Graduate Council Curriculum Committee  
January 20, 2021  
2:30 p.m., Zoom

Agenda

1. Welcome and call to order

2. General business

3. Course and Program proposals

4. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee
Elsie Olan, Chair, College of Community Innovation and Education  
Terrie Sypolt, Vice Chair, University Libraries  
Bruce Caulkins, College of Graduate Studies  
J. Marla Toyne, College of Sciences  
Gergana Vitanova, College of Arts and Humanities  
Art Weeks, College of Engineering and Computer Science  
Jihe (Jackie) Zhao, College of Medicine  
Francisco Guido-Sanz, College of Nursing  
Axel Schülzgen, College of Optics and Photonics  
Olga Molina, College of Health Professions and Sciences  
Alex Rubenstein, College of Business Administration  
Wei Wei, Rosen College of Hospitality Management  
TBD, Graduate Student Association  
Laurie von Kalm, College of Sciences, Administrator  
Joellen Edwards, College of Nursing, Administrator  
Ali Gordon, College of Engineering and Computer Science, Administrator  
Jim Moharam, College of Optics and Photonics, Administrator  
Lynn Hepner, College of Arts and Humanities, Administrator  
Devon Jensen, College of Graduate Studies, Administrator  
Glenn Lambie, College of Community Innovation and Education, Administrator  
Saleh Naser, College of Medicine, Administrator  
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator  
Sevil Sonmez, College of Business Administration, Administrator  
Alan Fyall, Rosen College of Hospitality Management, Administrator
1. College of Sciences

College of Sciences course additions

1. ANG 5447 Anthropology of Cities (split level)
2. CHM 5671 Bioinorganic Chemistry (split level)

College of Sciences course continuations

1. CHM 6134 Advanced Instrumental Analysis
2. SYD 6417 Contemporary Urban Sociology
3. SYO 6175 Social Research in the Family

College of Sciences course deletion

1. SYO 6205 Religion and Society
   - Course not in any program

2. College of Arts and Humanities

College of Arts and Humanities course revisions

1. SPN 5705 Bilingualism in the US
   - Course title revision from “Spanish Psycholinguistics” to “Bilingualism in the US”
   - Course description revision
2. SPN 6940 Teaching Methods for the Spanish Classroom
   - Changing grading scheme from S/U to A-F

3. College of Engineering and Computer Science

College of Engineering and Computer Science track and certificate addition

1. Smart Cities Graduate Certificate

College of Engineering and Computer Science course revision

1. EEL 6812 Introduction to Neural Networks
   - Course content and pre-req revision
College of Engineering and Computer Science course continuations

1. CAP 5100 Human-Computer Interface Design
2. CAP 6315 Social Media and Network Analysis
3. CDA 5121 High Performance Computing and Programming

4. College of Health Professions and Sciences

College of Health Professions and Sciences course additions

1. APK 5907 Independent Study
2. APK 5917 Directed Research
3. APK 5957 Study Abroad
4. APK 6908 Independent Study
5. APK 6918 Directed Research
6. APK 6946 Practicum, Clinical Practice
7. APK 6958 Study Abroad
8. APK 6971 Thesis
9. APK 7919 Doctoral Research
10. APK 7980 Dissertation
11. SPA 6554L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia

College of Health Professions and Sciences course deletions

1. SPA 6496 Language Disorders in Children and Adolescents
   - Pre-req for SPA 6401
2. SPA 7492 Evidence-Based Research and Practice in Speech Language Pathology
   - Course not in any program
3. SPA 7493 Advanced Studies in School Speech-Language Pathology
   - Education PhD, Communication Sciences and Disorders Track- Last student to graduate from program was Summer 2020. The track was discontinued in 2015.

College of Health Professions and Sciences program revisions

1. Anatomical Sciences Graduate Certificate
   - Adding anthropology elective course options to encourage interdisciplinary education
2. Kinesiology MS
   - Removal of PET 6376 Sport Nutrition from the core courses
   - Restructuring of the general format to better clarify the nonthesis options
   - Addition of the Anatomical Sciences Specialization
   - Removal of the Spring admissions cycle
5. College of Community Innovation and Education

College of Community Innovation and Education course additions

1. CCJ 7718 Advanced Quantitative Methods II for Criminal Justice Research
2. MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
3. MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
4. MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
5. MAE 7355 Instructional Coaching in K-8 Mathematics
6. MAE 7680 Professional Leadership in K-8 Mathematics Education
7. MAE 7930 Seminar in K-8 Mathematics Education

College of Community Innovation and Education course revisions

1. EME 6055 Current Trends in Instructional Technology
   • Change term offering from every Fall to every Fall and Summer
2. EME 6062 Research in Instructional Technology
   • Change term offering from Every Semester to every Spring and Summer
3. EME 6417 Interactive Online and Virtual Teaching Environments
   • Change term offering from Spring to Fall
4. EME 6457 Distance Education: Technology Process Product
   • Change term offering from Fall only to Fall and Spring
5. EME 6458 Virtual Teaching and the Digital Educator
   • Change term offering from Summer to Spring
6. EME 6602 Integration of Technology into the Learning Environments
   • Removed EME 5050 from pre-reqs as course no longer exists (was removed as a program requirement)
7. EME 6607 Planned Change in Instructional Technology
   • Change term offering from Spring to Fall and Spring
8. EME 6613 Instructional System Design
   • Change term offering from Fall to Fall and Spring
9. EME 6705 Administration of Instructional Systems
   • Change term offering from Occasionally to every Fall
10. EME 6940 Theory into Practice in Educational Technology
    • No term offering for course- adding Summer
11. ESE 6256 Critical Issues in Secondary Education
    • Aligns with MAT program revisions- revise this to a variable credit course that can be offered in 1, 2, or 3 credits taken with the internship. The variable credits will allow the course to be offered for both the newly revised program and for students in the prior catalogs.
College of Community Innovation and Education course continuations

