf.edu

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

**Prefix:** IDS

**Number:** 6513
Course Title: Preparing Tomorrow's Faculty

Abbreviation: Preparing Tomorrow's Faculty

Course Type: Graduate Course

Course Description (25 word limit): Preparing Future Faculty introduces the foundations of teaching in higher education, student learning, course design, teaching pedagogies, assessment and feedback, classroom management, and career development.

Grading Scheme: Satisfactory/Unsatisfactory

Prerequisite(s): Active graduate student standing

Credit Hour Information

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

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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)

Credit Hours: 0
**Instruction Time:** 24 hours (twelve 2-hour meetings)

**Lab/Studio/Field Work Hours:** 0

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

**Total Engagement Hours:** 24

**Variable Credit (0-99):**

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

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

**Repeat for credit?**
- Yes
- No

**Term of Offering**

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

**Intended Utilization of Course**

- 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**

- Very few graduate programs offer formal pedagogical training to students prior to them entering college classrooms as teaching assistants or faculty. Apart from the university wide orientation programs and discipline-specific training, graduate students usually receive little to no formal training in teaching and learning at the college level. Still, many of them intend to pursue faculty roles as their desired post-graduation path.

Preparing Future Faculty (PFF) is designed to offer a wide variety of professional development activities to all graduate students interested in teaching at the college level. In addition, PFF program prepares aspiring faculty for a variety of teaching roles and gives them an appreciation for the challenges and responsibilities that they may face upon entering college classrooms. Specifically, PFF program is intended to help graduate students develop teaching skills and explore the various aspects of academic careers on
a college or university campus. By the end of the program, the students will be able to:

1. Understand the foundations of college student learning and motivation
2. Design an effective college-level course inclusive of syllabus, schedule, course plan, and learning activities
3. Differentiate between a range of teaching pedagogies and their appropriate use
4. Design appropriate assessments for measuring student learning outcomes along with providing effective feedback
5. Establish and manage a course climate conducive to student learning and engagement
6. Prepare a first draft of their teaching portfolio inclusive of CV and teaching philosophy statement

By completing the program, graduate students can expect to gain a realistic perspective on the skills required for success as a faculty member.

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

All graduate students

What will be the source of students?* 105 (35 per fall, spring, and summer semester)

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

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

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

https://ucf.curriculog.com/agenda:313/print
IDS 6513: Preparing Tomorrow’s Faculty Rationale

Very few graduate programs offer formal pedagogical training to students prior to them entering college classrooms as teaching assistants or faculty. Apart from the university wide orientation programs and discipline-specific training, graduate students usually receive little to no formal training in teaching and learning at the college level. Still, many of them intend to pursue faculty roles as their desired post-graduation path.

Preparing Future Faculty (PFF) is designed to offer a wide variety of professional development activities to all graduate students interested in teaching at the college level. In addition, PFF program prepares aspiring faculty for a variety of teaching roles and gives them an appreciation for the challenges and responsibilities that they may face upon entering college classrooms. Specifically, PFF program is intended to help graduate students develop teaching skills and explore the various aspects of academic careers on a college or university campus. By the end of the program, the students will be able to:

1. Understand the foundations of college student learning and motivation
2. Design an effective college-level course inclusive of syllabus, schedule, course plan, and learning activities
3. Differentiate between a range of teaching pedagogies and their appropriate use
4. Design appropriate assessments for measuring student learning outcomes along with providing effective feedback
5. Establish and manage a course climate conducive to student learning and engagement
6. Prepare a first draft of their teaching portfolio inclusive of CV and teaching philosophy statement

By completing the program, graduate students can expect to gain a realistic perspective on the skills required for success as a faculty member.
Preparing Tomorrow’s Faculty – **Sample Syllabus**  
Karen L. Smith Faculty Center for Teaching and Learning  
University of Central Florida

**Semester:** Spring 2020  
**Meeting times:** Fridays, 1:00 pm – 3:00 pm  
**Meeting dates:** 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28, 3/6, 3/20, 3/27, 4/3, 4/10  
**Location:** Classroom Building One, Room 205  
**Prerequisite:** Active graduate student standing at UCF

**Instructor:** Masha Krsmanovic, Ph.D.  
Office: CB1-207F  
**Phone:** 407-823-6361  
**Email:** Masha.Krsmanovic@ucf.edu  
**Office Hours:** by appointment, T-F, 8-5

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*Give students something to do, not something to learn; and if the doing is of such a nature as to demand thinking; learning naturally results.*  
~John Dewey

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**Course Description**  
Preparing Tomorrow’s Faculty is an introduction to teaching in higher education. The materials are provided. Students take part in the course both online and in person. Face-to-face meetings include discussions, workshops, and demonstrations of learned materials. Participants will design significant portions of a college-level class as part of their experience, and they will create a first draft of a teaching portfolio, an essential document for future interviews and promotions.

**Course Objectives:**  
By the end of this program, students will be able to:  
1. Understand the foundations of student learning and motivation  
2. Design an effective college-level course inclusive of syllabus, schedule, course plan, and learning activities  
3. Differentiate between a range of teaching pedagogies and their appropriate use  
4. Design appropriate assessments for measuring student learning outcomes along with providing effective feedback  
5. Establish and manage a course climate conducive to student learning and engagement  
6. Prepare a first draft of their teaching portfolio inclusive of CV and teaching philosophy statement
Course Modules:
This course consists of the following six modules:
1. Student Learning and Motivation
2. Integrated Course Design
3. Teaching Pedagogies
4. Assessment and Feedback
5. Course Climate
6. Career Development

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 17</td>
<td>Introduction, course overview</td>
<td>Pre-assessment survey</td>
</tr>
<tr>
<td>2</td>
<td>Jan 24</td>
<td>Student learning and motivation – Part 1</td>
<td>Concept check 1</td>
</tr>
<tr>
<td>3</td>
<td>Jan 31</td>
<td>Student learning and motivation – Part 2</td>
<td>Concept check 2</td>
</tr>
<tr>
<td>4</td>
<td>Feb 7</td>
<td>Integrated course design – Part 1</td>
<td>Concept check 3, Course design worksheet</td>
</tr>
<tr>
<td>5</td>
<td>Feb 14</td>
<td>Integrated course design – Part 2</td>
<td>Concept check 4, Syllabus and schedule</td>
</tr>
<tr>
<td>6</td>
<td>Feb 21</td>
<td>Teaching methods – Part 1</td>
<td>Concept check 5</td>
</tr>
<tr>
<td>7</td>
<td>Feb 28</td>
<td>Teaching methods – Part 2</td>
<td>Concept check 6</td>
</tr>
<tr>
<td>8</td>
<td>Mar 6</td>
<td>Assessment and Feedback – Part 1</td>
<td>Concept check 7</td>
</tr>
<tr>
<td>9</td>
<td>Mar 20</td>
<td>Assessment and Feedback – Part 1</td>
<td>Concept check 8</td>
</tr>
<tr>
<td>10</td>
<td>Mar 27</td>
<td>Course Climate – Part 1</td>
<td>Concept check 9</td>
</tr>
<tr>
<td>11</td>
<td>Apr 3</td>
<td>Course Climate – Part 2</td>
<td>Concept check 10</td>
</tr>
<tr>
<td>12</td>
<td>Apr 10</td>
<td>Career Development</td>
<td>Post-assessment survey, Teaching portfolio, CV and teaching statement</td>
</tr>
</tbody>
</table>

Webcourses:
This course requires you to have regular access to Webcourses@UCF, where you will find the course syllabus and materials, instructions for homework, and posted grades.
Evaluation and Grading:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td></td>
</tr>
<tr>
<td>• 12 class meetings + participation / preparation</td>
<td>120</td>
</tr>
<tr>
<td>Concept checks:</td>
<td></td>
</tr>
<tr>
<td>• 10 checks (10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Course design documents:</td>
<td></td>
</tr>
<tr>
<td>• course design worksheet (100 points)</td>
<td>200</td>
</tr>
<tr>
<td>• syllabus and schedule (100 points)</td>
<td></td>
</tr>
<tr>
<td>Teaching portfolio documents:</td>
<td></td>
</tr>
<tr>
<td>• teaching portfolio draft (80 points)</td>
<td>280</td>
</tr>
<tr>
<td>• CV (100 points)</td>
<td></td>
</tr>
<tr>
<td>• Teaching philosophy statement (100 points)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>0-90%</td>
</tr>
</tbody>
</table>

ASSIGNMENTS:

1. Attendance and Participation (A&P):
   Attendance for this course is required and will be graded after each class. You should commit to full attendance in this program. Absences will be addressed on a per-case basis; however, after two absences you will be dropped from the program. Late arrivals or early departures from class will count as a half absence. Additionally, you are responsible for completing the required readings and materials in advance of the designated class meeting.

2. Concept Checks:
   Before each class meeting you are required to complete a concept check posted in that week’s module in Webcourses. Concept checks are not graded for correctness and you will receive full credit for completion.

3. Course Design Documents:
   Each student will design a course of their choice and will produce the following course design documents: (1) course design worksheet, and (2) syllabus and schedule.

4. Teaching Portfolio Documents:
   Each students will develop a draft of their professional portfolio (either a hard copy or an electronic version) and produce the following documents: (1) CV, and (2) teaching philosophy statement.
CLASS POLICIES

Make-up Policy
If you must miss a class or deadline due to a university authorized event or activity or a religious observance, contact us before the event to arrange the make-up. Other incidents will be handled on a case-by-case basis.

Course Accessibility
The University of Central Florida and your professor are 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.

Diversity and Inclusion Policy
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructors as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:
- Title IX – OIE - http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office - http://www.ombuds.ucf.edu
Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

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 in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

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

Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.
Please ask permission of the instructor in advance if you would like to record any of the class activities/lectures, etc. Students are not allowed to post in public spaces, sell, rent or monetarily gain from recordings of class sessions, including, but not limited to lectures, presentations,
discussions, and demonstrations. Any and all student recordings of our class sessions are solely for the personal use of the student.

**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

a. 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.

b. 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.

c. 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.

d. Falsifying or misrepresenting the student’s own academic work.

e. 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.

f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

g. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <https://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>. 
College of Engineering and Computer Science - Grad Course Addition - BME 6525 Methods in Neural-Machine Interfaces

2020-2021 Graduate Course New

**Read before you begin**

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

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

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

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

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

**Proposal Type:** Grad Course Addition

**College:** College of Engineering and Computer Science

**Unit / Department / College:** Department of Mechanical and Aerospace Engineering

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

**Full Title:** BME 6525 Methods in Neural-Machine Interfaces

**Course Instructor**
Dr. Quishi Fu

**Department Chair**
Phone Number: 407-823-5548

**Dept Chair Email:** Yoav.Peles@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 submitted with a 5/6/7 XXX designation will not be accepted.

**Prefix:** BME

**Number:** 6525
Course Title: Methods in Neural-Machine Interfaces

Abbreviation: Methods in Neural-Machine Int

Course Type: Graduate Course

Course Description (25 word limit): Signal processing techniques for interpreting human intention from electromyography (EMG) and Electroencephalography (EEG) signals and human-safe control algorithms will be discussed and practiced.

Grading Scheme: ABCDF

Prerequisite(s): PHY 2048C and EML 4225, 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>Credit Hour Design Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
</tr>
<tr>
<td>1</td>
<td>Lab/Studio/Field work</td>
</tr>
<tr>
<td>2</td>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
</tr>
</tbody>
</table>

Total Course Engagement = 3 hours

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)
Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

Variable Credit (0-99):

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

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

Repeat for credit? Yes No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees? Yes No

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

Justification for Course Addition

This course is designed to introduce the fundamental theories for interpreting human intention from the signals of the nervous system to control assistive devices such as prosthesis, exoskeletons, and rehabilitation robots. This course will help graduate students in biomedical research to understand important concepts in multivariate analysis, pattern recognition, state estimation, and control theory, within the context of electrophysiological signals such as EMG and EEG. This course also received support from the Psychology department and the Modeling & Simulation PhD program.

What grad programs/tracks require or recommend this course for?
- Master's Biomedical Engineering
- Psychology
- Modeling and Simulation
- Electrical and Computer Engineering Graduate Programs
What will be the source of students?

Aerospace, Mechanical, and Biomedical Engineering

What is the estimated annual enrollment?

25

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

**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

**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.
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]

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**PeopleSoft**

- **Academic Group**

- **Career**

- **Print in Catalog**

- **Effective Date**

- **Lab Fee**

- **CRSE_ID**
BME 6525 – Methods in Neural-Machine Interfaces (3, 0)
Spring, 2021 (Odd Spring semesters)

Course Prerequisites: PHY 2048C Physics for Engineers and Scientists I. EML 4225 Introduction to Control and Vibration or consent of instructor.

Class Time and Location:
  Time: TBD
  Location: TBD

Instructor Contact Information:
  Dr. Qiushi Fu, Mechanical and Aerospace Engineering
  Email: Qiushi.Fu@ucf.edu
  Office Location: ENG1-342
  Office Hours: TBD

Course Description:
This course introduces the fundamental theory and techniques needed for designing neural-machine interfaces (NMI) in assistive technologies. Signal processing approaches for interpreting human intention from electrophysiological signals and human-safe control algorithms will be discussed in the lecture and practiced in homework programming assignments and a semester project. The topics covered in the course include multi-variate statistical models, pattern recognition, time-frequency domain analysis, state estimation, impedance control, adaptive control. Emphasis is also placed on literature review, report writing and teamwork.

Student Learning Outcomes:
The learning objectives of this course are to master the following
  • Understanding of common time/frequency domain features in electrophysiological signals (e.g., EMG, EEG, single neuron recording).
  • Understanding of multi-variate statistical models commonly used in neural-machine interfaces. This includes but not limited to: Principle component analysis, independent component analysis, non-negative matrix decomposition.
  • Understanding of important pattern recognition algorithms used in neural-machine interfaces. This includes but not limited to: Regression, Linear discriminative analysis, support vector machine, artificial neural network.
  • Understanding of state estimation algorithms in the context of neural-machine interfaces, such as Kalman filter.
  • Understanding of control framework commonly used in robots that closely work with human (e.g., exoskeletons, rehabilitation robots) or functional electrical stimulation.
  • Implementation of signal processing and robotic control theories in MATLAB and/or Simulink.
  • Practice teamwork, and be competent in technical report writing and giving presentations.

Course Materials and Resources:
Optional Textbook:
Software:
Students should have access to MATLAB and Simulink

Calendar (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Electrophysiological signals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic signal processing and feature extraction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic signal processing and feature extraction</td>
<td>HW1 Feature extraction</td>
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<td></td>
<td>Principle Component analysis</td>
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<td>3</td>
<td>Independent Component analysis</td>
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<tr>
<td></td>
<td>Non-negative matrix decomposition</td>
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<tr>
<td>4</td>
<td>Topic: Muscle Synergies</td>
<td>HW2 Muscle Synergies</td>
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<td></td>
<td>Literature discussion</td>
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<td>5</td>
<td>Regression</td>
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<td></td>
<td>Cluster analysis</td>
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<td>6</td>
<td>Linear discriminative analysis</td>
<td>HW3 Pattern recognition</td>
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<tr>
<td></td>
<td>Support vector machine</td>
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<tr>
<td>7</td>
<td>Artificial neural network</td>
<td></td>
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<tr>
<td></td>
<td>Topic: Peripheral NMI – Myoelectric control</td>
<td></td>
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<tr>
<td>8</td>
<td>Literature discussion</td>
<td></td>
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<tr>
<td></td>
<td>Project proposal presentation/discussion</td>
<td></td>
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<tr>
<td>9</td>
<td>Topic: Non-invasive cortical NMI – Motor imagery</td>
<td></td>
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<tr>
<td></td>
<td>Topic: Non-invasive cortical NMI – SSVEP, P300</td>
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<tr>
<td>10</td>
<td>Literature discussion</td>
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<td></td>
<td>Kalman filters</td>
<td>HW4 Kalman filter</td>
</tr>
<tr>
<td>11</td>
<td>Topic: Invasive cortical NMI</td>
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<tr>
<td></td>
<td>Review of assistive/rehabilitative devices</td>
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<td>12</td>
<td>Review of basic control theory</td>
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<td>Impedance control</td>
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<td>13</td>
<td>Admittance control</td>
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<td></td>
<td>Adaptive control</td>
<td>HW5 Control</td>
</tr>
<tr>
<td>14</td>
<td>Topic: Control of exoskeletons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature discussion</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Topic: Control of rehabilitation robots</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literature discussion</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final presentation</td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Grading Procedures:

- Grading Scale: A-F (+/-)
- Homework 50% (10% for each report of HW1-HW5)
- Term project literature review 10%
- Term project group report 25%
- Final presentation 15%
Make-up Assignment Policy:
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>
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:
No partial credits for late submission

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

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

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

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/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 this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Student in Online-Only Courses:

- 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.

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 email thread below details the discussion between MAE and Psychology department.

Q

From: Qiushi Fu
Sent: Friday, July 12, 2019 9:52 PM
To: Helen Huang <hhuang@ucf.edu>; Florian Jentsch <Florian.Jentsch@ucf.edu>
Cc: Yoav Peles <Yoav.Peles@ucf.edu>; Alain Kassab <Alain.Kassab@ucf.edu>
Subject: RE: Course overlap inquiry

Helen, I’m ok with your suggestion. I think that should be final.