1. ADE 6678 The Socio-Historical Context of Adult Education
2. CCJ 7747 Hierarchical Linear Modeling in Criminal Justice Research
3. EDH 6655 Athletics in the American University
4. EDH 6656 Academic Success and the Student Athlete
5. PAF 7510 Seminar in Policy Evaluation and Performance Measurement
6. PAF 7757 Seminar in Global Governance and Policy Research

College of Community Innovation and Education course deletions

1. CCJ 5934 Criminal Justice Investigative Process
   - Course not in any program
2. CCJ 6362 Death Penalty
   - Course not in any program
3. CCJ 6406 Research and Technology Implementation
   - Course not in any program
4. CCJ 6467 Justice and Safety System Manpower
   - Course not in any program
5. CCJ 6705 Applied Criminal Justice Research
   - Course not in any program
6. CCJ 6730 Planned Change and Innovation in Criminal Justice
   - Course not in any program
7. CJC 7029 Advanced Seminar in Corrections
   - Course not in any program
8. CJE 7029 Advanced Seminar in Law Enforcement
   - Course not in any program
9. CJL 7029 Advanced Seminar in Court Processes and Procedures
   - Course not in any program
10. EDH 6054 Issues in Postsecondary Education
    - Course not in any program
11. EDH 7409 Legal Issues in Higher Education II
    - Educational Leadership EdD, Higher Education Track (Elective option)
12. EDS 6053 Trends in Educational Supervision
    - Course not in any program
13. EDS 6100 Leadership
    - Conservation Biology PSM (program no longer exists)
14. EDS 7111 Administration and Supervision of Staff Development
    - Course not in any program
15. EME 5811 Teaching and Learning with Technology
    - Course not in any program
16. FLE 5331 Foreign Language Methods at the Secondary Level
    - Course not in any program
17. FLE 5335 Foreign Language Methods at the Elementary Level  
   • Course not in any program  
18. PAF 7110 Ethics and Social Justice in Public Affairs  
   • Course not in any program  
19. PAF 7300 Policy Analysis in Public Affairs  
   • Public Affairs PhD, Governance and Policy Research Track-  
     curriculum has since changed and this course was replaced by PAF  
     7317  
   • Pre-req for PAF 7858  
20. PAF 7315 Public Policy: Microeconomic Applications  
   • Public Affairs PhD, Health Services Management and Research Track-  
     curriculum has since changed and this course was replaced by PAF  
     7325  
   • Pre-req for HSA 7936  
21. PAF 7806 Advanced Research Methods in Public Affairs II  
   • Public Affairs PhD, Governance and Policy Research Track-  
     curriculum has since changed and this course was replaced by PAF  
     7820  
   • Pre-req for PAF 7858  
22. SCE 6137 Science Programs in Secondary School  
   • Course not in any program  
23. SPS 5177 Enhancing Individual and Student IQ  
   • School Psychology EdS (Specialization course list)- see program  
     revision below  
24. SPS 6703 Child and Adolescent Deviant Behavior and Treatment  
   • School Psychology EdS (Specialization course list)- see program  
     revision below  

**College of Community Innovation and Education track addition**  

1. Teacher Education MAT, World Languages Education with ESOL Endorsement  
   Track  

**College of Community Innovation and Education program revisions**  

1. Education PhD, Counselor Education Track  
   • Move course MHS 7808 from the Specialization Course List to the  
     Internship Course list  
2. Initial Teacher Professional Preparation Graduate Certificate  
   • Adding course as option  
3. Reading Education Med  
   • Moving LAE courses from Core to Pre-reqs and RED courses from  
     Pre-reqs to Core  
4. School Psychology EdS  
   • Total credit hours for program completion reduced from 80 to 74
• Core course hours reduced from 6 to 3
• Specialization hours reduced from 50 to 47
• Removed courses SPS 5177 and SPS 6703 (on course deletion list above) from choice of 4 courses, added remaining 2 courses to full Specialization list

5. Teacher Education MAT, Art Education Track
• Revision to course offerings to reflect course revision ESE 6256 list above
• Change admission terms to summer and fall
• Content co-requisite requirement has been changed to recommended rather than required

6. Teacher Education MAT, English Language Arts Education with ESOL Endorsement Track
• Revision to course offerings to reflect course revision ESE 6256 list above
• Change admission terms to summer and fall
• Content co-requisite requirement has been changed to recommended rather than required
• Additional secondary course added which adds 3 credits to total program hours

7. Teacher Education MAT, Mathematics Education Track
• Revision to course offerings to reflect course revision ESE 6256 list above
• Change admission terms to summer and fall
• Content co-requisite requirement has been changed to recommended rather than required
• Additional secondary course added which adds 3 credits to total program hours

8. Teacher Education MAT, Middle School Mathematics Education Track
• Revision to course offerings to reflect course revision ESE 6256 list above
• Change admission terms to summer and fall
• Content co-requisite requirement has been changed to recommended rather than required
• Additional secondary course added which adds 3 credits to total program hours

9. Teacher Education MAT, Middle School Science Education Track
• Revision to course offerings to reflect course revision ESE 6256 list above
• Change admission terms to summer and fall
• Content co-requisite requirement has been changed to recommended rather than required
• Additional secondary course added which adds 3 credits to total program hours
10. Teacher Education MAT, Science Education-Biology Track
   - Revision to course offerings to reflect course revision ESE 6256 list above
   - Change admission terms to summer and fall
   - Content co-requisite requirement has been changed to recommended rather than required
   - Additional secondary course added which adds 3 credits to total program hours

11. Teacher Education MAT, Science Education-Chemistry Track
   - Revision to course offerings to reflect course revision ESE 6256 list above
   - Change admission terms to summer and fall
   - Content co-requisite requirement has been changed to recommended rather than required
   - Additional secondary course added which adds 3 credits to total program hours