Thanks!

Q

From: Helen Huang <hhuang@ucf.edu>
Sent: Friday, July 12, 2019 9:48 PM
To: Qiushi Fu <Qiushi.Fu@ucf.edu>; Florian Jentsch <Florian.Jentsch@ucf.edu>
Cc: Yoav Peles <Yoav.Peles@ucf.edu>; Alain Kassab <Alain.Kassab@ucf.edu>
Subject: Re: Course overlap inquiry

Hi all,

I can see how human-machine interfaces is too broad. But brain-machine interface is also misleading. I do not consider EMG (muscle) control to be an interface with the brain, and muscles can be activated without brain input via reflex pathways and pattern generators in the spinal cord. During steady-state walking, there is much more evidence suggesting the brain is processing sensory information, rather than generating a motor command.

How about “methods in neural-machine interfaces?”

Thanks,
Helen

From: Qiushi Fu <Qiushi.Fu@ucf.edu>
Date: Friday, July 12, 2019 at 20:55
To: Florian Jentsch <Florian.Jentsch@ucf.edu>
Cc: Yoav Peles <Yoav.Peles@ucf.edu>, Helen Huang <hhuang@ucf.edu>, Alain Kassab <Alain.Kassab@ucf.edu>
Subject: RE: Course overlap inquiry

Hi Florian,
Thanks for the support and suggestion. I agree that ‘methods in brain-machine interfaces’ would be a more accurate title for the course and we will make the change accordingly.

As for the course schedule, we currently plan to offer it once every two years (Odd Springs) because it is an elective course mainly for students in the biomechanics/neural engineering tracks. But students from Psychology and M&S are welcome to take it if it fits their research and schedule.

Best,

Q

From: Florian Jentsch <Florian.Jentsch@ucf.edu>
Sent: Friday, July 12, 2019 10:49 AM
To: Qiushi Fu <Qiushi.Fu@ucf.edu>
Cc: Yoav Peles <Yoav.Peles@ucf.edu>
Subject: Re: Course overlap inquiry

Hi Q:

Thank you for your email and for reaching out to us. The Human Factors & Cognitive Psychology Ph.D. program faculty and I have reviewed the proposal.

We believe this is a great course and fully support its establishment and contents as proposed. In fact, we believe it could be of interest to both HF&C Psychology Ph.D. and Modeling & Simulation Ph.D. students as well; if it was taught yearly, we think around 1 or 2 students might want to take it each year.

What we cannot support at this time and ask you to reconsider is the title of the course as currently proposed: "Human-Machine Interfaces" is, in our collective opinion, too broad, as it traditionally includes all interface [control/display] modalities (visual, aural, olfactory, tactile, haptic, neurophysiological) and thus potentially misleading (students may think it's similar to general HRI, HCI, or traditional display/control interfaces).

We respectfully request you consider a more specific course title. For your consideration, we suggest "brain-machine interfaces" "neurophysiological human-machine interfaces" "methods in brain-machine interfaces".

Thank you for your consideration of this request and good luck with the proposal.

Florian
From: Qiushi Fu  
Sent: Friday, July 12, 2019 05:25  
To: Florian Jentsch  
Subject: Course overlap inquiry

Hi Dr. Jentsch,

As we are working towards the BME PhD program, we are planning a few new graduate courses. One of these course is human-machine interface (see attached syllabus). This course focuses on applications of multivariate analysis, pattern recognition, state estimation, control theory in the context of controlling assistive devices with electrophysiological signals (e.g., EMG and EEG). Before we move forward for department approval, I’d like to ask you whether you feel there is any significant overlap with any existing psychology graduate courses, and if your department would object or support this course proposal. Please let me know.

Thanks.

Qiushi Fu, PhD  
Assistant Professor  
NeuroMechanical Systems Lab  
Mechanical and Aerospace Engineering  
Biionix™ (Bionic Materials, Implants & Interfaces) Cluster  
University of Central Florida
**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 Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Electrical and Computer Engineering</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 - EEL 5937 Future Computing Systems for Emerging Workloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):</td>
<td>Rickard Ewetz</td>
</tr>
<tr>
<td>Department Chair Phone Number:</td>
<td>407-823-5976</td>
</tr>
<tr>
<td>Dept Chair Email:</td>
<td><a href="mailto:QU@UCF.EDU">QU@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 submitted with a 5/6/7 XXX designation will not be accepted.

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>EEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>5937</td>
</tr>
</tbody>
</table>
Course Title: * Future Computing Systems for Emerging Workloads

30 Character Abbreviation:* Future Computing Systems

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

Course Description (25 word limit)* Introduction to future computing systems based on emerging technology and its application to emerging workloads as artificial intelligence and big data.

Grading Scheme:* ABCDF

Prerequisite(s): General background knowledge equivalent to an undergraduate degree in EE, CpE, or CS.

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

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Variable Credit (0-99):

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

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

Repeat for credit?*  
- Yes  
- No

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

Term of Offering

- 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?*  
There are no courses that cover emerging computing paradigms and computing systems for emerging workloads as big data and artificial intelligence.

What grad programs/tracks require or recommend this course for graduation?  
Graduate students and senior undergraduate students in the ECE and CS department

What will be the source of students?*  
Graduate students and senior undergraduate students in the ECE and CS department

https://ucf.curriculog.com/agenda:313/print
What is the estimated annual enrollment?

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

**Detail Discussion**

This is a core CpE topic that does not exist in other departments. There is no overlap with the current courses being offered.

**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 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.
EEL 5937 Future Computing Systems for Emerging Workloads
Spring 2021
Dr. Rickard Ewetz
HEC 235
407-823-4766
Rickard.Ewetz@ucf.edu

Lectures:
- Time:
- Room:

Office hours:
- Time:
- Room: HEC 235
Please e-mail me to schedule an appointment outside office hours if necessary.

Prerequisites:
Students should have general knowledge equivalent to an undergraduate degree in EE CpE or CS.

Explicit, public description of the course
Introduction to future computing systems based on emerging technology and its application to emerging workloads as artificial intelligence and big data.

Textbooks: (optional)
- Lecture notes on webcourses.
- Research papers selected by instructor. Papers will be posted on webcourses or available online free of charge.

Objectives & Outcomes:
The exponential increase in digital data has powered the emergence of applications as data analytics, search, machine learning, and artificial intelligence. Unfortunately, conventional computing systems are unable to cope with these emerging workloads due to the slow down of traditional technology scaling and the limitations of the von-Neumann architecture. This course is focused on emerging computing paradigms that have the potential to enable orders of magnitude improvements in performance and energy-efficiency. The students will learn the foundations of various future computing systems and their application to emerging workloads. The students will also be trained in giving technical presentations.

Sequence of course activity:
The sequence of the course activity is provided below. The topics will be covered through lectures and technical presentations by the students.

Topics to be covered:
- Introduction and course overview
- Computing using non-volatile resistive devices
  - Analog in-memory computing
  - Digital in-memory computing
- Quantum computing
  - Simulation
Synthesis
  • Biochips
    o Architecture
    o Logic synthesis
  • Neuromorphic and brain-inspired computing
    o Devices
    o Architectures

Grading:
  • Participation (25%)
  • Paper presentation (50%)
  • Research project (25%)
    o Proposal (10%)
    o Presentation (10%)
    o Technical report (15%)

Grades will be assigned using whole letter grades with plus and minuses.

Missed assignments, exams, makeups, and extra credit:
Please notify the instructor if you will be unable participate in an exam or assignment. In general, there is no extensions or makeups for missed assignments/exams without a prior approved request or extenuating circumstances (according to the university guidelines).

Course accessibility:
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; 407-823-2371; 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 two weeks prior to the need for any modifications.

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

Active duty military students
The course will be accessible to active duty military personnel. Notes will be available for missed lectures and make-up exams will be available for missed midterms or quizzes.

Emergency procedure and campus safety
Students are encouraged to be aware of their surroundings and should be familiar with actions to take in various emergencies.
  • 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 this video (<https://youtu.be/NIKYajEx4pk>).
College of Community Innovation and Education - Grad Course Addition - EEX 6749 Supervision and Personnel Management in Applied Behavior Analysis

2020-2021 Graduate Course New

**Read before you begin**

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

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

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

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

---

**Proposal Type:** Grad Course Addition

**College:** College of Community Innovation and Education

**Unit / Department / College:** School of Teacher Education

**Full Title:** Grad Course Addition - EEX 6749 Supervision and Personnel Management in Applied Behavior Analysis

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

**Department Chair Phone Number:** Malcolm Butler

**Dept Chair Email:** malcolm.Butler@ucf.edu

---

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

30 Character Abbreviation: Supervision in ABA

Course Type: Graduate Course

Course Description (25 word limit): This course is designed to prepare students in Behavior Management using Performance-based assessment, performance-based measures, and performance management systems. Course requirements are consistent with Applied Behavior Analysis International for the Verified Course Sequence coursework in Applied Behavior Analysis.

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

For further review, please see the SACSCOC definition: [http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf](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>3</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>3</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>
</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**

- What is the rationale for adding this course?*
  - This course is a required component of the Verified Course Sequence for the Association for Behavior Analysis International, (ABAI). Students are required to complete an approved Verified Course Sequence for eligibility to sit for the National Board Certification Exam in Applied Behavior Analysis.
### What grad programs/tracks require or recommend this course for graduation?

#### What will be the source of students?
*Exceptional Education Students, Psychology, School Psychology*

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

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

**Detail Discussion**

*Emails have been submitted for notice and question of concern. See attachment*

---

**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 any required files by navigating to the Proposal Toolbox and clicking the icon 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 a course syllabus and rationale.</td>
</tr>
<tr>
<td>Support from involved units that no duplication exists</td>
<td>☑ Duplication support materials attached</td>
</tr>
</tbody>
</table>

**Administration Use Only**

Catalog Ownership:

Course Type

| Status | ☐ Inactive-Hidden ☑ Active-Visible |

**PeopleSoft**

- Academic Organization
- Academic Group
- Career
- Print in Catalog
- Effective Date
- Lab Fee
- CRSE_ID
UNIVERSITY OF CENTRAL FLORIDA
EEX 6749- Supervision and Personnel Management in Applied Behavior Analysis

Term:
Professor: Eleazar Vasquez PhD, BCBAD

<table>
<thead>
<tr>
<th>Contacting the Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Hrs:</td>
</tr>
<tr>
<td>Office:</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>E-Mail:</td>
</tr>
</tbody>
</table>

Introduction to OBM
Contact hours: 45/3 credit hours

Course Description
This course is designed to prepare students in applications of personnel management in Applied Behavior Analysis. Students will practice performance-based behavior analytic supervision and management procedures. Course content is consistent with the requirements of the Association for Behavior Analysis International Board, and part of the eligibility requirements to sit for the National Board Certification Exam in Applied Behavior Analysis.

Objectives & Standards:

Association for Behavior Analysis International (ABAI) Standards/5th edition Task List Items (ABAI- Governing Board for ABA Standards and national program approval)

<table>
<thead>
<tr>
<th>Course Objectives (Aligned with ABAI Standards)</th>
<th>Task list 5 Standards</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).</td>
<td>I-1</td>
<td>DisQues w2 Quiz 1</td>
</tr>
<tr>
<td>2. Establish clear performance expectations for the supervisor and supervisee</td>
<td>I-2</td>
<td>DisQues w5 &amp; w14 Quiz 3; Quiz 10</td>
</tr>
<tr>
<td>3. Select supervision goals based on an assessment of the supervisee’s skills.</td>
<td>I-3</td>
<td>DisQues w3 &amp; w4 Quiz 2</td>
</tr>
<tr>
<td>4. Train personnel to competently perform assessment and intervention procedures</td>
<td>I-4</td>
<td>DisQues w7 Quiz 4</td>
</tr>
</tbody>
</table>
5. Use performance monitoring, feedback and reinforcement systems

   I-5   DisQues w9 Quiz 6

6. Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

   I-6   DisQues w4, w3 & w13 Quiz 2 & 9

7. Use function-based strategies to improve personnel performance.

   I-7   DisQues w8 & w13 Quiz 5

8. Evaluate the effects of supervision (e.g. on client outcomes, on supervisee repertoires).

   I-8   DisQues w2 & w7 Quiz 7

9. Evaluate research articles in the OBM and performance management literature

   2 Article Critiques

10. Identify the literature base for an OBM consultation problem

    Literature Review

Materials & Texts:


MODES OF INSTRUCTION: Mixed mode

1. Didactic/Lecture (Face to Face or Online)
2. Small and large group discussion and activities
3. Technology enhanced instruction (e.g. computerized presentations, video viewing, and recording).
4. UCF Webcourses. (online component)

COURSE REQUIREMENTS

Successful students in this course must commit to fairly extensive reading. Students are expected to attend class prepared, and to participate actively in class discussions and small group assignments. A thorough reading of assigned materials is a prerequisite for informed participation in discussions.

Students in this class are expected to do the following:

1. Attend all class meetings and online sessions.
2. Read all materials assigned and be prepared to participate in informed class discussion.
3. Take examinations when scheduled. **No make-up examinations** will be given except with written, valid documentation. If you miss an examination without a documented, valid emergency, you will be given a 0 for that examination.
4. Students are expected to adhere closely to all deadlines. **Late work is not accepted.**
5. All assignments should be completed in APA format.

### Course Scope and Sequence

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | **Course Overview** Introduction to OBM, Syllabus Review  
| 2    | **Pinpointing Measurement** Performance Matrix/Scorecards  
Read D&B Chapters 1, 3-8  
Hyten, C. Strengthening the focus on business results: The need for systems approaches in organizational behavior management. *JOBM*, 29, 87-10. | Quiz 1  
Disc. Question |
| 3    | **Assessment, PDC/PDC-HS**  
D&B, Chapters 9-10  
<table>
<thead>
<tr>
<th>4</th>
<th><strong>Assessment Continued</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Sample (review for class, no summary needed)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Antecedent Interventions</strong></td>
</tr>
<tr>
<td></td>
<td>D&amp;B Ch 11</td>
</tr>
<tr>
<td>6</td>
<td><strong>Diagnose the Problem</strong></td>
</tr>
<tr>
<td></td>
<td>D&amp;B Ch. 8</td>
</tr>
<tr>
<td>7</td>
<td><strong>Training, BST, and Video Modeling</strong></td>
</tr>
<tr>
<td>8</td>
<td>Feedback</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
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</tbody>
</table>

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<thead>
<tr>
<th>9</th>
<th>Consequences and Incentives</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Self-Monitoring, Self-Management, and Peer Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Evaluation Designs</strong></td>
</tr>
<tr>
<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td>11</td>
<td><em>Literature Review Due</em></td>
</tr>
<tr>
<td></td>
<td><strong>Behavioral Safety</strong></td>
</tr>
<tr>
<td>12</td>
<td><strong>Behavioral Safety</strong></td>
</tr>
<tr>
<td>13</td>
<td><strong>OBM in Human Services and Healthcare</strong></td>
</tr>
<tr>
<td></td>
<td>Cunningham, T., &amp; Austin, J. (2007). Using goal setting, task clarification, and feedback to increase the use of the hands-free technique by hospital operating room staff, <em>JABA</em>, 40, 673-677.</td>
</tr>
<tr>
<td></td>
<td>Kelley, D., &amp; Gravina, N. (2018). Every minute counts: Using the science of behavior to reduce wait times in an emergency</td>
</tr>
<tr>
<td>Department</td>
<td>JOB M.</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| 14 | **Supervision, Leadership, and Coaching**  
| Disc. Question |
| 15 | **Group Presentations and Article Critique 2** |
| Group Presentations Article Crit. 2 |

**SPECIFIC COURSE REQUIREMENTS**

**Assessment and Grading Procedures**

There is no final exam in the course.

**Quizzes [100 points] Completed Weekly**
There will be 10 quizzes due at the beginning of class during the semester. Each is worth 10 points. Quizzes will be short answer and/or multiple choices. Information on the quizzes will be derived from the prior weeks’ learning objectives. It is important to prepare so you are fluent with the material and can complete the quizzes in the time allotted (e.g., 25-30 minutes).

**Discussion Questions [75 points] Due Weekly**
Each week, there will be discussion questions. You can earn 5 points each week for answering questions in class. These will be made available the weekend before class and cover the material for the upcoming week’s readings.

**Performance Management Project [75 points] Due Week 15**
You will form small groups (no more than 3 individuals) who will find a local organization, build rapport, pinpoint a performance problem, develop an intervention and measurement system, design an assessment and present it to class. Details for project will be distributed.

**Literature Review Paper [50 points] Due WEEK 11**
There will be a literature review on a topic of your choice. Topics must be approved by the instructor prior to completion. Projects should be related to the field of organizational behavior management. This paper must follow APA 7 style and cite a minimum of 6-10 empirical articles from the OBM/PM literature. Further details will be provided. *You must submit a topic for approval by TBD and turn the review in on TBD.*
Article Critique [50 points] 1 Due Week 9, 2 Due Week 15
During this course you will be required to write TWO article critiques. You may choose articles we have covered, or you can select one of your own. They must be approved by me. The first is due TBD and the second is due on the last day of class. You will be provided a template to use for critiques.

Policy Regarding Late Assignments or Make up Exams
Adherence to timelines is critical within educational/intervention contexts to ensure student safety, intervention efficacy, and the meeting of federally mandated policy requirements. Students are expected to demonstrate their ability to plan for and adhere to timelines within this course. Therefore, all assignments are due by 5:00 on the day they are assigned unless the students have contacted the professor 24 hours in advance and the professor has consented to an adjusted timeline. Of course, unforeseen events may result in an excused student absence, under these circumstances please let professor know ASAP.

The following circumstances merit the granting of an excused absence.

- Personal illness or illness of a close family member when the attention of the student is required
- Death of an immediate family member.
- Personal appointments for acute or preventive health care. (A student missing a scheduled examination must document a visit to Student Health or a private physician in order to qualify for a make-up examination. Whenever possible, students should schedule preventive appointments at times which are minimally disruptive to their class schedule).
- Accident or other unforeseen circumstances making it impossible for a student to attend a scheduled class. In the event of a traffic accident or car problems, documentation should be provided, such as police report or repair bill.

Authorized University Related Activities
The names of students participating in authorized activities such as, intercollegiate athletics, band, choir, co-curricular activities, and other academically related programs and events to represent the university will be listed on a Program Verification Form. It is the student’s responsibility to present a copy of this form signed by the appropriate individual to the instructor(s) of record responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes. If you need assistance please contact the Office of Student Rights and Responsibilities: 407-823-4638. For athletic events, contact Academic Services for Student-Athletes: 407-823-5895 Program Verification Form: https://osrr.sdes.ucf.edu/wp-content/uploads/sites/45/2018/11/Program-Verification-Form.pdf

Religious Observances
(1) The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of
his or her religious faith must notify all of the instructors teaching the class(es) from which the
student desires to be excused no later than the tenth business day of the term.
(2) The student will be held responsible for any material covered during the excused absence, but
will be permitted a reasonable amount of time to complete any work missed. Where practicable,
major examinations, major assignments and University ceremonies will not be scheduled on a
major religious holy day.
(3) Students who are absent because of religious observances and have complied with this
regulation will not be penalized.
(4) A student who believes that he/she has been unreasonably denied an educational benefit due
to his/her religious belief or practices may seek redress with the Office of Institutional Equity in
accordance with that office’s Investigation Procedures.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;65</td>
</tr>
</tbody>
</table>

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

http://academicintegrity.org/

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

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my
   membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting
   the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I
   undertake.
The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

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

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

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

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

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

Unauthorized Use of Class Notes
Faculty has 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.

Sexual Harassment Policy
UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University’s Prohibition of Discrimination, Harassment and Related Interpersonal Violence. To ensure compliance with Title IX and other federal and state civil rights laws, the University has designated Matt Ricke as the University’s Title IX Coordinator. Matt is charged with monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment and sexual violence are investigated and addressed by the University.

Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the University’s Title IX Coordinator.

Bibliography (Additional Resources)


Cunningham, T., & Austin, J. (2007). Using goal setting, task clarification, and feedback to increase the use of the hands-free technique by hospital operating room staff, *JABA, 40*, 673-677.


Hyten, C. Strengthening the focus on business results: The need for systems approaches in organizational behavior management. *JOBM, 29*, 87-10.


From: Jennifer Kent-Walsh <jkentwalsh@ucf.edu>
Sent: Tuesday, January 14, 2020 3:00:36 PM
To: Kelly Schaffer <Kelly.Schaffer@ucf.edu>; Barbara Fritzsche <Barbara.Fritzsche@ucf.edu>
Subject: Re: Notification of course addition for ABA graduate Certificate.

We are not aware that we have any such classes and we have no objections to you working toward adding such a course.

Best,
Jennifer

Jennifer Kent-Walsh, Ph.D., S-LP(C), CCC-SLP, F-ASHA
Associate Dean of Research, College of Health Professions and Sciences
Interim School Director, FAAST Center Director & Professor, School of Communication Sciences and Disorders
University of Central Florida
Office: 407.823.4800
Cell: 407.405.7965
jkentwalsh@ucf.edu
https://healthprofessions.ucf.edu

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

From: Kelly Schaffer <Kelly.Schaffer@ucf.edu>
Sent: Tuesday, January 14, 2020 12:25 PM
To: Jennifer Kent-Walsh <jkentwalsh@ucf.edu>; Barbara Fritzsche <Barbara.Fritzsche@ucf.edu>
Subject: Notification of course addition for ABA graduate Certificate.

Dear Colleagues.

Last year our Graduate Certificate in Applied Behavior Analysis (ABA) was approved by both the University of Central Florida and the Behavior Analysis Certification Board (BACB), providing us with national recognition as an approved Verified Course Sequence (VCS). The BACB has added new standards in a 5th edition Task List. On January 1, 2021 the new standards are required to be in VCS coursework for students to be eligible to sit for national board certification in Applied Behavior Analysis (ABA). We are working to maintain our national recognition as a VCS provider. We propose a new course that includes 5th edition task list requirements added for ABA specific supervision and personnel management. We seek collaboration and feedback. Do you currently have a course that meets the BACB 5th edition task list or do you have any concerns with us proceeding to add a course to meet the new requirements and maintain our approval as a nationally recognized VCS? Please respond soon as we are eager to answer any questions and move forward with the Graduate Curriculum Committee.

Thank you for your time and consideration.

Kelly Schaffer, and Eleazar Vasquez II

RE: Notification of course addition The email was re-sent directly on 2/6/20 to Dr. Jentsch.
The email was re-sent directly on 2/6/20 to Dr. Jentsch.

Hi Kelly,

In this case it is best to reach out directly to the Chair of Psychology, Dr. Florian Jentsch. I have cc’d him here so that he knows I have referred this to him.

Best,

Tosha

Tosha L. Dupras, Ph.D.

Associate Dean, College of Sciences
Professor, Department of Anthropology

Office location: CSB 210
University of Central Florida
Office: (407) 823-6725
College of Community Innovation and Education - Grad Course Addition - EEX 7466 Universal Design for Learning (UDL): A framework for Exceptional Education Research

2020-2021 Graduate Course New

**Read before you begin**

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

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

3. LAUNCH proposal by clicking \(<<\) in the top left corner.

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

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

Proposal Type:* Grad Course Addition

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

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

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

Department Chair Phone Number:* 407-823-3272

Dept Chair Email* malcolm.butler@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 submitted with a 5/6/7 XXX designation will not be accepted.
Course Title: Universal Design for Learning (UDL): A framework for Exceptional Education Research

Course Type: Graduate Course

Course Description (25 word limit): This graduate course examines learner variability and barriers to effective instruction and assessment. The Universal Design for Learning (UDL) framework is presented as a means to design and implement interventions maximizing the accessibility and learning outcomes of individuals with and without disabilities.

Grading Scheme: ABCDF

Prerequisite(s): IDS 7501 or equivalent.

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: * 3
Instruction Time: * 3

Lab/Studio/Field Work Hours: *
Out-of-Class Hours: *
Total Engagement Hours: *

Variable Credit (0-99):

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

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

Repeat for credit? * Yes ☐ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees? * ☑ Yes ☐ No

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

Justification for Course Addition

What is the rationale for adding this course? *

There are no existing courses on Universal Design for Learning in the UCF graduate catalogue. This pedagogical framework is designed to increase the accessibility of course materials and enhance the reliability of assessments. It is an essential framework for Exceptional Education.

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

EEX doctoral program
What will be the source of students?* 

- EEX doctoral students

What is the estimated annual enrollment?* 

10

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

Detail Discussion

A search of the UCF graduate catalogue using the terms, "Universal Design for Learning" and "Universal Design" returned zero results.

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 any required files by navigating to the Proposal Toolbox and clicking in the top right corner.
Please attach any required files by navigating to the Proposal Toolbox and clicking "Attach" 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 a course syllabus and rationale.</td>
</tr>
<tr>
<td>Support from involved units that no duplication exists</td>
<td>Duplication support materials attached</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Academic Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Group</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>
Rationale: This new course syllabi is submitted as part of the curriculum for award #H325D180022, Project TELEPORTS, $1.25 million, funded by the Office of Special Education Programs. There are no existing courses on Universal Design for Learning in the graduate catalogue.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Universal Design for Learning (UDL): A framework for Exceptional Education Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>EEX 7466</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Semester/Year</td>
<td>Fall / 2020</td>
</tr>
<tr>
<td>Mode</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Course Meetings</td>
<td>Tuesdays 1:30 – 4:40</td>
</tr>
<tr>
<td>Course location</td>
<td>Teaching Academy (TA), Room 102</td>
</tr>
<tr>
<td>Instructor</td>
<td>Professor Matthew Marino, Ph.D.,</td>
</tr>
<tr>
<td>Office Location</td>
<td>Education Complex 315L</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesdays 10 – 12 or by appointment. I am happy to speak with you over the phone or</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:matthew.marino@ucf.edu">matthew.marino@ucf.edu</a></td>
</tr>
<tr>
<td>Phone</td>
<td>(407) 823-6705</td>
</tr>
</tbody>
</table>

**Prerequisites:** Issues in Research and Education (IDS 7501 or equivalent).

**No Required Textbook:** Readings are organized by week in the Canvas course space.

**Course Description**

Universal Design for Learning (UDL) is a framework for the design and implementation of instructional materials meeting the needs of all students. This is accomplished by proactively considering learner variability and circumventing curriculum barriers (Rappolt-Schlichtmann, Daley, & Rose, 2012). Instruction is guided by three principles: (a) multiple means of engagement (i.e. considering how to engage students through a variety of pathways), (b) multiple means of representation (i.e. providing content through multiple methods), and (c) multiple means of action and expression (i.e. providing opportunities for students to demonstrate their understanding in multiple ways). This graduate course examines learner variability and barriers to effective instruction and assessment. The Universal Design for Learning (UDL) framework is presented as a means to design and implement interventions maximizing the accessibility and learning outcomes of individuals with and without disabilities (CAST, 2018).

<table>
<thead>
<tr>
<th>Learning Outcomes: The student will…</th>
<th>Cast Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase their knowledge of learner variability</td>
<td>1.1–1.3; 4.1– 4.2; 7.1–7.3</td>
</tr>
<tr>
<td>• Apply this knowledge by identifying instruction and assessment barriers for a diverse range of learners</td>
<td>2.1–2.5; 5.1– 5.3; 8.1–8.4</td>
</tr>
<tr>
<td>• Analyze intervention studies related to learner variability, executive function, instructional barriers, and UDL</td>
<td>3.1–3.4; 6.1– 6.4; 9.1–9.3</td>
</tr>
<tr>
<td>• Synthesize the information by developing a research study proposal utilizing UDL as the theoretical framework</td>
<td>Guideline goal: Expert learners</td>
</tr>
</tbody>
</table>
## Course Scope and Sequence

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
<td>Assignment(s) Due</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
2 page UDL research proposal project summary |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
</table>
| 6    | **Physical variability & barriers to effective assessment**  
[http://dx.doi.org/10.1044/2014_JSLHR-S-13-0172](http://dx.doi.org/10.1044/2014_JSLHR-S-13-0172)  
Poulomee, D. & Talkdar, J. (2017). The impact of support services on students’ test anxiety and/or their ability to submit assignments: A focus on vision impairment and intellectual disability. *International Journal of Inclusive Education, 21*(2), 160-171.  
[http://dx.doi.org/10.1080/13603116.2016.1193561](http://dx.doi.org/10.1080/13603116.2016.1193561) | Article Critique 5-
UDL in blended and online environments |
| 7    | **UDL in online and blended environments**  
[https://eric.ed.gov/?id=EJ1155806](https://eric.ed.gov/?id=EJ1155806)  
[https://eric.ed.gov/?id=EJ1218623](https://eric.ed.gov/?id=EJ1218623)  
doi: 10.1177/0040059914528329  
[https://dx.doi.org/10.4148/2470-6353.1264](https://dx.doi.org/10.4148/2470-6353.1264)  
[https://eric.ed.gov/?id=EJ1213328](https://eric.ed.gov/?id=EJ1213328)  
UDL in blended and online environments |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Effective UDL Research Posters, TED talks, and Teaching Experiences</td>
<td>Readings for Research Proposal</td>
<td>Research poster due</td>
</tr>
<tr>
<td>11</td>
<td>Panel Discussion (TELEPORTS Advisory Board)</td>
<td>Readings for Research Proposal</td>
<td></td>
</tr>
<tr>
<td>12 -15</td>
<td>Student UDL research poster, TED talks, and Teaching Experiences</td>
<td>Student assigned readings (2) Readings for Research Proposal</td>
<td>TED talks / UDL teaching experience</td>
</tr>
<tr>
<td>16</td>
<td>Final Class – Research Proposal Critiques</td>
<td></td>
<td>Research Proposal Due</td>
</tr>
</tbody>
</table>
Assignment Descriptions

The is no final exam in the course.

Article Critiques – Each week (i.e., weeks 2 – 9 you are required to read all of the articles provided in the syllabus. Each class member will choose one article to write a formal critique. The critique author will be expected to lead or co-lead the discussion about the article. Critiques should follow APA 7 guidelines and be 1 - 2 double-spaced pages in length. Critiques should include the problem the manuscript is attempting to solve, a brief summary of the author(s) thesis in your own words, and a critical analysis of the methods, results, and conclusions. Use evidence from the manuscript to support your claims. Additional information about critiques can be found here.

The summative assessment in the course is a UDL research proposal. UDL research proposals can be formatted in a number of ways for the final project. However, you must initially construct it as a formal written 10-page research proposal excluding references. The process is scaffolded with related assignments and feedback provided throughout the semester. Each is described below.

2-page UDL Research Proposal Project Summary – The project summary can be single spaced. It should include the problem you intend to solve, a description of how the problem is currently addressed (i.e., business-as-usual), limitations to this approach, your theoretical framework, research questions, hypotheses, research design, participants, instruments, procedure, analysis, timeline, and project team.

Research Poster – Your poster presents a summary of your 10-page paper. It should include the following sections: Problem statement, Rationale for your approach (literature review), “METHOD” heading with the following subheadings - research questions, hypotheses, research design, participants, instruments, procedure, analysis, limitations, and findings. Posters do not need to be printed. Students will present them in digital form to the class.

TED Talk and UDL Teaching Experience – Students will have 15 minutes to present their posters using a TED talk format. The TED talk should present the poster content using multiple means of representation. The teaching experience should demonstrate the speakers’ abilities to integrate UDL in both content and assessment.

Research Proposal – Students will submit a 10-page single-spaced (not including title page or references) written research proposal at the conclusion of the class. Proposals should include the problem you intend to solve, a description of how the problem is currently addressed (i.e., business-as-usual), limitations to this approach, your theoretical framework, research questions, hypotheses, research design, participants, instruments, procedure, analysis, timeline, and project team.
## Assignment Summary

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Assignment</th>
<th>Assignment Points (75%)</th>
<th>Participation Points (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nothing Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Article Critique #1</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Article Critique #2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Article Critique #3</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2-page UDL research proposal project summary</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Article Critique #4</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Article Critique #5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Article Critique #6</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Article Critique #7</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Article Critique #8</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Nothing Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Research Poster</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>12 - 15</td>
<td>TED Talk &amp; UDL Teaching Experience</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>16</td>
<td>Research Proposal</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>200</td>
<td>75</td>
</tr>
</tbody>
</table>

### Policy on late assignments

All assignments are due at the beginning of class. Contact the instructor via email at least 24 hours prior to any class where you anticipate being absent or tardy. An unexcused absence or tardy will result in a zero for participation and assignment points. Students with three or more unexcused absences will not be able to score higher than a C in the course. Assignments for excused absences should be submitted the following day unless prior arrangements are made with the instructor.

### Grading

Assignments in the course are weighted 75% of the final grade. Participation points account for the other 25%.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</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>60 – 69%</td>
<td>D</td>
</tr>
</tbody>
</table>
**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 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).

**Course Accessibility**

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

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

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

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

**Make-up Assignments for Authorized University Events or Co-curricular Activities**
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with a sanctioned UCF 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](https://policies.ucf.edu/documents/4-401.pdf)

**Religious Observances**
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at [https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf](https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf)
Sexual Harassment Policy
UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. This prohibition is further explained in the University’s Prohibition of Discrimination, Harassment and Related Interpersonal Violence. To ensure compliance with Title IX and other federal and state civil rights laws, the University has designated Matt Ricke as the University’s Title IX Coordinator. Matt is charged with monitoring compliance with Title IX and ensuring that reports of sex discrimination, sexual harassment and sexual violence are investigated and addressed by the University.