12. Teacher Education MAT, Science Education-Physics Track
   - Revision to course offerings to reflect course revision ESE 6256 list above
   - Change admission terms to summer and fall
   - Content co-requisite requirement has been changed to recommended rather than required
   - Additional secondary course added which adds 3 credits to total program hours

13. Teacher Education MAT, Social Science Education Track
   - Revision to course offerings to reflect course revision ESE 6256 list above
   - Change admission terms to summer and fall
   - Content co-requisite requirement has been changed to recommended rather than required
   - Additional secondary course added which adds 3 credits to total program hours

14. World Languages Education - Languages Other Than English (LOTE) Graduate Certificate
   - Revision to add the stipulation that two elective courses that are too similar cannot both be taken to meet completion requirements
General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* PhD Program

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

Full Title:* ANG 5447 Anthropology of Cities

Course Instructor* Scott Branting

Department Chair 4078232227

Dept Chair Email:* john.schultz@ucf.edu

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

30 Char. Anthropology of Cities
Abbreviation - must begin with ST:

Course Description (25 word limit)*
An anthropological exploration of cities and their social systems in the past and present.

Grading Scheme: ABCDF

Prerequisite(s): Admission to the Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

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

| **Repeat for credit?** | Yes ☐ | No ☐ |

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

| **New Materials and Supply Fees?** | Yes ☑ | No ☐ |

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

**Justification for Split-Level Course Addition**
What is the rationale for the split-level class?*
The Anthropology of Cities course has been successfully taught at the 4000 level since 2016. However, with the creation of the new PhD program in the Department of Anthropology along with numerous graduate students undertaking research within past and present cities, there is a need to have this course taught at the 5000 level. Enrollment levels for the 4000 level course allow space for graduate students who wish to take the course. Creating a split-level course will allow them to do so for graduate credit. 4000 level students will also benefit from classroom interactions with graduate students actively researching cities, as has been the case in other split-level courses that I teach.

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

What will be the source of students?* Anthropology MA and PhD Students

What is the estimated annual enrollment?* 10

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.
<table>
<thead>
<tr>
<th>Common Undergraduate Elements*</th>
<th>Common Graduate Elements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Classroom Activities- Participation in undergraduate level discussion and demonstrating identification of concepts</td>
<td>Participation in Classroom Activities- Participate in graduate level discussion. Preparing assigned readings to assist in leading the classroom discussions and provide applications of the methods and theory to their own research</td>
</tr>
<tr>
<td>Participating in group activities</td>
<td>Taking an assigned leadership role in group activities</td>
</tr>
<tr>
<td>Research Proposal- Demonstrate ability to develop a basic cohesive research topic</td>
<td>Research Proposal- Demonstrate ability to develop an advanced research topic</td>
</tr>
<tr>
<td>Bibliography of 3 sources</td>
<td>Bibliography of 5 sources</td>
</tr>
<tr>
<td>Article Critiques- Provide a basic critique</td>
<td>Article Critiques- Provide an advanced critique that incorporates examples from their research</td>
</tr>
<tr>
<td>Final Project- Demonstrate ability to apply method and theories discussed in class at a basic to intermediate level to their project</td>
<td>Final Project- Demonstrate ability to apply method and theories discussed in class at an advanced level to their project</td>
</tr>
<tr>
<td>8 Pages Min.</td>
<td>10 Pages Min.</td>
</tr>
<tr>
<td>Bibliography of 10 sources</td>
<td>Bibliography of 15 sources</td>
</tr>
<tr>
<td>Final Presentation- Clear communication of their researched project</td>
<td>Final Presentation- Professional communication of their researched project</td>
</tr>
<tr>
<td>Ability to answer basic questions from the audience and instructor</td>
<td>Ability to answer advanced questions from the audience and instructor</td>
</tr>
</tbody>
</table>

**Unique graduate elements**: NA
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade*</th>
<th>Graduate Assessment and % of grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz - 1%</td>
<td>Syllabus Quiz - 1%</td>
</tr>
<tr>
<td>Classroom Participation - 9%</td>
<td>Classroom Participation - 9%</td>
</tr>
<tr>
<td>Article Critiques-20%</td>
<td>Article Critiques-20%</td>
</tr>
<tr>
<td>Research Proposal - 10%</td>
<td>Research Proposal - 10%</td>
</tr>
<tr>
<td>Graduate Final Project - 40%</td>
<td>Graduate Final Project - 40%</td>
</tr>
<tr>
<td>Final Presentation - 20%</td>
<td>Final Presentation - 20%</td>
</tr>
</tbody>
</table>

Unique Graduate Elements and % of grade* NA

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.pdf](https://policies.ucf.edu/documents/4-403.pdf)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

Course Syllabus Policy

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

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

* I have attached a course syllabi for both 4000 and 5000 level.

Support from involved units that

Duplication support materials attached
ANG4441: Anthropology of Cities  
Department of Anthropology  
College of Sciences, University of Central Florida

**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Scott Branting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Phillips Hall 309-E</td>
</tr>
<tr>
<td>Phone:</td>
<td>(407) 823-4962</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:scott.branting@ucf.edu">scott.branting@ucf.edu</a></td>
</tr>
<tr>
<td>Website:</td>
<td>Webcourses</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Thursday 3:00pm – 5:00pm</td>
</tr>
<tr>
<td>Hours:</td>
<td>Or by Appointment</td>
</tr>
</tbody>
</table>

| Term:             | Spring 2020                     |
| Credit Hours:     | 3                               |
| Class Meeting Days: | Wednesday                     |
| Class Meeting Hours: | 9:30 – 12:20pm               |
| Class Location:   | BA1 O121                        |

**University Course Catalog Description**

An anthropological exploration of cities and their social systems in the past and present.