Any student, faculty, or staff member with questions or concerns about the applicable University policies or who believes that he or she has been the victim of sex discrimination, sexual harassment, or sexual violence is encouraged to contact the University’s Title IX Coordinator.
References


Poulomee, D. & Talkdar, J. (2017). The impact of support services on students’ test anxiety and/or their ability to submit assignments: A focus on vision impairment and intellectual disability. *International Journal of Inclusive Education, 21*(2), 160-171. [http://dx.doi.org/10.1080/13603116.2016.1193561](http://dx.doi.org/10.1080/13603116.2016.1193561)


College of Community Innovation and Education - Grad Course Addition - PAD 6717 Visualization and Presentation Workshop for Urban Planners

2020-2021 Graduate Course New

General Catalog Information

**Read before you begin**

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

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

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

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

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

Proposal Type: Grad Course Addition

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

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

Full Title:* Grad Course Addition - PAD 6717 Visualization and Presentation Workshop for Urban Planners

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Roberta A. Fennessy

Department Chair Phone Number:* 407-823-2604

Dept Chair Email* kapucu@ucf.edu

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

30 Character Abbreviation: Visualization & Pres Workshop

Course Type: Graduate Course

Course Description (25 word limit): Introduction to methods for observing, interpreting, representing, and transforming the urban environment. Through various lenses, our surroundings can be understood and expressed within a professional practice framework.

Grading Scheme: ABCDF

Prerequisite(s): Graduate standing, PAD 5337, and PAD 6716.

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
Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours: * 3

Out-of-Class Hours: * 3

Total Engagement Hours: * 9

Variable Credit (0-99):

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

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

Repeat for credit? *

☐ Yes  ☐ No

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

Term of Offering

When will the course be offered? *

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

Intended Utilization of Course

The course will be used primarily as: *

- Required Course
- Elective Course

Materials and Supply Fee

New Materials and Supply Fees? *

☐ Yes  ☐ No

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

Justification for Course Addition

What is the rationale for adding this course? *

The course aims to supplement existing courses in Urban Design and GIS by preparing students without a design background to better communicate planning principles through visual, graphic and narrative expression.

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

not required for graduation
**What will be the source of students?**
*Urban Regional Planning, Emergency Management*

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

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

**Detail Discussion**

Extensive discussion with the Communications department and it was decided to change the course title.

Note from Director of Master of Science in Urban and Regional Planning: This is not the preferred title for the course, mainly because the previous title, containing the word “communication”, aligns more closely to accrediting standards, but due to time constraints, we don’t think it’s productive to continue down this path with the School of Communication.

**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 any required files by navigating to the Proposal Toolbox and clicking the plus 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 a course syllabus and rationale.</td>
</tr>
<tr>
<td>Support from involved units that no duplication exists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔️ Duplication support materials attached</td>
</tr>
</tbody>
</table>

## Administration Use Only

### Catalog Ownership:

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

### Status

| Inactive-Hidden | Active-Visible |

## PeopleSoft

### Academic Organization

### Academic Group

### Career

### Print in Catalog

### Effective Date

### Lab Fee

### CRSE_ID
PAD 6717 – Visualization and Presentation Workshop for Urban Planners

Instructor Information

Professor: Roberta A. Fennessy, MS - AIA, AICP
Phone: 407-823-1712
E-mail: Roberta.Fennessy@ucf.edu
Office: DPAC 446J
Hours: T-TH 9:00 a.m. – 12:00 p.m.

Course Information

Semester: Fall 2020
Credit Hours: 3
Class Meeting Days: TBD
Class Meeting Time: 6:00PM to 8:50PM
Class Location: TBD
Course Modality: M

Enrollment Requirements/Course Prerequisites:

PAD 5337 Urban Design
PAD 6716 Information Systems for Public Managers and Planners

Course Description

This Visualization and Presentation Skills Workshop introduces urban and regional planning students to methods for observing, interpreting, representing, and transforming the urban environment. Through various lenses, our surroundings can be understood and expressed within a framework of four methods of professional practice: Observation & Engagement, Analysis & Synthesis, Urban Design Tools, and Representation & Storytelling.

The course aims to supplement existing courses in Urban Design and GIS by preparing students without a design background to better communicate planning principles through visual, graphic and narrative expression.

Through Case Study/Service Learning, students will concentrate on the design of urban spaces, informed by the demands of decision-making frameworks (participation and outreach), economic forecasting, quantitative analysis, and planning implementation.

The course is designed to respond in part to Planning Accreditation Board (PAB) accreditation requirements that students at the completion of the program will demonstrate the use and application of knowledge to perform various tasks required in the practice of planning, including:

(1) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
Quantitative and qualitative methods: data collection, analysis and modelling tools for forecasting, policy analysis, and design of projects and plans.

Plan creation and implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

Course Materials and Resources

Required Readings

You will be required to read newspaper and journal articles, book chapters, professional reports, and web content relevant to the particular Case Study/Service Project assigned for the semester. Some of these readings can be obtained through the UCF library online journals database and from other on-line sources. I will provide links or PDF files of most of the readings on the course website, including but not limited to those listed below.


Suggested Readings

Some of these readings can be obtained through the UCF library online journals database and from other on-line sources. All suggested readings will be listed in the course website.


**Required Software**

The following software will be utilized through the semester and made accessible to students enrolled in this course through licensure.

- GIS Platform/ArcGIS
- Adobe Creative Suite (Photoshop, Illustrator, InDesign)*
- Microsoft Office Tools (Word, Excel, PowerPoint)

**Student Learning Outcomes**

- design of urban spaces, informed by the demands of decision-making frameworks (participation and outreach), economic forecasting, quantitative analysis, and planning implementation.
- communicate planning principles through visual, graphic and narrative expression
- understand and express surroundings through the use of GIS and other design software
- conduct representation and storytelling through the use of urban design software

**Course Activities**

**Attendance & Participation**

You should be prepared for each face-to-face class, having completed the required readings for that day’s class. Attendance will be taken at each face-to-
face session (6 total). Unexcused absences will result in a 1% deduction of the total 10% class participation grade.

Assignments & Projects

Course assignments and projects will account for 60% of your final semester grade. These exercises are intended to provide students with a practical application of global and smart city concepts to local planning contexts. Descriptions of each assignment can be found on the assignments page along with their due dates and grading criteria.

Students will prepare memos about the assigned material. They will identify the ideas of importance, justifying their relevance. Students will also explicitly express their point of view on the readings’ central themes and begin to identify policy implications in the Central Florida context.

Students will also select a global city to prepare group reports examining their city’s competitiveness, economic structure, demographics, cultural context, stakeholder engagement, economic development best practices, equity initiatives, and relevance to the Central Florida context.

Activity Submissions

Students will be required to submit memos and the global city case study report through the Webcourses@UCF website. Each memo and report will be uploaded through the Assignments tab. Midterm and final exams will also be available for submission during specified time periods through the Webcourses@UCF website.

Attendance/Participation

You should be prepared for each class, having completed the required readings for that day’s class and any assigned deliverables/project tasks. Attendance is mandatory at each face-to-face class meeting.

Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Assessment and Grading Procedures

During this class students will engage in one project subdivided into four distinct phases (modules). Each module will focus on a mastery of a planning method as well as technical skill.
Module 1: Observation & Engagement
Photography, Field Observation, Information Gathering, and Survey Methods

Module 2: Analysis & Synthesis
Data Gathering and Synthesizing, Site Analysis, Program Analysis

Module 3: Design
Alternatives-based Design Proposals, Conceptualization and Visualization

Module 4: Representation & Storytelling
Graphic and Oral Narrative, Presentation Skills

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Module 1</td>
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<tr>
<td>Module 2</td>
<td>20%</td>
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<td>Module 3</td>
<td>20%</td>
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<tr>
<td>Module 4</td>
<td>20%</td>
</tr>
<tr>
<td>Final Deliverable &amp; Presentation</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 or below</td>
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## Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Mode</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>F2F</td>
<td>Course Orientation</td>
<td>Syllabus Quiz</td>
</tr>
<tr>
<td></td>
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<td><strong>Module 1: Observation &amp; Engagement</strong></td>
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<tr>
<td>Week 2</td>
<td>Online</td>
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<tr>
<td>Week 3</td>
<td>F2F</td>
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<td>Week 4</td>
<td>Online</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>F2F</td>
<td>Presentation</td>
<td>Deliverable Due</td>
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<tr>
<td></td>
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<td><strong>Module 2: Analysis &amp; Synthesis</strong></td>
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<tr>
<td>Week 6</td>
<td>Online</td>
<td></td>
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<td>Week 7</td>
<td>F2F</td>
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<td>Week 8</td>
<td>Online</td>
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<tr>
<td>Week 9</td>
<td>F2F</td>
<td>Presentation</td>
<td>Deliverable Due</td>
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<td><strong>Module 3: Design</strong></td>
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<td>Week 10</td>
<td>Online</td>
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<td>Week 11</td>
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<td>Week 12</td>
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<td>Week 13</td>
<td>F2F</td>
<td>Presentation</td>
<td>Deliverable Due</td>
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<td><strong>Module 4: Representation &amp; Storytelling</strong></td>
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<td>Week 14</td>
<td>Online</td>
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<td>Week 15</td>
<td>Online</td>
<td></td>
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<tr>
<td>Week 16</td>
<td>F2F</td>
<td>Final Presentation</td>
<td>Final Project Deliverable</td>
</tr>
</tbody>
</table>
Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

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

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.
Hello Emily,

After consultation with Professor Fennessy, we have decided to change the title of PAD 6717 to “Visualization and Presentation Workshop for Urban Planners”. I would like to note that this is not the preferred title for the course, mainly because the previous title, containing the word “communication”, aligns more closely to accrediting standards, but due to time constraints, we don’t think it’s productive to continue down this path with the School of Communication.

Thank you for your help and please let us know if we can put the course under the new title on the next scheduled agenda.

Best,

Luis

Luis E. Santiago, Ph.D.
Associate Professor & Director
Master of Science in Urban and Regional Planning
School of Public Administration
University of Central Florida
528 W. Livingston St., Suite 448F
Orlando, FL 32801

407.823.2604
luis.santiago2@ucf.edu
ccie.ucf.edu/public‐administration

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

**Read before you begin**

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

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

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

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

Proposal Type:* Grad Course Revision

College:* College of Community Innovation and Education

Unit / Department / College:* Department of Educational Leadership & Higher Education

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:* ECW

Code:* 5265

Course Title:* Cooperative Programs Experiential Learning in Career and Workforce Education Programs

30 Character Abbreviation:* Coop Programs in Experiential Learning CWE Prog
Full Title:  ECW 5265 Experiential Learning in Career and Workforce Education Programs

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

Department Chair Phone Number:  407-823-2432
Dept Chair Email:  RoSusan.Bartee@ucf.edu

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

Course Description:*  Study of cooperative Career and Workforce Education (CWE) programs various experiential learning methods (apprenticeships, internships, service learning, co-ops) and achievement of competencies needed to establish, manage, and coordinate cooperative program components in all programs within career and workforce areas education.

Prerequisite(s):  Graduate standing or C.

Corequisite(s):

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

Grading Scheme:  ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.
1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
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<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>

**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?

<table>
<thead>
<tr>
<th>Lisa Martino</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

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**

https://ucf.curriculog.com/proposal:3650/print
When will the course be offered?

<table>
<thead>
<tr>
<th>Activity Log</th>
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<tbody>
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<tr>
<td>+ Odd Summer</td>
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<tr>
<td>+ Even Summer</td>
</tr>
</tbody>
</table>

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

Intended Utilization of Course

The course will be used primarily as:

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Martino</td>
</tr>
<tr>
<td>+ Elective Course</td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

As requested by Dr. Cooperative programs in CTE and CWE programs. The term "cooperative programs" is outdated too narrow. Bartee. Although some cooperative programs do exist, other forms of experiential learning have become more popular in CTE and CWE programs. Apprenticeships, pre-apprenticeships, internships, and cooperative programs are all under experiential learning. For the CTE program future of this course offerings have and future students. To remain current, it is best to learn the various experiential learning methods to prepare students to develop and manage the programs as future CTE/CWE leaders. Therefore, the title and description of the course has been revised.

The course offering semester change is requested by Dr. Bartee, department chair, to better sequence the POS.

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

N/A. This is an elective as of 2020-2021 catalog.

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

Career and Technical Education M. A. students and other students interested in learning about experiential programs.

What is the estimated annual enrollment?

20–25

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

Detail Discussion

There are no possible duplications or conflicts with other departments or colleges as this course is a specific elective class for the Career and
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 any required files by navigating to the Proposal Toolbox and clicking 📂 in the top right corner.

**Check**

Lisa Martino

+ I have completed all relevant parts of the form.

☑️ I have completed all relevant parts of the form.
Lisa Martino

+ I have attached a course syllabus and rationale.

☑️ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID

Course Type: **Education: Career/Workforce**

Status: ☑️ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Organization: **EDLDRHED**

Academic Group: College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

**CRSE_ID** 004406
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Academic Program Coordinator/
Faculty Advisor: Dr. Lisa Martino
Contact Email: Lisa.Martino@ucf.edu
Office: Main Campus, Education Complex, Suite 220C

Department Coordinator: Lindsay Archambault
Contact Email: Lindsay.Archambault@ucf.edu
Coordinator Office: Main Campus, Education Complex, Suite 206

Course Title: ECW 5265
Course Number: Experiential Learning in Career and Workforce Education Programs
30 Char Abbreviation: Experiential Learning CWE Prog
Course Credit: 3 credit hours (CH)
Prerequisites: Graduate standing
Intended Audience: Graduate level
Semester: Summer

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

Catalog Description

Study of various experiential learning methods (apprenticeships, internships, service learning, co-ops) and achievement of competencies to establish, manage, and coordinate programs within career and workforce education.
Course Objectives

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

- Define various experiential learning programs and their methods.
- Discuss historical trends in experiential learning.
- Compare and contrast experiential learning programs in state, national and international educational settings.
- Explain the various experiential learning program components.
- Summarize detailed components of one experiential learning program.
- Create a training agreement for your experiential learning program.
- Discuss CTE student recruitment challenges and possible solutions for experiential learning programs.
- Explore potential target marketing population for your experiential learning program.
- Select information materials for recruitment purposes for experiential learning programs.
- Create a brochure for your experiential learning program.
- Examine appropriate experiential learning educational objectives.
- Differentiate the basic learning tasks of experiential learning facing each student.
- Apply the career-technical approach to experiential learning instruction.
- Determine the sequence of experiential learning instruction.
- Demonstrate the ability to create learning activities for experiential learning instruction.
- Create an appropriate assessment for an objective/standard of experiential learning instruction.
- Explore appropriate occupational competencies for a specific experiential learning program.
- Examine occupational and workplace training plans (to include, but not limited to):
  - new employee orientation training,
  - employee safety and health training,
  - workplace equipment and technology training, and
  - occupational and professional skills training.
- Prepare an experiential learning training plan based on the occupational requirements.
- Explain the purpose of an experiential learning workplace evaluation plan.
- Analyze an experiential learning workplace job evaluation plan.
- Discuss conceptual frameworks versus theoretical frameworks for experiential learning.
- Develop a conceptual framework for an experiential learning evaluation plan.
- Research scholarly journal articles, books and other resources on the UCF library and/or the internet.
- Demonstrate clear understanding and appropriate use of APA style protocol.
- Reflect, evaluate and discuss the research topics covered in this course with peers.
- Provide constructive and substantive peer responses and feedback.
Statement of Course Goals and Objectives

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

(a) Quality of instruction

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

(b) Continuous Improvement, Responsibility and Ethics

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

Required Materials/Resources

Required Textbook

- ISBN-10: 1433832178

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

Materials/Resources

- Technology requirements for online courses.
- UCF Library Access

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

Academic Course Requirements

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

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

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

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

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

Administrative Course Requirements

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

**Academic Activity**
Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed. In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

**Late Assignments**
- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.
- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor’s note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.
- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

**Evaluation and Grading System**
All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:
- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.

A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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

### Grading scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>940-1000</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
<td>870-939</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
<td>800-869</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
<td>730-799</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
<td>720 and below</td>
</tr>
</tbody>
</table>

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

### Grading Procedures

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

**Assignments Posting**

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.
Reposting
If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per the instructor’s policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s original posting after the activity’s due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

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

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

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

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Activity: Introduction - REQUIRED</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Module 1 Experiential Learning Education - Yesterday, Today, and Tomorrow</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments: Activity 1</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td><strong>Module 2 Effective Experiential Learning Training Agreements</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments:&lt;br&gt;   Activity 2&lt;br&gt;   Discussion Question #1</td>
<td></td>
<td>150&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 3 Student Recruitment for CWE Programs</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments:&lt;br&gt;   Activity 3&lt;br&gt;   Discussion Question #2</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 4 Teaching Experiential Learning Students</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments:&lt;br&gt;   Activity 4&lt;br&gt;   Discussion Question #3</td>
<td></td>
<td>150&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 5 Effective Experiential Learning Training Plans with Objectives</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments:&lt;br&gt;   Activity 5&lt;br&gt;   Discussion Question #4</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Module 6 Research Methods for Experiential Learning Training Programs</strong>&lt;br&gt;Activities: Read Lesson and Web Resources&lt;br&gt;Assignments:&lt;br&gt;   Activity 6&lt;br&gt;   Discussion Question #5</td>
<td></td>
<td>100&lt;br&gt;10</td>
</tr>
<tr>
<td><strong>Course Reflection</strong></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>1000</td>
</tr>
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</table>
UCF Policies, Guidelines, and Resources

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371).

Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety
This course is offered online. However, if there is a need for a student to come to campus, please read the following:

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

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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

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

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

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

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

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

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

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

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

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

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

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

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

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

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

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

College of Community Innovation and Education
University of Central Florida
Career and Technical Education Programs
Career and Technical Education M.A. Degree Program
Department of Educational Leadership and Higher Education

Conceptual Framework

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

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions. Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education). The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

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

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

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

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

3. Instructional Delivery and Facilitation.
The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;
b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
c. Identify gaps in students’ subject matter knowledge;
d. Modify instruction to respond to preconceptions or misconceptions;
e. Relate and integrate the subject matter with other disciplines and life experiences;
f. Employ higher-order questioning techniques;
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
l. Values technology as a tool to enhance learning. (Disposition)

4. Assessment.
The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
e. Shares the importance and outcomes of student assessment data with the student; and
f. Applies technology to organize and integrate assessment information.
g. Grades student performance fairly and without bias (Disposition)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.
The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
b. Examines and uses data-informed research to improve instruction and student achievement;
c. Works with colleagues to meet identified educational, physical, social, linguistic, cultural, and emotional needs of students;
d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.
a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.
Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).
College of Community Innovation and Education - Graduate Program Addition-New - Interdisciplinary Language and Literacy Intervention
2020-2021 Graduate New Certificate or Track

General Catalog Information

**Read before you begin**

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

Select Program below.

**Program Type**
- Program
- Shared Core

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one form must be submitted to revise the program and additional forms must be submitted for each of the track additions.

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

**Proposal Type:** Graduate Program Addition-New

**College:** College of Community Innovation and Education

**Unit / Department / College:** School of Teacher Education

**Primary Unit Housing Program:** Communication Disorders, Exceptional Education, Reading

**Type of Action:**
- Track
- Certificate

**Name of new track or certificate:** Interdisciplinary Language and Literacy Intervention

**Proposed Effective Term and Year:** Summer, 2020

**Delivery:**
- Face to Face
UCF Online (all courses online-approved with UCF Online)

Mixed Delivery

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

New Equipment Fee?*  ☐ Yes  ☐ No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

Will the program be a market tuition rate program?*  ☐ Yes  ☐ No

Will the program be a cost recovery program?*  ☐ Yes  ☐ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Link to department website</td>
<td>Option: N/A</td>
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<tr>
<td>Program Websites: Link to program website</td>
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</tbody>
</table>

Informational Description Chart:*  
<table>
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<tr>
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<th>Degree: CRT</th>
</tr>
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<tbody>
<tr>
<td>Department: School of Teacher Education</td>
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<tr>
<td>Program Websites: <a href="https://ccie.ucf.edu/exceptional-student-education/">https://ccie.ucf.edu/exceptional-student-education/</a></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:*  
Rationale – This proposed graduate certificate addresses the need to prepare special educators and related service providers to provide evidenced-based language and literacy interventions for school-age children (K-12) with learning disabilities and communication disorders;

There is a critical shortage of certified teachers and speech-language pathologists in Exceptional Student Education (ESE) (USDOE, 2017) and Speech-Language Pathology (ASHA, 2018) in the schools in Florida and within the United States. Students with learning disabilities and speech-language impairments are the two largest categories within IDEA that require evidenced based interventions, making it critical for ESE teachers and speech-language pathologists to collaborate. In addition, students identified with severe and persistent language and literacy needs often require the collaboration among multiple experts to address individual needs for instruction and intervention (Ehren, 2007). Currently 53% of speech-language pathologists work in school settings. In addition, almost 90% of the graduate students in ESE have current opportunities to collaborate with the SLPs in their schools (I.E., UCF, 2018). Most schools and districts also employ reading coaches and interventionists and ESOL professionals to provide services to school age children and adolescent with language and literacy needs.

1. To address the language and literacy needs of students with learning disabilities and language impairments a total of 46 special education graduate students and speech-language pathologists will receive instruction
over a 5-year period in coursework that represents the core courses that make up the Interdisciplinary Graduate Certificate. Master's students will be jointly prepared to address the needs of students with persistent and severe learning needs in language and literacy through an interdisciplinary Graduate Certificate focused on literacy, language development, and special education which includes performance based opportunities.

2. Faculty members in these disciplines (ESE, ESOL, reading, and speech-language pathology) have supported this proposal and reached consensus on the course work to be included as well as the name of the certificate program.

3. This collaborative preparation program would strengthen the knowledge, skills, and collaboration among these disciplines to focus on developing synergistic collaboration and problem solving to determine, implement, and evaluate interventions to address learning by school-age students with the most critical language and literacy needs. Therefore, sustainability for the development of these skills would address a critical need as the four courses in this Graduate Certificate are not only necessary, but also are included in the Masters of Education degrees in both ESE and Speech Language program.

The four courses in this interdisciplinary Graduate Certificate focus on the development of language and literacy intervention knowledge and skills to meet the proposal of a newly-funded grant through the Office of Special Education Programs.

Three courses are currently approved and being offered: RED 5517: Classroom Diagnosis and Development of Reading Proficiencies, EEX 6218: Diagnostic Assessment and Intervention Planning; and SPA 6843: Severe Language-Based Reading and Writing Disabilities; one course is new and has been approved by the University Curriculum committee: IDS 6657. Total hours for the earned certificate are 12 credit hours.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can import a similar track or certificate to use as a templete instead of starting from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Follow these steps to propose courses to the new track or certificate curriculum:

Step 1

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

**Step 2**

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

---

**Program Description**

The Interdisciplinary Language and Literacy Intervention Graduate Certificate provides advanced coursework for educational leaders to use school-based and classroom instructional data to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. In addition, this certificate will provide an advanced, multi-disciplinary theoretical approach and applied knowledge base to experienced educators. Coursework focuses on knowledge, skills and competencies for working with students within an intervention framework in language and literacy. The Intervention in Language and Literacy certificate is multi-disciplinary and includes coursework in exceptional student education, reading education, and communication disorders. Should a student determine they wish to earn a Master's degree, the courses in the certificate could be applied into one of several Master of Education degree programs in the College of Community Innovation and Education and Communication Disorders.

---

**Curriculum**

The Interdisciplinary Language and Literacy Intervention certificate requires four courses (12 credit hours total).

**Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree**

---

**Required Courses: 12 Credit Hours**

- EEX 6218 Diagnostic Assessment and Intervention Planning in Exceptional Education
- IDS 6657 Professional Collaboration in Language and Literacy
- RED 5517 Classroom Diagnosis and Development of Reading Proficiencies
- SPA 6843 Severe Language-Based Reading and Writing Disabilities
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.

The U.S. Department of Education requires colleges to disclose a variety of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation". The information provided in the link below is the best that is available to us. This information represents one year's data only, however, we hope that this information is helpful to current and prospective students, as you make your career and educational choices.

Application Deadlines

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<thead>
<tr>
<th>Interdisciplinary Language and Literacy Intervention Graduate Certificate</th>
<th>*Fall Priority</th>
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<th>Spring</th>
<th>Summer</th>
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<td>Dec 1</td>
<td>Apr 1</td>
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<tr>
<td>International Applicants</td>
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</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

Mary Little PhD
Professor
mary.little@ucf.edu

Telephone: 407-823-3275

ED 315J

Graduate Admissions

Christina Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application
Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Impact on Current Students

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

Yes [ ] No [ ]

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

N.A.

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

Yes [ ] No [ ]
**Future Students**

**Indicate likely career or student outcomes upon completion:**
The graduates will be experts in providing interventions and clinical treatments to children with severe language and literacy needs in school and clinic settings.

**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.**
Graduate students enrolled in this graduate certificate will be prepared as interventionist specialists to serve students with persistent and severe learning and behavioral challenges that require the most intensive interventions within knowledgeable, efficient systems of community, school and district-based teams and supports.

### Year 1
- **Headcount:** 20
- **SCHs:** 240

### Year 2
- **Headcount:** 20
- **SCHs:** 240

### Year 3
- **Headcount:** 20
- **SCHs:** 240

Please complete the following section on financial support:

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

**Year 1**
- **Number of assistantship students:** 1
  - **Source of funds:** USDOE-Office of Special Education Program
- **Number of fellowship students (specify fellowship):** 0
- **Number of tuition remissions:** 20
  - **Source of funds:** USDOE-Office of Special Education Program

**Year 2**
- **Number of assistantship students:** 1
  - **Source of funds:** USDOE-Office of Special Education Program
- **Number of fellowship students (specify fellowship):** 0
- **Number of tuition remissions:** 20
  - **Source of funds:** USDOE-Office of Special Education Program

**Year 3**
- **Number of assistantship students:** 1
  - **Source of funds:** USDOE-Office of Special Education Program
Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 10

Source of funds: USDOE-Office of Special Education Program

Attachments

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

- Faculty List* [Attached]
- Support from involved units that no duplication exists* [Attached Not Applicable]
- Library Assessment of Resources* [Attached]

Administration Use Only

- Program Type
- Degree Type
- Status* [Active-Visible Inactive-Hidden]
- Catalog Ownership:
Faculty List

Each of these faculty members are lead instructors/course sheperds for each of the courses. In addition, each have been involved with the development of this Graduate Certificate.

Dr. Linda Rosa-Lugo

Dr. Dena Slanda

Dr. Michelle Kelley

Dr. Mary Little
Note of Support

Dear Members of the CCIE and UCF Graduate Curriculum committees:

Dr. Mary Little and Dr. Dena Slanda recently shared a proposed Graduate Certificate, *Interventions in Language and Literacy*, with faculty in our Exceptional Student Education (ESE) program at our monthly meeting on Thursday, January 9, 2020. This proposal is an innovative and interdisciplinary Graduate Certificate that not only advances the knowledge and skills of our Graduate students but also provides funding for up to 46 Graduate students to complete a Master's degrees in either ESE or Communication Disorders that includes the proposed Graduate Certificate. This proposal addresses important educational goals and the certificate includes courses in existence in current graduate level programming at UCF. Therefore, this proposal enhances our graduate programs. No duplication in courses is evidenced.

We support this proposal.

Sincerely,

Rebecca Hines, Ph.D.
ESE Program Coordinator

**Rebecca A. Hines**, Ph.D.
Associate Professor
University of Central Florida

Interested in joining us to prepare for an amazing career in exceptional education?
Begin by completing the [Prospective Undergraduate Exceptional Education Student Questionnaire](#) and our team will be in touch shortly!

---

From: mlittleucf@aol.com
Sent: Wednesday, January 22, 2020 5:41
To: Rebecca Hines <Rebecca.Hines@ucf.edu>
Cc: Dena Slanda <Dena.Slanda@ucf.edu>; Andrea Withington <Andrea.Withington@ucf.edu>
Subject: Re: Email support for New Grad. Certificate

Good Morning, Becky,

Sure hope that you and yours are remaining warm! WHEW! Chilly start today!

Thanks for your support (and those of our ESE faculty) for the proposed new Graduate Certificate program. It was great talking with you about it last week, as well. We received an email of support from Michelle from the reading faculty, as well.

Our STE Grad. Curriculum meeting is soon...May I ask for an email from you as Program Coordinator of ESE in support? Please forward along to Andrea and me.

Thanks,
Mary
MEMO

To: Dr. Pamela Carroll, Dean, College of Community Innovation and Education
   Dr. Glen Lambie, Associate Dean, Graduate and Clinical Affairs
   Dr. Malcolm Butler, Chair, Director, School of Teacher Education
   Dr. Mary Little, Professor, Exceptional Student Education & Program Co-coordinator
   Dr. Linda Rosa-Lugo, Associate Dean of Faculty Excellence & Graduate Affairs & Program Co-coordinator
   Dr. Roanne Brice, Director Academic Support Services, Accreditation, Assessment and Analytics
   Dr. Orin Smith, Accreditation and Program Approval Specialist II
   Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
   Ms. Sara Duff, Acquisitions Librarian
   Ms. Selma Jaskowski, Assoc. Director, Technical Services & Resource Management
   Mr. Barry Baker, Director of Libraries
   Dr. Devon Jensen, Associate Dean, College of Graduate Studies
   Ms. Emily Stettner, Assistant Director, Graduate Curriculum

From: Terrie Sypolt, Subject Librarian for Education

Subject: Interdisciplinary Language & Literacy Intervention Graduate Certificate Library Analysis

Date: January 14, 2020

Peer Comparisons

When reviewing library support (databases, journal titles, and books) for the Interdisciplinary Language & Literacy Intervention Graduate Certificate, I selected the following institutions for comparison:

- University of Wisconsin, Milwaukee, Interdisciplinary Language and Literacy Intervention Graduate Certificate
- Boston University, Graduate Certificate in Literacy Intervention
- University of South Carolina, Language and Literacy, M.Ed.

Summary and Projected Costs for New Library Resources

No new courses are being added for this proposed Interdisciplinary Language & Literacy Intervention Graduate Certificate. There is just one revision of an already existing graduate course from the former PhD in Education—Communication Science & Disorders track. Since the University of Central Florida currently has a PhD in Education—Exceptional Education track, a PhD in Education—Reading Education track, a PhD in Education—Elementary Education track, and until recently, a PhD in Education—Communication Science & Disorders track as well as a MS in Early Childhood Development and Education, a MEd in Secondary Education—English Language Arts Education, and a graduate certificate in Supporting High Needs Populations, we have acquired many resources that will also support this certificate. The UCF Libraries’ current journal and database holdings will meet the needs for the proposed graduate certificate, and therefore no immediate subscription costs are requested (see full analysis below). The only
database we lack is Psychology & Behavioral Science Collection. However, UCF has access to Gale’s Psychology Collection which the other libraries don’t have. In the event any new key journal or database becomes critical for the certificate in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparison with the peer institutions chosen shows that UCF compares favorably with the institutions that have graduate certificates and has the books needed to support the graduate certificate program in. Only the University of South Carolina has more books than UCF and they have a Master’s program.

As one can see from the volume count for the University of South Carolina, if the certificate ever becomes a graduate program, we would require a new library analysis.

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

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Recurring Subscriptions Supporting the Interdisciplinary Language & Literacy Intervention Graduate Certificate Analysis

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### Database Title

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**Database Analysis:** The only database UCF does not subscribe to is Psychology & Behavioral Science Collection. However, we do have ProQuest’s Social Science Premier Collection and the Psychology Collection from Gale as well. Therefore, UCF has the databases needed to support the proposed Interdisciplinary Language & Literacy Intervention Graduate Certificate.

### Journals

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### Journal Analysis

UCF has all the journal titles needed to support this proposed certificate and compares favorably with the chosen peer institutions.

### Books

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<th>Subject Headings</th>
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<td>Language disorders in children</td>
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<td>Reading—Remedial teaching</td>
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<td>&quot;Language intervention&quot;</td>
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<td><strong>1063</strong></td>
<td><strong>1543</strong></td>
<td><strong>2927</strong></td>
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#### Book Analysis

UCF has more monograph volumes than the University of Wisconsin Milwaukee and very close the same number as Boston University. While the University of South Carolina has almost twice the volumes than UCF, they offer a Master’s degree in Language and Literacy. UCF’s holdings will adequately support the proposed graduate certificate in Interdisciplinary Language & Literacy Intervention.
## General Catalog Information

**Read before you begin**

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

Select **Program** below.

<table>
<thead>
<tr>
<th>Program Type*</th>
<th>Program</th>
<th>Shared Core</th>
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</table>

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one form must be submitted to revise the program and additional forms must be submitted for each of the track additions.

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

<table>
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<th>Proposal Type:*</th>
<th>Graduate Program Addition-New</th>
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</table>

<table>
<thead>
<tr>
<th>Delivery:*</th>
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</table>
UCF Online (all courses online-approved with UCF Online)

Mixed Delivery

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

New Equipment Fee*  Yes ☐  No ☐

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

Will the program be a market tuition rate program?*  Yes ☐  No ☐
Will the program be a cost recovery program?*  Yes ☐  No ☐

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: CRT</th>
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</thead>
<tbody>
<tr>
<td>Department: Link to department website</td>
<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
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</tbody>
</table>

Informational Description Chart:*

<table>
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<tr>
<th>College: <a href="https://ccie.ucf.edu/">https://ccie.ucf.edu/</a></th>
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<td>Option: N/A</td>
</tr>
<tr>
<td>Program Websites:</td>
<td></td>
</tr>
</tbody>
</table>

Rationale:*  As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can import a similar track or certificate to use as a template instead of starting from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video.
Follow these steps to propose courses to the new track or certificate curriculum:

**Step 1**

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

**Step 2**

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

---

**Prospective Curriculum**

**Track Description**

The Learning Sciences track in the Education Ph.D. program is an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but requires at least 6 hours of required specialization credits in specific Learning Sciences courses and at least 6 hours of required elective credits, providing students the opportunity to earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia or industry across the country.

**Curriculum**

The Learning Sciences track in the Education Ph.D. program requires a minimum of 60 credit hours beyond a master's degree in Learning Sciences or a related field.

Students must complete 24 credit hours of core courses, 6 credit hours of specialization courses, 6 credit hours of electives, and 24 credit hours of dissertation. All students must also complete the candidacy examination.