**Course Overview**

Over half of the world’s population and eighty percent of the United States’ population now live in cities, a percentage that continues to increase each year. Understanding cities and their inhabitants is, therefore, critically important to both the present and future of our world. This course will explore cities in the past and in the present from an anthropological and archaeological perspective along with the activities and social systems that create them and that are enabled by them. Students will be presented with anthropological perspectives on cities and will be expected to demonstrate familiarity with key concepts and methods as well as apply them through their own engagement with a city of their choice.

**Course Objectives**

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

**Course Prerequisites**

None
Required Text and Articles
Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following text is required for the course:


Basis for Final Grade
Your final grade will be based upon a syllabus quiz (1%), participation in classroom activities (9%) (participation in undergraduate level discussion and demonstrating identification of concepts and participating in group activities), four oral article critiques (6% each) (provide a basic critique), a 3 page research proposal with at least a three source bibliography (10%), a final written paper 8 pages in length with at least a ten source bibliography (40%), and a final presentation (20%). The due dates for each are listed in the table below, other than the four article critiques which will be assigned as the course progresses. Failure to complete the assignment at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Acceptable excuses include: significant illness, medical emergency, death in the family, or required participation in a UCF event (e.g. if you are an athlete attending a sports event or if you have a field trip for another class). In rare cases, such as a medical emergency, you can ask for an excuse after the fact, but do so as soon as possible. In all cases, be prepared to show evidence of the need for the excuse and let me know as far ahead of time as you can so that you know if your excuse will be accepted and so that we can plan an alternate arrangement. These assignments are designed to get you thinking, writing, and presenting your ideas about cities and their place in the past, present, and future.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday, Jan. 15th at 3pm</td>
<td>1% and federal verification requirement</td>
</tr>
<tr>
<td>Participation in Classroom Activities</td>
<td>Usually in class each Wednesday</td>
<td>9%</td>
</tr>
<tr>
<td>Article Critique #1</td>
<td>During class on assigned week</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critique #2</td>
<td>During class on assigned week</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critique #3</td>
<td>During class on assigned week</td>
<td>5%</td>
</tr>
<tr>
<td>Article Critique #4</td>
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<tr>
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<td>February 18th at 9:30am</td>
<td>10%</td>
</tr>
<tr>
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<tr>
<td>A</td>
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<td>73 - 76 %</td>
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<tr>
<td>1</td>
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<td>Jan. 14</td>
<td>Course Introduction and Cities Past, Present, and Future</td>
<td>Palen Chapter 1 and 14</td>
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<td>ASSIGNMENT: Syllabus Quiz</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Key Questions</td>
<td>Required Articles</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
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<td>-------------------</td>
</tr>
</tbody>
</table>
| 2    | Jan. 21 | What is a City? | What is a city?  
Is there a definition of what a city is? | Smith and Lobo 2019 |
| 3    | Jan. 28 | What does a City Do? | Key Questions: What is the purpose of a city?  
How do cities differ?  
How is GIS used to manage and plan the city? | Palen Chapter 3 |
|      |       | Development of Cities of the Past | Key Questions: What is the Urban Revolution?  
Was it a revolution?  
How have cities developed over time?  
Are there differences between pre-industrial and industrial cities?  
How does technology influence the development of cities? | Palen Chapter 2 |
|      |       | The Built Environment | Key Questions: How does architecture influence the development and use of a city?  
How were cities planned?  
How are cities renewed?  
How do people inhabit a place?  
How do people perceive the built environment?  
How does that influence their activities and choices?  
How do people move through the city?  What about the homeless? | Palen Chapter 4 and 13 |
| 6    | Feb. 18 | The City and its Hinterland | Key Questions: Does the city stand alone or is it part of a system of settlements?  
What is a city’s catchment?  Why have cities developed where they did?  
What is urban-rural migration? | Palen Chapter 5 and 6 |
| 7    | Feb. 25 | Social and Functional Differentiation in the City | Key Questions: How are activities located within cities?  
How are people segregated within cities?  
How do people use places?  
How does culture play a role in what people do within cities?  
What are the differences between the actions of individuals, households, and social networks? | Palen Chapter 7 and 8 |
| 8    | Mar. 3  | Power in the City | Key Questions: How do different social groups interact within the city?  
How do those in power project their power through the city?  
Was this similar in the ancient world?  
How do people foment rebellion to that authority? | Palen Chapter 11 and 12 |
<table>
<thead>
<tr>
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<th>Day</th>
<th>Notes</th>
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<tr>
<td>9</td>
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<td>10</td>
<td>Th</td>
<td>Mar. 17</td>
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<td>14</td>
<td>Th</td>
<td>Apr. 14</td>
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<td>15</td>
<td>Th</td>
<td>Apr. 21</td>
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<tr>
<td>FINAL</td>
<td>Th</td>
<td>Apr. 28</td>
</tr>
</tbody>
</table>

**SPRING BREAK**

**Consumption and Environment**
Key Questions: How are the people in a city fed and get water to drink? How does this vary from city to city and within cities? Has this changed from ancient cities? What is the relationship of the city to its environment?

Required Articles:
- Daepp 2015
- Awuor et al. 2008

**Security and Crime**
Key Questions: How do a city and its people defend itself? Were city walls in ancient cities confining as well as protecting? What are the walls in our cities today?

Required Articles:
- Low 2001
- Coaffee and Murakami Wood 2008

**War and Death**
Key Questions: How does a city deal with war? Do wars create “cities”? How are disease and death handled in a city?

Required Articles:
- Agier 2002
- Carter 2011

**Death of a City and Renewal**
Key Questions: How do cities meet their end? Is the end of a city inevitable? What can we learn for the future about the demise of past cities?

Palen Chapter 17

**STUDENT PRESENTATIONS**

**ASSIGNMENT DUE (3pm):**
Final Project (10 pages)

**STUDENT PRESENTATIONS**

**STUDENT PRESENTATIONS:** Note Change of Time (1:00 – 3:50pm)
Details of Written Assignments

Research Proposal Assignment (3 pages):
This assignment is a 3-page research proposal. In this proposal you should identify and explain the significance of: 1) which city you have selected for your final project and 2) which problem you have selected that you will propose solutions for based on research into this and other cities. The proposal should also include a bibliography of at least 5 sources which are cited in the proposal.