**Total Credit Hours Required: 60 Credit Hours Minimum beyond the Master's Degree.**
Required Courses: 30 Credit Hours

Core: 24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
[Right] or one of the approved research electives from group A:

EDF 7406 Multivariate Statistics in Education
[Right] or one of the approved research electives from group B:

Group A

EDF 7406 Multivariate Statistics in Education
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 EDF 7488 - Monte Carlo Simulation Research in Education

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7473 Ethnography in Educational Settings

EDF 7474 Multilevel Data Analysis In Education
EDF 7488 EDF 7488 - Monte Carlo Simulation Research in Education

Specialization: 6 Credit Hours

Students will select at least 2 courses from the following

EME 6938 ST: Research on Advanced Learning Technologies
EME 6938 Theoretical Foundations of the Learning Sciences
EME 6938 Metacognition

Elective Courses: 6 Credit Hours

Students will select at least 2 courses from the following disciplines:

- Psychology (PSY)
- Statistics (STA) [can include the SAS Data Mining Graduate Certificate (15 credit hours)]
- Philosophy and Cognitive Science (PHI) [can include the Cognitive Sciences Graduate Certificate (18 credit hours)]
- Computer Science (CS)
- Multidisciplinary Neuroscience Alliance (MDNA) interdisciplinary program

Dissertation: 24 Credit Hours

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

EME 7980 - Dissertation Research 24 Credit Hours minimum

Candidacy

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

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

- Submission and completion of approved program of study, except for dissertation hours.
- Successful completion of the candidacy examination.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Satisfactory progress toward the independent learning requirements as evidenced by the annual accomplishments and activities report.

**Candidacy Examinations**

All PhD candidates will be required to complete two examinations.

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

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

**Independent Learning**

During their program of study, PhD students are required to meet the following requirements for independent learning to enter candidacy, including:

- Submitting a manuscript that is deemed appropriate by at least one program faculty member for publication in a peer-reviewed journal.
- Presenting research in at least one international, national or state conference.
- Presenting at university and/or college research symposiums annually.
- Providing service to professional organization, community partner, and/or program.
Documenting and presenting independent learning accomplishments and activities along with development of an individual research agenda deemed satisfactory by at least two or more program faculty on an annual basis.

Application Requirements

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

In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- A master's degree in a closely related field.
- Official, competitive GRE (Verbal, Quantitative, and Written) score taken within the last five years.
- Three letters of recommendation.
- Goal statement.
- Résumé.
- Writing sample of a ten to twenty-page original paper on any topic.

Application Deadlines
Instructional Design and Technology

<table>
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<th>Spring</th>
<th>Summer</th>
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<td>Jan 1</td>
<td></td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Dec 1</td>
<td>Jan 15</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.

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

Michelle Taub PhD
Assistant Professor
michelle.taub@ucf.edu
HPAlI 238-A
Christine Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application
Graduate Admissions

Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships

Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this new track or certificate?*
- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.
Education, Instructional Design and Technology Track
Students: Elizabeth Cloude, Daryn Dever, Megan Wiedbusch
Other students taking Learning Sciences courses are in the Exceptional Education program who are funded by a federal grant: Preparing Next Generation Special Education Leadership Scholars: LEAD NEXT. These students will be taking half of their credit hours in Learning Sciences (but will not be enrolled in the Learning Sciences track). They are, however, included in the headcount.

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

Future Students

Indicate likely career or student outcomes upon completion:
The Learning Sciences track will provide students access to advanced knowledge in education, psychology, data analytics, statistics, computer science, and more for occupations in both industry and higher education. According to LinkedIn, there are 3,000+ job postings for positions in Learning Sciences (in both academia and industry), with an additional 20,000+ jobs in Data Science.

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.
Students likely to enroll are those who seek interdisciplinary training in learning sciences, educational technology, data analytics, data science, and machine learning from education, psychology, and computer science perspectives. These students will seek to be leaders in theory, research, development, and classroom practice regarding the complex relations between how people learn, and the ways in which learning sciences, computational knowledge, and data analytics can be applied to thinking, decision-making, and problem-solving relative to human performance augmented with and by intelligent machines.

Year 1

Headcount: 7

Year 2

SCHs:
### Year 2

**Headcount:** 10

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**Headcount:** 15

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<th>SCHs:</th>
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**Please complete the following section on financial support:**

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

**Year 1**

- **Number of assistantship students:** 7
  - **Source of funds:** External/Federal (NSF, IES)

- **Number of fellowship students (specify fellowship):**

- **Number of tuition remissions:** 7
  - **Source of funds:** External/Federal (NSF, IES)

**Year 2**

- **Number of assistantship students:** 10
  - **Source of funds:** College, External/Federal (NSF, IES)

- **Number of fellowship students (specify fellowship):**

- **Number of tuition remissions:** 10
  - **Source of funds:** College, External/Federal (NSF, IES)

**Year 3**

- **Number of assistantship students:** 15
  - **Source of funds:** College, External/Federal (NSF, IES)

- **Number of fellowship students (specify fellowship):**

- **Number of tuition remissions:** 15
  - **Source of funds:** College, External/Federal (NSF, IES)

### Attachments

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

- **Faculty List** ✔️ Attached
- **Support from involved units that** ✔️ Attached ☐ Not Applicable
### Administration Use Only

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**Catalog Ownership:**

- Library Assessment of Resources: Attached
Faculty List: Education Ph.D., Learning Sciences Track

*Note: this list includes Department Chairs from all supporting programs.*

Roger Azevedo, Ph.D.
Professor and Lead Scientist
Department of Learning Sciences and Educational Research
Co-Cluster Lead, UCF Learning Sciences Cluster
College of Community Innovation and Education

Lisa Dieker, Ph.D.
Pegasus Professor and Lockheed Martin Eminent Scholar Chair
Exceptional Student Education
School of Teacher Education
College of Community Innovation and Education

Richard Hartshorne, Ph.D.
Professor and Chair
Department of Learning Sciences and Educational Research
College of Community Innovation and Education

Charles Hughes, Ph.D.
Pegasus Professor, Computer Science
Co-Cluster Lead, UCF Learning Sciences Cluster
Co-Director Synthetic Reality Laboratory
College of Sciences

Florian Jentsch, Ph.D.
Chair and Professor
Department of Psychology
Institute for Simulation and Training
College of Sciences

Gary T. Leavens, Ph.D.
Chair and Professor
Department of Computer Science
College of Sciences

Mohtashem Samsam, Ph.D.
Associate Professor
Medicine
Burnett School of Biomedical Sciences and College of Medicine
Multidisciplinary Neuroscience Alliance
Michael Strawser, Ph.D.
Chair and Professor
Department of Philosophy
College of Arts and Humanities

Michelle Taub, Ph.D.
Assistant Professor and Core Faculty
Department of Learning Sciences and Educational Research
UCF Learning Sciences Cluster
College of Community Innovation and Education
February 3, 2020

Re: Learning Science Track of Ph.D. Program

Dear Dr. Taub:

I am excited to support the proposed Learning Sciences Track within the Education Ph.D. Program. The focus of this track on research and education into how humans learn and how to use the strengths of those in diverse disciplines to analyze and improve such learning has no counterpart at UCF. Moreover, it has very few formal counterparts in the U.S., despite its recognized importance. Developing and delivering such a track at UCF will make us a leader in producing both the research and the researchers needed for the future evolution of the learning sciences.

Although likely not the primary purpose of such a Ph.D. track, the courses offered will be ones that I would personally like many of my Ph.D. students in Computer Science and in Modeling, Simulation and Training to take. An indirect benefit of their involvement will be the collaborations this forms with students in the track and those having core research interests in machine learning, virtual environments and human-technology interaction.

Thank you for your hard work on behalf of the discipline, and our university and students. If you or anyone else needs further discussions that might elaborate on the strength and reasons for my support, I am available via email (hughes@ucf.edu or ceh@cs.ucf.edu) or in person to participate in such interactions.

Sincerely,

Charles E. Hughes
Professor, Computer Science
Secondary Appointments:
  Electrical and Computer Engineering; Education; Games & Interactive Media;
  Modeling, Simulation & Training
Co-Director, Synthetic Reality Laboratory at IST
Co-Lead, Learning Sciences Faculty Cluster Initiative
E-Mail: ceh@cs.ucf.edu
Re: Learning Sciences Track Proposal Support

Roger Azevedo <Roger.Azevedo@ucf.edu>
Fri 1/31/2020 3:01 PM
To: Michelle Taub <Michelle.Taub@ucf.edu>

Dear Dr. Taub,

Thank you so much for your email and I fully support a Learning Sciences track as part of the Education PhD in the College of Community Innovation and Education. I currently have 4 Master's students (Elizabeth Cloude, Daryn Dever, Megan Wiedbusch, and Norman Jeune) how are interested in pursuing such a degree.

Cheers,
Roger

From: Michelle Taub <Michelle.Taub@ucf.edu>
Sent: Friday, January 31, 2020 1:31 PM
To: Roger Azevedo <Roger.Azevedo@ucf.edu>
Subject: Learning Sciences Track Proposal Support

Dear Dr. Azevedo,

As you may know, I am working on developing a Learning Sciences track as part of the Education PhD in the College of Community Innovation and Education. This program aims to provide students with experience in research in Education and Learning Sciences, with an added interdisciplinary component where students will take specialization courses in Statistics, Computer Science, Psychology, Philosophy and Cognitive Science, or the Multidisciplinary Neuroscience Alliance.

Since you are the co-lead of the Learning Sciences cluster, I am asking for your support for this track.

I am asking you to provide written support for our track (and that no duplications exist) so I can include it, as well as student names, in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

Below, you will find a brief program description, as well as the track’s rationale.

Thank you for your consideration, and please let me know if you have any further questions.
Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides specialization and elective credit hours, providing students the opportunity to take courses in Learning Sciences as well as various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.
Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
Re: Learning Sciences Track - request for letter of support

Richard Hartshorne

Sun 3/24/2019 10:20 PM

To: Michelle Taub <Michelle.Taub@ucf.edu>

Hello Dr. Taub,

This e-mail is to confirm my support for the Learning Sciences track as part of the the Education, Ph.D. program in the College of Community Innovation & Education, and to verify that no duplication of this track with other tracks in the Education, Ph.D. program exists. Further, this interdisciplinary track allows for numerous opportunities for students in other Education, Ph.D. program tracks to take Learning Sciences courses, as well as students in the Learning Sciences track to take other courses in the Department of Learning Sciences & Educational Research, as well as other departments in the College of Community Innovation & Education, to fulfill their Specialization credit hours. These courses afford students with an excellent opportunity to explore interdisciplinary approaches where they can integrate theories and methods from varied disciplines into their core content areas. If you have any additional questions or comments, or need additional information, do not hesitate to contact me.

Regards,

Richard Hartshorne, Ph.D.
Chair, Department of Learning Sciences & Educational Research
Associate Professor of Instructional Design & Technology
College of Community Innovation & Education
University of Central Florida
4000 Central Florida Blvd, ED 209E
Orlando, FL 32816
407.823.1861
richard.hartshorne@ucf.edu

From: Michelle Taub
Sent: Tuesday, March 19, 2019 10:19:48 AM
To: Richard Hartshorne
Subject: Learning Sciences Track - request for letter of support

Dear Dr. Hartshorne,

I am an Assistant Professor in the new Department of Learning Sciences and Educational Research in the College of Community Innovation and Education, and a core faculty member of the Learning Sciences cluster, part of the Faculty Cluster Initiative.

Since our department and cluster are new, we are beginning to work on developing a Learning Sciences Track to be part of the Education PhD.
Ultimately, we also plan to develop a brand new PhD in Learning Sciences (planned for Fall 2022), however the first step is to get the track developed (planned for Fall 2020).

I am contacting you, the Chair of the department of Learning Sciences and Educational Research, because we hope our students in the Learning Sciences track will take classes in this department to fulfill their Specialization credit hours. These classes will provide our students with interdisciplinary training where they can integrate theories and methods from different disciplines to assess human and machine learning. Below, I have included the brief description and rationale for the track. Please let me know if you want any other information from the proposal.
I am asking you to provide written support for our track (and that no duplications exist) so I can include it in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

The proposal is due the first week of April, so please provide me a response by Wednesday, March 27 so I can put it all together.

Thank you for your consideration, and please let me know if you have any further questions.

Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
Hi Michelle:

I have now received the comments from the graduate program directors in Psychology and have reviewed the materials you shared for the proposed Learning Sciences Track as part of the Education PhD.

The Department of Psychology has no objections to the proposed Learning Sciences track and supports your proposal. We would like to note for the record:

1. The Department of Psychology is committed to supporting the electives in the proposed Learning Sciences Track, but we cannot guarantee the yearly availability of more than a few (2 to 4) seats for Learning Sciences Track students in likely Psychology electives. If there is enough interest, extra sections might be offered, however.

2. There potentially is some similarity between combinations of courses in the proposed track and possible course combinations under the Industrial/Organizational and Human Factors & Cognitive Ph.D. tracks in Psychology programs, specifically with respect to the statistical methods courses. However, we do not believe this would negatively affect any of the existing tracks/programs, nor the proposed one.

Please let me know if you have any questions or concerns. Good luck with your proposal and the tracks!

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)
PII-Office: Room PII-117H (3100 Technology Pkwy, Orlando 32826)
Phone: (407) 823-3576 (Psychology)
(407) 882-0304 (PII, with voice mail)
Mobile: (407) 925-3691
E-mail: Florian.Jentsch@ucf.edu
fjentsch@ist.ucf.edu

From: Michelle Taub
Sent: Tuesday, March 19, 2019 12:48
To: Florian Jentsch
Subject: Re: Learning Sciences Track - request for letter of support

Hi Florian,

Thank you for your quick response! Thank you for reaching out to the graduate programs as well.

In response to your questions:
1. We foresee a cohort of 4 students in year 1, 4 more students in year 2 (so a total of 8 students), and 7 more for year 3 (so a total of 15 students).

2. I have attached the current curriculum document I have drafted. It still needs to be tweaked a little bit, but I think this will give you the idea. The core courses come from the Education PhD, the special topics are courses that Roger and I have developed (with a hope of developing one more), and the others would come from different departments.

Thanks again, and please let me know if I can answer any other questions.
Michelle

-------------------------------------------------------------------------------------------------
Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education

From: Florian Jentsch
Sent: Tuesday, March 19, 2019 11:46:10 AM
To: Michelle Taub
Subject: Re: Learning Sciences Track - request for letter of support

Hi Michelle:

Thank you for your email. I have reached out to the directors of the five graduate programs in Psychology and the members of the Chair's advisory committee for input on the proposed track. I will let you know if they have any questions or requests for additional information and will let you know the Department's position no later than next Wednesday.

A couple of questions from me:

1. How many students do you foresee in each cohort?
2. Do you have a listing of the proposed required courses for the degree already? If so, would you please share it with me, so we can see whether there is overlap with existing courses in Psychology?

Thanks so much and 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)
PII-Office: Room PII-117H (3100 Technology Pkwy, Orlando 32826)
Phone: (407) 823-3576 (Psychology)
(407) 882-0304 (PII, with voice mail)
Mobile: (407) 925-3691
E-mail: Florian.Jentsch@ucf.edu
fjentsch@ist.ucf.edu
From: Michelle Taub  
Sent: Tuesday, March 19, 2019 10:19  
To: Florian Jentsch  
Subject: Learning Sciences Track - request for letter of support

Dear Dr. Jentsch,

I am an Assistant Professor in the new Department of Learning Sciences and Educational Research in the College of Community Innovation and Education, and a core faculty member of the Learning Sciences cluster, part of the Faculty Cluster Initiative.

Since our department and cluster are new, we are beginning to work on developing a Learning Sciences Track to be part of the Education PhD.

Ultimately, we also plan to develop a brand new PhD in Learning Sciences (planned for Fall 2022), however the first step is to get the track developed (planned for Fall 2020).

I am contacting you, the Chair of the department of Psychology, because we hope our students in the Learning Sciences track will take classes in this department to fulfill their Specialization credit hours. These classes will provide our students with interdisciplinary training where they can integrate theories and methods from different disciplines to assess human and machine learning. Below, I have included the brief description and rationale for the track. Please let me know if you want any other information from the proposal.

I am asking you to provide written support for our track (and that no duplications exist) so I can include it in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

The proposal is due the first week of April, so please provide me a response by Wednesday, March 27 so I can put it all together.

Thank you for your consideration, and please let me know if you have any further questions.
Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.
Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
Re: Learning Sciences Track - request for letter of support

Michael Strawser
Fri 3/22/2019 4:01 PM
To: Michelle Taub <Michelle.Taub@ucf.edu>

Dear Michelle,

Thank you for your message. I have consulted with relevant faculty members and we are happy to support the Learning Sciences Track to be part of the Education PhD.

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

Connect with us:

Book Covers with Links:

From: Michelle Taub
Sent: Tuesday, March 19, 2019 10:19:54 AM
To: Michael Strawser
Subject: Learning Sciences Track - request for letter of support

Dear Dr. Strawser,

I am an Assistant Professor in the new Department of Learning Sciences and Educational Research in the College of Community Innovation and Education, and a core faculty member of the Learning Sciences cluster, part of the Faculty Cluster Initiative.

Since our department and cluster are new, we are beginning to work on developing a Learning Sciences Track to be part of the Education PhD.
Ultimately, we also plan to develop a brand new PhD in Learning Sciences (planned for Fall 2022), however the first step is to get the track developed (planned for Fall 2020).

I am contacting you, the Chair of the department of Philosophy (and Cognitive Science), because we hope our students in the Learning Sciences track will take classes in this department to fulfill their Specialization credit hours. These classes will provide our students with interdisciplinary training where they can integrate theories and methods from different disciplines to assess human and machine learning. Below, I have included the brief description and rationale for the track. Please let me know if you want any other information from the proposal.

I am asking you to provide written support for our track (and that no duplications exist) so I can include it in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

The proposal is due the first week of April, so please provide me a response by Wednesday, March 27 so I can put it all together.

Thank you for your consideration, and please let me know if you have any further questions.

Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
RE: Learning Sciences Track - request for letter of support

Gary Leavens
Wed 10/23/2019 5:06 PM
To: Michelle Taub <Michelle.Taub@ucf.edu>

Hi Michelle,

Yes, the department of Computer Science supports the development of a track in Learning Sciences as part of the PhD in Education program. We do not currently have any courses directly in learning sciences.

Regards,

Gary T. Leavens
437D Harris Center (Bldg. 116)
Computer Science, University of Central Florida
4000 Central Florida Blvd., Orlando, FL 32816-2362 USA
leavens@ucf.edu

From: Michelle Taub <Michelle.Taub@ucf.edu>
Sent: Tuesday, October 22, 2019 9:40 AM
To: Gary Leavens <Leavens@ucf.edu>
Subject: Re: Learning Sciences Track - request for letter of support

Dear Dr. Leavens,

I emailed you a few months ago about obtaining your support for the development of a track in Learning Sciences as part of the PhD in Education program, but I have yet to receive your written support. Please see the forwarded email, and please respond at your earliest convenience. Of course, the dates have changed, but I am hoping to get the proposal submitted by the end of November.

Thank you,

Michelle

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Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education

From: Michelle Taub
Sent: Friday, March 29, 2019 11:41 AM
To: Gary Leavens <Leavens@ucf.edu>
Subject: Fw: Learning Sciences Track - request for letter of support
Hi Dr. Leavens,

Please see the forwarded email I sent to you on March 19. If you could please get back to me as soon as you can, I would greatly appreciate it.

Thanks!
Michelle

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Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education

From: Michelle Taub
Sent: Tuesday, March 19, 2019 10:19 AM
To: Gary Leavens
Subject: Learning Sciences Track - request for letter of support

Dear Dr. Leavens,

I am an Assistant Professor in the new Department of Learning Sciences and Educational Research in the College of Community Innovation and Education, and a core faculty member of the Learning Sciences cluster, part of the Faculty Cluster Initiative.

Since our department and cluster are new, we are beginning to work on developing a Learning Sciences Track to be part of the Education PhD.

Ultimately, we also plan to develop a brand new PhD in Learning Sciences (planned for Fall 2022), however the first step is to get the track developed (planned for Fall 2020).

I am contacting you, the Chair of the department of Computer Science, because we hope our students in the Learning Sciences track will take classes in this department to fulfill their Specialization credit hours. These classes will provide our students with interdisciplinary training where they can integrate theories and methods from different disciplines to assess human and machine learning. Below, I have included the brief description and rationale for the track. Please let me know if you want any other information from the proposal.
I am asking you to provide written support for our track (and that no duplications exist) so I can include it in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

The proposal is due the first week of April, so please provide me a response by Wednesday, March 27 so I can put it all together.

Thank you for your consideration, and please let me know if you have any further questions.

Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

Michelle Taub, Ph.D.
Assistant Professor
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
Re: Learning Sciences Track - request for letter of support

Lisa Dieker
Wed 10/23/2019 10:55 PM
To: Michelle Taub <Michelle.Taub@ucf.edu>
Dr. Taub,

I am excited to learn of your formal proposal for a Learning Science track in the Ph.D. program. I see a great need and no current duplication for such a track available to our students at UCF. As the Exceptional Education Track Coordinator, I am also the PI/Co-PI on two federally funded USDOE OSEP funded grants that were awarded based upon our partnership with you and Dr. Azevedo in Learning Sciences. These 5-year funded ($1.25M each) proposals involve the enrollment of 3 current students with 8 additional students in exceptional education who will be enrolled in learning sciences courses. Reviewers cited in both proposals the strength of courses in learning sciences being offered at UCF to our Ph.D. students.

I look forward to current and future collaboration between exceptional education and the learning science faculty delivering these needed courses at UCF. Please let me know if I can further support your proposal for this track at UCF.

Lisa Dieker
Lisa Dieker, Ph.D.
Pegasus Professor
Lockheed Martin Eminent Scholar
Lisa.dieker@ucf.edu
407-823-3885
TeachLivE
http://www.teachlive.org
Lockheed Martin Academy
https://ccie.ucf.edu/lockheed-martin-academy/

From: Michelle Taub <Michelle.Taub@ucf.edu>
Date: Tuesday, October 22, 2019 at 3:37 PM
To: Lisa Dieker <Lisa.Dieker@ucf.edu>
Subject: Learning Sciences Track - request for letter of support

Dear Dr. Dieker,

As you may know, I am working on developing a Learning Sciences track as part of the Education PhD in the College of Community Innovation and Education. This program aims to provide students with experience in research in Education and Learning Sciences, with an added interdisciplinary component where students will take specialization courses in Statistics, Computer Science, Psychology, Philosophy and Cognitive Science, or the Multidisciplinary Neuroscience Alliance.
Based on our collaboration on the LEAD NEXT grant, where graduate students in Special Education are provided training in Learning Sciences, I am asking for your support for this track, since LEAD NEXT students will have to enroll in courses provided in the Learning Sciences.

I am asking you to provide written support for our track (and that no duplications exist) so I can include it, as well as student names, in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

Below, you will find a brief program description, as well as the track’s rationale.

Thank you for your consideration, and please let me know if you have any further questions.

Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

Rationale: As world knowledge and contemporary human behavior is captured, stored, and accessed in machine-readable formats, unlimited new opportunities exist for the application of computational knowledge to transform 21st century learning and skills. Futurists argue that the riches of the 21st century economy will be built on the ability to capture, mine, and distill knowledge from massive amounts of data. Failure to recognize and respond to the transformational changing landscape could render existing educational institutions ineffective, obsolete, or irrelevant. The aim of this track in Learning Sciences will train students to acquire the 21st century skills required for increasing jobs in respective fields.

---------------------------------------------------------------
Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education

https://outlook.office365.com/mail/search/id/AAQkAGJhOWUyNGRkJWM0YTMrNGFhNi1hZjAwLTNkY2M2ZTY4ZjQ3YgAQADrcA%2B72JPPaAr3fQtQijE%3D 2/2
Re: Learning Sciences Track - request for letter of support

Mohtashem Samsam

Tue 3/19/2019 6:58 PM

To: Kiminobu Sugaya <ksugaya@ucf.edu>; Michelle Taub <Michelle.Taub@ucf.edu>
Cc: Saleh Naser <Saleh.Naser@ucf.edu>

Hi Michelle,
This is a very good program and will be an asset to UCF graduate education and research. We are open to your students and they can take any of our graduate courses that you think is appropriate for your certificate/track program. I don't see any overlap at all. As you know we are building a Multidisciplinary Neuroscience PhD program and will have you folks to come up with a neuroscience track "Neuroeducation?" within that program as well. Therefore, all courses that you will develop will be helpful to that track.
I am also giving a CC to Dr. Saleh Naser, our associate director for graduate studies to be in the loop. By the way, you are invited to the Brain Awareness Symposium this Saturday at UCF. I will email you separately.
Thank you,
Mohtashem

From: Kiminobu Sugaya
Sent: Tuesday, March 19, 2019 10:36 AM
To: Michelle Taub
Cc: Mohtashem Samsam
Subject: Re: Learning Sciences Track - request for letter of support

Hi Michelle,

Thank you for contacting me regarding your new program. It sounds great. We are making multidisciplinary neuroscience PHD program. I am cc-ing to our director for education (Dr. Samsam) to see how your program fits to others.

Best,

Kiminobu Sugaya, Ph.D.
Professor of Medicine
Head of Neuroscience
Chair of Multidisciplinary Neuroscience Alliance
Chair of Institutional Review Board
Burnett School of Biomedical Sciences
College of Medicine
University of Central Florida
6900 Lake Nona Blvd.
Orlando, FL 32827-7407
Office: (407) 266-7045
Lab: (407) 266-7044
FAX: (407) 266-7002
Email: ksugaya@ucf.edu

On Mar 19, 2019, at 10:20 AM, Michelle Taub <Michelle.Taub@ucf.edu> wrote:
Dear Dr. Sugaya,

I am an Assistant Professor in the new Department of Learning Sciences and Educational Research in the College of Community Innovation and Education, and a core faculty member of the Learning Sciences cluster, part of the Faculty Cluster Initiative.

Since our department and cluster are new, we are beginning to work on developing a Learning Sciences Track to be part of the Education PhD. Ultimately, we also plan to develop a brand new PhD in Learning Sciences (planned for Fall 2022), however the first step is to get the track developed (planned for Fall 2020).

I am contacting you, the Chair of the Multidisciplinary Neuroscience Alliance, because we hope our students in the Learning Sciences track will take classes in this department to fulfill their Specialization credit hours. These classes will provide our students with interdisciplinary training where they can integrate theories and methods from different disciplines to assess human and machine learning. Below, I have included the brief description and rationale for the track. Please let me know if you want any other information from the proposal.

I am asking you to provide written support for our track (and that no duplications exist) so I can include it in the track proposal submission. An email response to this letter will suffice, so please let me know if you provide your support when you can.

The proposal is due the first week of April, so please provide me a response by Wednesday, March 27 so I can put it all together.

Thank you for your consideration, and please let me know if you have any further questions.
Michelle

Brief Program Description: The Learning Sciences Track will be an interdisciplinary track within the Education Ph.D. that will expose students to key components of research on learning with additional training on using big data for research on learning analytics and data science for focus on learning for both humans and machines. The track will provide learning opportunities (i.e., cognitive science, computer science, data science, education, engineering, psychology, statistics) for graduate students at UCF who seek careers in both academia and industry. The program will contain the core courses from the Education Ph.D., but provides 18 hours of specialization credits, providing students the opportunity to take courses in various departments across campus, and potentially earn a certificate in a related field of human-machine learning, if desired. This will increase career opportunities for interdisciplinary research jobs in academia and industry across the country.

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Michelle Taub, Ph.D.
Assistant Professor
University of Central Florida
Department of Learning Sciences and Educational Research
College of Community Innovation and Education
The Learning Sciences has reinvented itself as an interdisciplinary field that focuses on how people learn across their lifespan: the psychology of learning, deep learning, human computer interaction, and designing and implementing learning innovations as well as instructional methodologies. It also includes how machines learn and how they help people learn. Much of the field is cutting edge. Each program is unique and tailored to the needs of the institution it serves. Thus, comparisons were somewhat of a challenge.

**Peer Comparisons**
When reviewing library support (databases, journal titles, and books) for the Learning Sciences (Education, PhD), the faculty and I selected the following institutions for comparison:
Programs selected:

- Penn State University, Learning Sciences, Educational Psychology, PhD., Learning, Design and Technology, PhD.  
  https://ed.psu.edu/lps/ldt
- Stanford, Learning Sciences and Technology Design, Ph.D. https://ed.stanford.edu/academics/doctoral/lstd
- Carnegie Mellon, Human-Computer Interaction, PhD http://www.hcii.cmu.edu/academics/phd-hci
- University of Pittsburgh, Learning Sciences and Policy, PhD  
  https://www.education.pitt.edu/AcademicDepartments/LearningSciencesPolicy/Programs/DoctorofPhilosophyPhD.aspx
- University of Texas, Human Development, Culture, & Learning Sciences https://education.utexas.edu/departments/educational-psychology/graduate-programs/human-development-culture-learning-sciences
- University of Miami, Doctorate of Education in Applied Learning Sciences, EdD  
  https://welcome.miami.edu/online/programs/doctor-of-education-in-applied-learning-sciences

Summary and Projected Costs for New Library Resources

Since the University of Central Florida offers a Ph.D. degree in Big Data Analytics, Biomedical Sciences, Business Administration, Chemistry, Computer Engineering, Computer Science, Education (various tracks), Electrical Engineering, Hospitality Management, Mathematics, Modeling and Simulation, Nursing, Optics and Photonics, Physics, Psychology, Public Affairs, Sociology and Texts and Technology; an EdD in Curriculum and Instruction; a MA in Anthropology, Applied Experimental and Human Factors Psychology, Applied Learning and Instruction, Communication Sciences and Disorders, Digital Media, and Instructional Design and Technology, we have acquired many resources that will also support this proposed PhD track. The only databases we lack currently are Safari Books Online and Scopus. While Safari Books Online is a convenient online database to have, it costs $70,000.00 annually. We can purchase the books we need individually from Gobi, our library vendor. Therefore, we do not need this database for the proposed Learning Sciences track. Scopus is being dropped by many academic libraries. Web of Science and Google Scholar as well as Taylor & Francis have citations/reports/h-index information. ScienceDirect reports Scopus data for journals they index, because Science Direct is an Elsevier product as is Scopus.

UCF’s database list compares favorably to the chosen peer institutions. The UCF Libraries’ current journal and databases holdings will meet the needs for the proposed PhD track, and therefore no immediate subscription costs are requested (see full analysis below). Since this is cutting edge, we can expect relevant journal titles to be added. In the event any new key journal or database becomes critical for the PhD track in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.
Book comparison with the peer institutions was difficult as the emphasis of each program is so different. Analysis shows that UCF, Penn State, and Texas have the same number of volumes. Carnegie Mellon and Pitt each have a little more than half the volumes held by UCF. The University of Miami has 48% of the volumes held by UCF. Stanford has many more than any other peer institution. To determine money needed for books for this proposed Learning Sciences PhD (Education track), I checked holding for the current year for each of the subject headings listed below and listed titles we received and those we did not. Of those we did not own, approximately $2900.00 was selected including the International Handbook of Learning Sciences.

Approximately 60-65% of titles owned came from Springer E-books from both the computer science side and the education/learning side. The computer science side is very well supported. IEEE Xplore, Compendex, and Synthesis Digital Library add electronic volumes in computer science. ACM Digital Library and IEEE Xplore provide computer science conference proceedings as well. On the education/learning side besides Springer E-books, ebooks are provided by Taylor and Francis (Routledge), Cambridge, Science Direct and Wiley Online.

Our Reference books compare favorably to the chosen peer institutions. Any new reference titles will be taken from the money for books provided to the John C. Hitt Library by this proposed program. If a huge ticket item (such as an encyclopedia) becomes available and is deemed essential by the department, additional funding will need to be provided to the Libraries to add this resource to the collection.

We are requesting $3,000.00 annually for books to support the new Learning Science PhD (Education) track.

**Projected costs needed to acquire library materials to support the new Learning Sciences PhD track:**

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*This total will be sufficient for both the PhD proposals unless the UCF Libraries budget is cut significantly so that we lose an important electronic database (like SpringerLink) that would necessitate additional departmental funds.

**Recurring Subscriptions Supporting the Learning Sciences PhD track (Education) Analysis**

### Databases

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**Database Analysis:** The only databases to which UCF does not subscribe are Safari Books Online and Scopus. While Safari is a digital library characterized as a “platform for technology and business learning”, it costs $70,000.00 and is not necessary for the PhD track. UCF can purchase individual titles, found in the collection, from Gobi, our book vendor. Scopus is being dropped by many academic libraries. Web of Science and Google Scholar as well as Taylor & Francis have citations/reports/h-index information. ScienceDirect reports Scopus data for journals they index, because Science Direct is an Elsevier product as is Scopus. In the event any new key database becomes critical for the PhD in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.
## Journals

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## Journal Analysis

UCF Libraries journal holdings compares favorably with the peer institutions chosen. The only journal currently all peers have that we do not have is Chemometrics and Intelligent Laboratory Systems, published by Elsevier. Since its focus is the reporting and development of novel statistical, mathematical, or computer techniques in chemistry, we do not need it for our PhD. International Journal of Artificial Intelligence in Education is held currently by Carnegie Mellon University and Penn State. Pitt, Stanford and Texas do not have it. We do not need this title for the proposed track. We can reassess this one for the PhD. In the event any new key journal becomes critical for the PhD in the future, additional recurring funding will need to be provided to the Libraries to add to these resources. Also, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

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Reference Book Titles

UCF: Click here for ONLINE ACCESS Ebook Library UCF login required

Reference book analysis: UCF Libraries compares favorably to the peers chosen for reference books. Some are currently on order or are in the process of being cataloged.

Electronic Books (e-books vendors)

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### Springer e-Books
Springer e-Books (full-text access to books across a wide range of disciplines. Great for learning sciences, education and computer science)

### Taylor & Francis ebooks

### Wiley Online
Wiley Online (includes e-books in various disciplines, especially IEEE ebooks) Others considered on an individual basis

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#### E-book Databases Analyzed:
UCF’s e-book database holdings compare favorably to holdings of the peer institutions.

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<td>PSU</td>
<td>Carnegie Mellon</td>
<td>Pitt</td>
<td>Stanford</td>
<td>Texas</td>
<td>Miami</td>
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**Book Analysis:** Carnegie, Pitt and Miami all have many less volumes than UCF. UCF has the same number of volumes as Penn State and Texas. Stanford has many more volumes than any other institution. The University of Miami has 48% of the holdings of UCF. We request $3000.00 annually to purchase books needed for the proposed Learning Sciences PhD track (Education).