Final Project Assignment (8 pages):
This assignment is an 8-page research paper. In this paper you should: 1) briefly introduce which city you selected, 2) introduce a problem that is found within that city, 3) provide some background on why that problem occurs in that city, 4) explain the impact of that problem on that city, 5) research ways that other cities have addressed this problem and explain why a similar solution might or might not work in this city, and 6) propose a brief plan to address this problem in this city. This paper should also include a bibliography of at least 10 sources which are cited in the paper.

Bibliography

Agier, Michel

Awuor, Cynthia Brenda, Victor Ayo Orindi and Andrew Ochieng Adwera

Bettencourt, Luis M.A. and José Lobo
2019 Quantitative Methods for the Comparative Analysis of Cities in History. Frontiers in Digital Humanities 6: Article 17

Carter, Simon

Childe, V. Gordon
1950 The Urban Revolution. Town Planning Review 21:3-17.

Coaffee, Jon and David Murakami Wood

Daepp, Madeleine I.G.
Low, Setha

Smith, Michael E. and José Lobo
2019 Cities Through the Ages: One Thing or Many? *Frontiers in Digital Humanities* 6: Article 12
University Course Catalog Description
An anthropological exploration of cities and their social systems in the past and present.

Course Overview
Over half of the world’s population and eighty percent of the United States’ population now live in cities, a percentage that continues to increase each year. Understanding cities and their inhabitants is, therefore, critically important to both the present and future of our world. This course will explore cities in the past and in the present from an anthropological and archaeological perspective along with the activities and social systems that create them and that are enabled by them. Students will be presented with anthropological perspectives on cities and will be expected to demonstrate familiarity with key concepts and methods as well as apply them through their own engagement with a city of their choice.

Course Objectives
In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

Course Prerequisites
None
### Required Text and Articles
Some readings in this course take the form of journal articles, which are available through the UCF Library website. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following text is required for the course:


### Basis for Final Grade
Your final grade will be based upon a syllabus quiz (1%), participation in classroom activities (9%) (participate in graduate level discussion, preparing assigned readings to assist in leading the classroom discussions and provide applications of the methods and theory to their own research and taking an assigned leadership role in group activities), four oral article critiques (6% each) (provide an advanced critique that incorporates examples from their research), a 3 page research proposal with at least a five source bibliography (10%), a final written paper 10 pages in length with at least a fifteen source bibliography (40%), and a final presentation (20%). The due dates for each are listed in the table below, other than the four article critiques which will be assigned as the course progresses. Failure to complete the assignment at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Acceptable excuses include: significant illness, medical emergency, death in the family, or required participation in a UCF event (e.g. if you are an athlete attending a sports event or if you have a field trip for another class). In rare cases, such as a medical emergency, you can ask for an excuse after the fact, but do so as soon as possible. In all cases, be prepared to show evidence of the need for the excuse and let me know as far ahead of time as you can so that you know if your excuse will be accepted and so that we can plan an alternate arrangement. These assignments are designed to get you thinking, writing, and presenting your ideas about cities and their place in the past, present, and future.

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<tr>
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<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>By Friday, Jan. 15&lt;sup&gt;th&lt;/sup&gt; at 3pm</td>
<td>1% and federal verification requirement</td>
</tr>
<tr>
<td>Participation in Classroom Activities</td>
<td>Usually in class each Wednesday</td>
<td>9%</td>
</tr>
<tr>
<td>Article Critique #1</td>
<td>During class on assigned week</td>
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<td>Article Critique #2</td>
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<td>Required Articles: Morgan 2014</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Key Questions</td>
<td>Required Articles</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>---------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 21</td>
<td>What is a City?</td>
<td>What is a city? Is there a definition of what a city is?</td>
<td>Smith and Lobo 2019 Mumford 1937 Wirth 1938</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 28</td>
<td>What does a City Do?</td>
<td>What is the purpose of a city? How do cities differ? How is GIS used to manage and plan the city?</td>
<td>Palen Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 4</td>
<td>Development of Cities of the Past</td>
<td>What is the Urban Revolution? Was it a revolution? How have cities developed over time? Are there differences between pre-industrial and industrial cities? How does technology influence the development of cities?</td>
<td>Palen Chapter 2</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 11</td>
<td>The Built Environment</td>
<td>How does architecture influence the development and use of a city? How were cities planned? How are cities renewed? How do people inhabit a place? How do people perceive the built environment? How does that influence their activities and choices? How do people move through the city? What about the homeless?</td>
<td>Palen Chapter 4 and 13</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 18</td>
<td>The City and its Hinterland</td>
<td>Does the city stand alone or is it part of a system of settlements? What is a city’s catchment? Why have cities developed where they did? What is urban-rural migration?</td>
<td>Palen Chapter 5 and 6</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 25</td>
<td>Social and Functional Differentiation in the City</td>
<td>How are activities located within cities? How are people segregated within cities? How do people use places? How does culture play a role in what people do within cities? What are the differences between the actions of individuals, households, and social networks?</td>
<td>Palen Chapter 7 and 8</td>
</tr>
</tbody>
</table>