**Associations/Organizations**

- American Association for the Advancement of Science
- American Association of Colleges for Teacher Education
- American Educational Research Association
- American Psychological Association
- Association for Psychological Science
- Association for the Advancement of Artificial Intelligence (AAAI)
- Association for the Advancement of Computing in Education (AACE)
- Association for Computing Machinery (ACM)
- Association for Educational Communications and Technology
- Benjamin Banneker Association
- Cognitive Development Society
- Cognitive Science Society
- European Association for Practitioner Research on Improving Learning
- European Association for Research on Learning and Instruction
- European Association of Technology Enhanced Learning
- International Artificial Intelligence in Education Society
- International Society for Design and Development in Education
- International Society for the Learning Sciences
- Literacy Research Association
- National Association for Research in Science Teaching
- National Council for the Social Studies
- National Council of Teachers of Mathematics
- National Science Foundation
- Network of Academic Programs in the Learning Sciences
- Psychonomic Society
• Society for Applied Learning Technology
• Society for Computers in Psychology
• Society for Information Technology & Teacher Education (SITE)
• Society for Language Development
• Society for Research in Adolescence
• Society for Research in Child Development
• Society for Text and Discourse
• SOLAR (Society for Learning Analytics Research)

Conferences and Proceedings Databases

Conference Proceedings Citation Index
ACM Digital Library
ASCE Digital Library
BIOSIS Citation Index (selected conference papers)
Compendex
ERIC (ProQuest) Under document type limit to Collected works-Proceedings
IEEE Xplore
Inspec
MathSciNet
PapersFirst
PsycINFO (type Conference Proceedings in a search box)
Sociological Abstracts (Limit document type to Conference Proceedings
SPIE Conference Proceedings by volume
Web of Science
Statistics

Mapping Data
American Fact Finder
ProQuest Statistical Insight
Simply Analytics
Social Explorer

US Statistics
Data.gov
Data and Statistics about the United States https://www.usa.gov/statistics
National Center for Education Statistics (NCES)
ProQuest Statistical Insight
Social Explorer

State and Local
Florida's PK-20 Education Information Portal https://edstats.fldoe.org/SASPortal/main.do
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 Community Innovation and Education

Unit / Department / College:*  Department of Counselor Education & School Psychology

Unit(s) Housing Program:

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

Name of program, track and / or certificate:* 

Education PhD, Counselor Education Track

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:

If yes, please provide the new CIP code:

Is the CIP code being updated? ☐ Yes ☑ No

Rationale for revision: 

Revisions Removing EDF 6401 was included as a core research course in the counselor education catalog. However, this course is a prerequisite. We are proposing to remove EDF 6401 from the Core Course list. This will be placed as a program prerequisite instead consistent among all PhD tracks.

Removal of MHS 6510: Advanced Group Work in course sequence and Counseling from specialization.

Reducing total hours to 78 credit hours for a more competitive program.

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.

**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
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.

Counselor education PhD students beginning Fall 2020

Year 1

Headcount: 

SCHs: 

Year 2

Headcount: 

SCHs: 

Year 3

Headcount: 

SCHs: 

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 

Source of funds: 

Number of fellowship students (specify fellowship): 

Number of tuition remissions: 

Source of funds: 

Year 2

Number of assistantship students 

Source of funds: 

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

Current students will not be impacted. These revisions will only impacting impact incoming counselor education PhD students beginning with the Fall 2020 cohort.
### Number of fellowship students (specify fellowship):

### Number of tuition remissions:

### Source of funds:

#### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of fellowship students (specify fellowship):</th>
<th>Source of funds:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds:</th>
</tr>
</thead>
</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**: 7657
- **Program Type**: Doctoral
- **Degree Type**: Doctor of Philosophy
- **Status**: Active-Visible

---

https://ucf.curriculog.com/proposal:3641/print
College of Community Innovation and Education - Graduate Program Revision - Education PhD, Counselor Education Track

Track Description

The CACREP accredited Counselor Education track in the Education PhD program is designed specifically for those who wish to pursue careers as counselor educators at the university level or as supervisors in schools or agencies.

The program is fully accredited with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In addition to advanced curricular experiences in counseling, courses are designed to examine the fundamental issues and theory of teaching adults in higher education, research, supervision, consultation and to provide supervised experiences in each area. The UCF Community Counseling and Research Center serves as a hub for teaching and research in the program, includes facilities for group counseling and play therapy, and provides annual services to over 1,400 individuals, couples, and families in the central Florida community. The clinic also provides opportunities for doctoral students to practice their supervision skills.

Curriculum

The Counselor Education track in the Education PhD program requires a minimum of 84-78 credit hours beyond the master's degree. Students must complete 27-24 credit hours of core courses, 27-24 credit hours of specialization courses, 24 credit hours of dissertation, and 6 credit hours of internship. All students must also complete the candidacy examination.

Total Credit Hours Required: 84-78 Credit Hours Minimum beyond the Master's Degree

Required Courses—48 Credit Hours

Core—24 Credit Hours

IDS 7501 Issues and Research in Education
IDS 7500 Seminar in Educational Research
EDF 6401 Statistics for Educational Data
EDF 7475 Qualitative Research in Education
EDF 7403 Quantitative Foundations of Educational Research
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
IDS 7502 Case Studies in Research Design
One of the approved research electives below:

(Quantitative Options)
EDF 7427 - Psychometrics
EDF 7406 - Multivariate
EDF 7415 - Latent/SEM

(Qualitative Options)
EDF 7473 - Ethnography in Educational Settings
EDF 7406 - Multivariate Statistics in Education

Specialization—24 Credit Hours

MHS 7406 Advanced Theories in Counseling
MHS 7801 Advanced Practicum in Counselor Education
MHS 7700 Literature and Leadership in Counselor Education
MHS 7311 Scholarship and External Funding in Counselor Education
MHS 7611 Supervision in Counselor Education
MHS 7808 Practicum in Counseling Supervision
MHS 7730 Research Seminar in Counselor Education

MHS 7497 Advanced Multicultural Counseling—3 Credit Hours

Dissertation—24 Credit Hours

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

Required Internship—6 Credit Hours

MHS 7840 Internship in Counselor Education

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

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

- Completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination.
- Successful defense of the written dissertation proposal.
- The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.
- Submission of an approved program of study.

Candidacy Examinations

All PhD candidates will be required to complete two examinations.

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

- Research in the Specialization—8-hour written examination.
- Specialization—3-hour oral examination.

Independent Learning

The dissertation satisfies the independent learning requirement.

Application Requirements

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

In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- A master's degree in a closely related field and master's level competency in educational research and statistics.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement. See program handbook for more information
- Resumé.
- An interview is required. Please refer to the Counselor Education webpage to view the current scheduled interview date and times. Click admission > Dates and deadlines you will be able to view the updated interview date and location information.
Application Deadlines

<table>
<thead>
<tr>
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<th>Spring</th>
<th>Summer</th>
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</thead>
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<tr>
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<td>Dec 1</td>
<td>Dec 1</td>
<td>Jan 1</td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Dec 1</td>
<td>Dec 1</td>
<td>Jan 15</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.

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

**Margaret M. Ann Shillingford-Butler PhD**

Associate Professor

Dr-S@ucf.edu

EDC 322 Q

Graduate Admissions

**Christina Dabrowski**

gradadmissions@ucf.edu

Telephone: 407-823-2766
Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

**Graduate Fellowships**

**Grad Fellowships**

Telephone: 407-823-0127

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
College of Community Innovation and Education - Graduate Program Revision - Public Administration 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.

- 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 Community Innovation and Education

Unit / Department / College: School of Public Administration

Unit(s) Housing Program: School of Public Administration

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:* Public Administration Graduate Certificate ►

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: None

Is the CIP code being updated? Yes ☐ No ☐

If yes, please provide the new CIP code:

Rationale for revision: PAD 6700 is a prerequisite for PAD 6227. PAD 6700 is added to core courses instead of part of the electives. There will be 6 core courses in this certificate, 18 Credit Hours.

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: Community Innovation and Education</th>
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<td>Program Websites: <a href="https://ccie.ucf.edu/public-administration/public-administration/graduate-certificate-public-administration/">https://ccie.ucf.edu/public-administration/public-administration/graduate-certificate-public-administration/</a></td>
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</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 X and proceed.

---

**Program Description**

The Graduate Certificate in Public Administration is designed to provide students with enhanced knowledge and skills in public service. This program is offered completely online.

The Graduate Certificate in Public Administration provides graduate-level continuing education for both in-service and pre-career students. The program emphasizes the managerial skills essential for local government programs in an evolving metropolitan environment. The knowledge gained can strengthen the student's professional standing and help open doors to managerial and support positions.

Credits earned in the certificate program may be applied toward the Master of Public Administration (MPA) degree. However, admission to the MPA degree program has separate requirements from those of the certificate program and students considering continuing into the master's degree should familiarize themselves with credit transfer policy and should consult with a faculty adviser early in their certificate program. The Graduate Certificate in Public Administration requires that students complete 18 credit hours. Students must maintain at least a 3.0 grade point average in order to be awarded the Graduate Certificate. The certificate must be completed within three years.

**Please note:** Public Administration 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...
Curriculum

The Public Administration graduate certificate requires 18 credit hours of courses, including 15 credit hours of required courses and 3 credit hours of an elective course.

**Total Credit Hours Required:** 18 Credit Hours Minimum beyond the Bachelor's Degree

**Required Courses:** 15 18 Credit Hours

Students must achieve a grade of "B-" (80%) or better in every course. Grades 'C' or lower cannot be used to fulfill certificate requirements. Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

**PAD 6700 Research Methods**
**PAD 6035 Public Administration in the Policy Process**
**PAD 6037 Public Organization Management**
**PAD 6053 Public Administrators in the Governance Process**
**PAD 6227 Public Budgeting**
[After] PAD 6700 Research Methods is a prerequisite for PAD 6227
**PAD 6417 Human Resource Management**

**Elective Course: 3 credit hours**

**PAD 6700 Research Methods**
**PAD 5807 Local Government Operations**
**PAD 5850 Grant and Contract Management**
**PAD 6307** Public Policy Analysis and Management

**PAD 6327** Public Program Evaluation Techniques

**PAD 6335** Strategic Planning and Management

---

**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.

**All applicants to this certificate program will be required to submit:**

- One official transcript meeting the minimum GPA requirement of 2.5, in a sealed envelope, from each college/university attended.
- A current, professional résumé.
- Statement of Goals: This is a key component of the admission review process and serves as an example of the applicant's ability to express him or herself in writing. The goal statement must be no longer than two pages and should address the following:
  - What is your reason for pursuing graduate study in Public Administration, including your future goals and plans?
  - What specific areas of Public Administration interest you?
  - Work and/or Voluntary experience

Applicants who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from **World Education Services (WES)** or **Josef Silny and Associates, Inc.**, only.

Materials received after the established deadline may not be considered. Admission to this certificate is competitive; applicants meeting the minimum application requirements are not guaranteed admission to the program.

The U.S. Department of Education requires colleges to disclose a variety of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation". The information provided in the link below is the best that is available to us.
This information represents one year’s data only, however, we hope that this information is helpful to current and prospective students, as you make your career and educational choices.

### Application Deadlines

<table>
<thead>
<tr>
<th>Public Administration Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Domestic Applicants</td>
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<td>July 1</td>
<td>Dec 1</td>
<td></td>
</tr>
<tr>
<td>International Applicants</td>
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<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**

**Abdul-Akeem Sadiq, PhD**

Professor

Telephone: 407-823-2925

**Graduate Adviser**

**Edlira Dursun, MPA, MNM**

[Edlira.dursun@ucf.edu](mailto:Edlira.dursun@ucf.edu)

**Graduate Admissions**

**Christina Dabrowski**

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

Telephone: 407-823-2766

Millican Hall 230

[Online Application](https://ucf.curriculog.com/proposal:3478/print)

[Graduate Admissions](https://ucf.curriculog.com/proposal:3478/print)
Mailing Address

UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this 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?
Current students will not be impacted, they will be able to follow the plan of study of their admit year.
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></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></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>
Year 3

<table>
<thead>
<tr>
<th>Description</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: School of Public Administration
- Program OID: 7796
- Program Type: Certificate
- Degree Type: Certificate
- Status*: Active-Visible  Inactive-Hidden
College of Community Innovation and Education - Graduate Program Termination - K-8 Mathematics and Science Education Graduate Certificate

2020-2021 Graduate Program Termination

General Catalog Information

Select Program below.

Program Type:*  
○ Program  
○ Shared Core

**Read before you begin**

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

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

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

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

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

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

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

Two-term hiatus: Admit students only one time per academic year.

https://ucf.curriculog.com/proposal:3731/print
Two term hiatus - Admit students only one time per academic year.
One year hiatus - Take a one year break from admitting students.
Two year hiatus - Take a two year break from admitting students.
Three year hiatus - Take a three year break from admitting students.

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

Possible scenarios:

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

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

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

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

**TERMINATION** of a program means that the program is officially "closed" and the CIP code associated with the program is removed at both the institutional and State University System level. Reasons for terminating a program may include:
1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
3) The program no longer meets the needs of the citizens of Florida in providing a viable education or occupational objective.
4) Resources are no longer sufficient to deliver a high-quality program.

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

Prior to requesting the termination of a program, all students must have completed the program, separated from the university, or have enrolled in a different UCF program.
Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

<table>
<thead>
<tr>
<th>Proposal Type:</th>
<th>Graduate Program Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:</td>
<td>School of Teacher Education</td>
</tr>
<tr>
<td>Is this a degree program?</td>
<td>Yes</td>
</tr>
<tr>
<td>Name of program:</td>
<td>K-8 Mathematics and Science Education Graduate Certificate</td>
</tr>
<tr>
<td>Program Termination Term and Year</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

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

**Brief Description of the program:** The Graduate Certificate in K-8 Mathematics and Science Education is designed for teachers to improve the quality of their teaching and learning in Mathematics and Sciences for grades K-8.

The K-8 Mathematics and Science Education Graduate Certificate is for teachers with at least three years of experience who instruct students in mathematics or science in grade levels K-8. The program is designed to improve the quality of teaching and learning in mathematics and science in grades K-8. Graduates of the K-8 Mathematics and Science program form a strong infrastructure of teachers focusing on long-term impact in schools while helping students succeed in mathematics and science classrooms.

The K-8 Mathematics and Science Education certificate is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in elementary and middle school mathematics and science education.
Brief Rationale for the termination:*
The reasons for terminating the Graduate Certificate in K-8 Mathematics and Science Education is because enrollment is no longer sufficient to justify its continuation.

Type "N/A" in this text box*

Impact on Current Students

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

Yes

Attachments

Program Termination

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

Termination Materials* Attached

Administration Use Only

Catalog Ownership: College of Education and Human Performance

Program OID

Program Type Nondegree

Degree Type Certificate

Status* Active-Visible Inactive-Hidden
College of Community Innovation and Education - Graduate Program Termination - Mathematics and Science Educator Graduate Certificate

2020-2021 Graduate Program Termination

**General Catalog Information**

Select Program below.

Program Type: * Program

**Read before you begin**

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

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

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

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

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

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

One year hiatus - Take a one year break from admitting students.

Two year hiatus - Take a two year break from admitting students.

Three year hiatus - Take a three year break from admitting students.

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

Possible scenarios:

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

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

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

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

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

1) Enrollments are no longer sufficient to justify the cost of instruction, facilities, and equipment; or the program duplicates offerings at the university.
2) The program is no longer aligned with the mission or strategic goals of the university, or is no longer aligned with the strategic goals of the Board of Governors.
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Reasons for these three types of curricular proposals may include:
1) Curriculum is being revised.
2) Key faculty member(s) have left the university and replacements are being recruited for the program.
3) Accreditation standards have changed.
4) The University or program is re-prioritizing its resources and/or efforts.
5) Student demand for the program has diminished over time and the program is re-evaluating its viability.

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

Proposal Type:* Graduate Program Termination
College:* College of Community Innovation and Education
Unit / Department / College:* School of Teacher Education
Is this a degree program?* Yes
Name of program:* Mathematics and Science Educator Graduate Certificate
Program Termination Term and Year* Fall 2020
If the termination applies to multiple tracks, please list them here:
Brief Description of the program:* The Mathematics and Science Educator Graduate Certificate is for teachers with at least two years of experience who instruct students in mathematics or science in grade levels K-8.

The program is designed to improve the quality of teaching and learning that occurs in grades K-8. Graduates of the Mathematics and Science Educator program will be able to assist faculty and administrators to reach all students to support their learning of mathematics and science. This program is dedicated to providing all graduates with exceptional pedagogical and subject matter knowledge and skills by focusing on research-based, state-of-the-art best practices in elementary and middle school mathematics and science education.

Brief Rationale for the termination:* The reasons for terminating the Mathematics and Science Educator Graduate Certificate is because enrollment is no longer sufficient to justify its continuation.
Impact on Current Students

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

Attachments

Program Termination

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

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Program OID

Program Type  Nondegree

Degree Type  Certificate

Status*  Active-Visible  Inactive-Hidden