**ASSIGNMENT DUE (3pm):**
Research Proposal (3 pages)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Key Questions</th>
<th>Required Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mar. 3</td>
<td>Power in the City</td>
<td>Palen Chapter 11 and 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Questions: How do different social groups interact within the city? How do those in power project their power through the city? Was this similar in the ancient world? How do people foment rebellion to that authority?</td>
<td>Required Articles: Kong 2008 Schortman and Ashmore 2012</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 10</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Questions: How are the people in a city fed and get water to drink? How does this vary from city to city and within cities? Has this changed from ancient cities? What is the relationship of the city to its environment?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Questions: How do a city and its people defend itself? Were city walls in ancient cities confining as well as protecting? What are the walls in our cities today?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mar. 31</td>
<td>War and Death</td>
<td>Required Articles: Coward 2004 Agier 2002 Carter 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Questions: How does a city deal with war? Do wars create “cities”? How are disease and death handled in a city?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Apr. 7</td>
<td>Death of a City and Renewal</td>
<td>Palen Chapter 17</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 14</td>
<td>STUDENT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ASSIGNMENT DUE (3pm): Final Project (10 pages)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Apr. 21</td>
<td>STUDENT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>FINAL</td>
<td>Apr. 28</td>
<td>STUDENT PRESENTATIONS: Note Change of Time (1:00 – 3:50pm)</td>
<td></td>
</tr>
</tbody>
</table>
Details of Written Assignments

Research Proposal Assignment (3 pages):
This assignment is a 3-page research proposal. In this proposal you should identify and explain the significance of: 1) which city you have selected for your final project and 2) which problem you have selected that you will propose solutions for based on research into this and other cities. The proposal should also include a bibliography of at least 5 sources which are cited in the proposal.

Final Project Assignment (10 pages):
This assignment is a 10-page research paper. In this paper you should: 1) briefly introduce which city you selected, 2) introduce a problem that is found within that city, 3) provide some background on why that problem occurs in that city, 4) explain the impact of that problem on that city, 5) research ways that other cities have addressed this problem and explain why a similar solution might or might not work in this city, and 6) propose a brief plan to address this problem in this city. This paper should also include a bibliography of at least 15 sources which are cited in the paper.

Bibliography

Agier, Michel

Auwor, Cynthia Brenda, Victor Ayo Orindi and Andrew Ochieng Adwera

Barthel, Stephan and Christian Isendahl

Bettencourt, Luis M.A. and José Lobo

Blanton, R. E.

Carter, Simon

Childe, V. Gordon
Coaffee, Jon and David Murakami Wood

Coward, Martin

Cowgill, George L.

Daepp, Madeleine I.G.

Eisinger, Peter

Fisher, Nick

Fletcher R, D. Penny, D. Evans, C. Pottier, M. Barbetti, M. Kummu, and T. Lustig

Giordano, Alberto and Tim Cole

Hebert, Steve

Kong, Lily

Low, Setha. M.

Low, Setha
2001 The Edge and the Center: Gated Communities and the Discourse of Urban Fear, American Anthropologist 103(1): 45-58.
Lynch, Kevin

Morgan, Jacob

Mumford, Lewis
1937  *What is a City?* *Architectural Record* (Nov): 59-62.

Renfrew, Colin

Schortman, E. and W. Ashmore

Smith, Michael E.

Smith, Michael E. and José Lobo
2019  Cities Through the Ages: One Thing or Many? *Frontiers in Digital Humanities* 6: Article 12

Wheatley, Paul

Wilkinson T. J.

Wilson, David

Wirth, Louis
Provide narrative rationale for split-level class:

The Anthropology of Cities course has been successfully taught at the 4000 level since 2016. However, with the creation of the new PhD program in the Department of Anthropology along with numerous graduate students undertaking research within past and present cities, there is a need to have this course taught at the 5000 level. Enrollment levels for the 4000 level course allow space for graduate students who wish to take the course. Creating a split-level course will allow them to do so for graduate credit. 4000 level students will also benefit from classroom interactions with graduate students actively researching cities, as has been the case in other split-level courses that I teach.

Differences between 4000 and 5000 Course Objectives and Assessment

<table>
<thead>
<tr>
<th>Course Element</th>
<th>4000 Course</th>
<th>5000 Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Classroom Activities</td>
<td>Participation in undergraduate level discussion and demonstrating identification of concepts</td>
<td>Participate in graduate level discussion. Preparing assigned readings to assist in leading the classroom discussions and provide applications of the methods and theory to their own research</td>
</tr>
<tr>
<td></td>
<td>Participating in group activities</td>
<td>Taking an assigned leadership role in group activities</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Demonstrate ability to develop a basic cohesive research topic</td>
<td>Demonstrate ability to develop an advanced research topic</td>
</tr>
<tr>
<td></td>
<td>Bibliography of 3 sources</td>
<td>Bibliography of 5 sources</td>
</tr>
<tr>
<td>Article Critiques</td>
<td>Provide a basic critique</td>
<td>Provide an advanced critique that incorporates examples from their research</td>
</tr>
<tr>
<td>Final Project</td>
<td>Demonstrate ability to apply method and theories discussed in class at a basic to intermediate level to their project</td>
<td>Demonstrate ability to apply method and theories discussed in class at an advanced level to their project</td>
</tr>
<tr>
<td></td>
<td>8 Pages Min. Bibliography of 10 sources</td>
<td>10 Pages Min. Bibliography of 15 sources</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>Clear communication of their researched project</td>
<td>Professional communication of their researched project</td>
</tr>
<tr>
<td></td>
<td>Ability to answer basic questions from the audience and instructor</td>
<td>Ability to answer advanced questions from the audience and instructor</td>
</tr>
</tbody>
</table>
The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type: Grad Course Split Level

College: College of Sciences

Unit / Department / College: Department of Chemistry

Full Title: CHM 5671 Bioinorganic Chemistry

Course Instructor: Jonathan Caranto

Department Chair Phone Number: 407-823-2135

Dept Chair Email: cherie.yestrebsky@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: CHM

Code: 5671
Course Title: Bioinorganic Chemistry

Course Description (25 word limit)*
Overview of the role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these structures.

Grading Scheme: ABCDF

Prerequisite(s): BCH 4053.

Corequisite(s): CHM 4610.

Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

Instruction Time: 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: 6

Total Engagement Hours: 9

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

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

Repeat for credit? Yes No

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

Term of Offering

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

Intended Utilization of Course

The course will be used primarily as Required Course Elective Course

Materials and Supply Fee

New Materials and Supply Fees? Yes No

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

Justification for Split-Level Course Addition

What is the rationale for the split-level class? Offering as a split-level course will aid in expanding the offerings for our majors for satisfying their elective requirements. Such a requirement was suggested during our external review. It will also ensure that we have enough numbers between undergraduate and graduate students to offer the course.
List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

**Common Undergraduate Elements**
- Interpret spectroscopic data and use the conclusions to infer the reactivity of metallocofactors

**Common Graduate Elements**
- Differentiate the purposes of different spectroscopic and experimental techniques used in bioinorganic chemistry.

**Unique graduate elements**
- Design an experimental plan to resolve a knowledge gap in bioinorganic chemistry
List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignment for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

<table>
<thead>
<tr>
<th>Undergraduate Assessment and % of grade</th>
<th>Graduate Assessment and % of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation (29.9 %): 15-minute presentation on any bioinorganic system and discussion of key data used for its study.</td>
<td>Online assignments (30 %): Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students’ grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. These will be due the night before the article is discussed in class.</td>
</tr>
</tbody>
</table>

| Unique Graduate Elements and % of grade | |
|----------------------------------------| Proposal presentation (29.9 %): Graduate students will identify a knowledge gap on any bioinorganic system and design an experimental plan that can resolve this knowledge gap. A two-page white paper describing your experimental plan will be required as well as a presentation given in class. |

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**

From graduate catalog:

**PHY 5933 - Selected topics in biophysics of macromolecules**

Physical concepts and techniques used in the spectroscopic study of dynamic structure and function of biological macromolecules such as proteins; Connections with other complex systems. May be repeated for credit. No duplication. See email from Physics.

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**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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus includes additional content that is specific to the 5000 level courses.
Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached* ✔️ I have attached a course syllabi for both 4000 and 5000 level.

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

---

### Administration Use Only

**Catalog Ownership:**

**Course Type**

**Status**

- Inactive-Hidden
- Active-Visible

---

### PeopleSoft

**Academic Organization**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
Course Syllabus

Instructor: Dr. Jonathan Caranto
Office: PSB 341
Phone: 407-823-2292
Email: Jonathan.caranto@ucf.edu

Term: Odd Fall

Office Hours: XXX
Class Hours: XXX
Class Location: BHC 0127
Course Modality: P

Prerequisites: BCH 4053

A. Course Description
Survey of the role of metals in biology with an emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

B. Course Materials and Resources
- Access to WebCourses to obtain research articles.
- Calculator
- Webcourses@UCF

C. Student Learning Outcomes
By the end of the course, students should be able to

- Critically evaluate research articles.
- Differentiate the practical purposes and limitations of spectroscopic and experimental techniques used in bioinorganic chemistry.
- Relate pKₐ, reduction potential, and chemical bonding to reactivity of metalloenzyme sites.
- Differentiate between the inner and outer coordination sphere of metallocofactors and assess how these features tune their reactivities.
D. Course Activities

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-home exams</td>
<td>40%</td>
<td>2 take-home exams (20% each): one as a mid-term and one as a final exam.</td>
</tr>
<tr>
<td>Online assignments</td>
<td>30%</td>
<td>Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students’ grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. These will be due the night before the article is discussed in class.</td>
</tr>
<tr>
<td>Presentation</td>
<td>29.9%</td>
<td>15-minute presentation on any bioinorganic system and discussion of key data used for its study.</td>
</tr>
</tbody>
</table>

**Academic activity** (0.1%)  
All instructors/faculty are required to document students’ academic activity at the beginning of each course. To document that you began this course, please complete the syllabus quiz on WebCourses by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

*Grading scale*: A: 90–100; B: 80–89.9; C: 70–79.9; D: 60–69.9; F: 0–59.9

- Online assignments may require uploading electronic documents. If we cannot open your file or read it in WebCourses, the assignment or portion of the assignment will be graded as a zero. Safe file formats include PDF, DOC, DOCX, JPG, TIF, GIF, or PNG (Note: Do not use HEIC!). It is the responsibility of the student to ensure that all files uploaded can be opened and are legible.

**Exam materials**
All exams are take-home. All materials are available to students. You are not allowed to discuss with each other.

**Make-up exams and assignments**
All exams can be downloaded on WebCourses a week before the deadline and are expected to be uploaded to WebCourses by the deadline. Since these are take-home exams, no makeup exams are available except in rare circumstances. There is no extra credit of any kind.

E. Topics to be covered

1. Early bioinorganic studies
2. The bioinorganic toolbox – overview of spectroscopies, kinetics, and other techniques.
3. Electron transfer – Cys c, Fe-S cluster proteins, and azurin
4. O₂ binding – myoglobin, hemoglobin, hemerythrin, and hemocyanin
5. O₂ activation – peroxidases and cyts P450
6. Radical chemistry – SAM dependent Fe-S cluster transformation
7. Metalloenzyme reactions with reactive oxygen and nitrogen species and on the nitrogen cycle – catalase, superoxide dismutase, NO reductases and metalloenzymes involved in nitrification, denitrification, ammonia fixation, and anammox pathways
8. Emerging topics in bioinorganic chemistry – natural product biosynthesis, metals in biology, metal-based therapeutics
9. Student presentations on topic of choice not discussed in class.

G. Policy Statements

**UCF Creed**
Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://www.academicintegrity.org/icai/assets/FVProject.pdf

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.

Commitment to an Inclusive Classroom
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 instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
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

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.

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
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).

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services [Ferrell Commons, 7F, Room 185, sas@ucf.edu, 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.

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

Unauthorized Use of Class Materials
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Disclaimer
The information in this syllabus, including assignment dates, may be changed at the instructor’s discretion. All schedule changes will be announced via WebCourses and an updated syllabus will be uploaded to WebCourses.
CHM 5671 Bioinorganic Chemistry  
*Department of Chemistry, College of Sciences*  
3 Credit Hours

---

**Course Syllabus**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Term:</th>
</tr>
</thead>
</table>
| Dr. Jonathan Caranto  
Office: PSB 341  
Phone: 407-823-2292  
Email: Jonathan.caranto@ucf.edu | Odd Fall |

<table>
<thead>
<tr>
<th>Office Hours:</th>
<th>Class Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
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</table>

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Course Modality:</th>
</tr>
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<tbody>
<tr>
<td>BCH 4053</td>
<td>P</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHC 0127</td>
</tr>
</tbody>
</table>

A. Course Description

Overview of the role of metals in biology. Emphasis on structure-function relationships of metalloenzymes, metalloenzyme mechanism, and spectroscopies and techniques commonly used for these studies.

B. Course Materials and Resources

- Access to WebCourses to obtain research articles.
- Calculator
- Webcourses@UCF

C. Student Learning Outcomes

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

- Critically evaluate research articles.
- Differentiate the practical purposes and limitations of spectroscopic and experimental techniques used in bioinorganic chemistry.
- Relate $pK_a$, reduction potential, and chemical bonding to reactivity of metalloenzyme sites.
- Differentiate between the inner and outer coordination sphere of metallocofactors and assess how these features tune their reactivities.
- Design an experimental plan to resolve a knowledge gap in bioinorganic chemistry
- Draw conclusions from spectroscopic data and interpret these conclusions in the context of metallocofactors reactivity.
D. Course Activities

Grading

Take-home exams (40 %)

2 take-home exams (20% each): one as a mid-term and one as a final exam.

Online assignments (30 %)

Research articles will be required reading for the course and are required preparation for class. Questions will be asked in online assignments that assess the students’ grasp of the relevance, hypothesis, experimental design, and conclusions of the required reading. Graduate students will also be asked to interpret data from the articles or from similar studies. Online assignments will be due the night before the article is discussed in class.

Proposal presentation (29.9 %)

Graduate students will identify a knowledge gap on any bioinorganic system and design an experimental plan that can resolve this knowledge gap. A two-page white paper describing your experimental plan will be required as well as a presentation given in class.

Academic activity (0.1%)

WebCourses by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Grading scale: A: 90–100; B: 80–89.9; C: 70–79.9; D: 60–69.9; F: 0–59.9

- Online assignments may require uploading electronic documents. If we cannot open your file or read it in WebCourses, the assignment or portion of the assignment will be graded as a zero. Safe file formats include PDF, DOC, DOCX, JPG, TIF, GIF, or PNG (Note: Do not use HEIC!). It is the responsibility of the student to ensure that all files uploaded can be opened and are legible.

Exam materials

All exams are take-home. All materials are available to students. You are not allowed to discuss with each other.

Make-up exams and assignments

All exams can be downloaded on WebCourses a week before the deadline and are expected to be uploaded to WebCourses by the deadline. Since these are take-home exams, no makeup exams are available except in rare circumstances. There is no extra credit of any kind.

E. Topics to be covered

1. Early bioinorganic studies
2. The bioinorganic toolbox – overview of spectroscopies, kinetics, and other techniques.
3. Electron transfer – Cys c, Fe-S cluster proteins, and azurin
4. \( \text{O}_2 \) binding – myoglobin, hemoglobin, hemerythrin, and hemocyanin
5. \( \text{O}_2 \) activation – peroxidases and cyts P450
6. Radical chemistry – SAM dependent Fe-S cluster transformation
7. Metalloenzyme reactions with reactive oxygen and nitrogen species and on the nitrogen cycle – catalase, superoxide dismutase, NO reductases and metalloenzymes involved in nitrification, denitrification, ammonia fixation, and anammox pathways.
8. Emerging topics in bioinorganic chemistry – natural product biosynthesis, metals in biology, metal-based therapeutics
9. Student presentations on topic of choice not discussed in class.

G. Policy Statements

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
**Academic Integrity**  
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.  
http://www.academicintegrity.org/icai/assets/FVProject.pdf

**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.

**Commitment to an Inclusive Classroom**  
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 instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu  
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

**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.

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

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services [Ferrell Commons, 7F, Room 185, sas@ucf.edu, 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.

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The creation of an audio or video recording of all or part of a class for personal use is allowed. 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.

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Disclaimer
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Bioinorganic chemistry CHM4932 and CHM5937

- Applying bioinorganic spectroscopies and experimental techniques to study the functions and mechanisms of metalloenzymes and metal-containing systems in biology.
  - Several metalloenzyme systems will be studied as outlined in the course calendar
  - Spectroscopies: UV-vis absorption, resonance Raman, electron paramagnetic resonance, Mössbauer, and X-ray spectroscopies.
  - Other techniques: steady- and transient-state kinetics, computational approaches, and studies of synthetic molecules.
- Other skills learned or improved in course
  - Reading the literature for hypothesis/purpose and interpretation of data figures
  - Literature review
  - Presentation skills
- Learning materials
  - Pre-recorded videos by instructor
  - Selected journal articles
- Grade will be based on
  - Take home exams
  - Online assignments
  - Presentations
- Similarities between undergraduate and graduate expectations
  - Same enzyme systems will be studied.
  - Same journal articles will be assigned.
  - Exams are take home.
- Differences between undergraduate and graduate expectations
  - Learning material
    - Graduates will be responsible for more literature and instructor videos that cover fundamental spectroscopic principles.
  - Presentation
    - Undergraduates: Purpose of assignment is to do a mini-literature review of any bioinorganic system
    - Graduates: Purpose of assignment is to propose how to resolve an unanswered question about any bioinorganic system
  - Exams
    - Undergraduates: Tested on how thermodynamic and kinetic considerations contribute to enzyme mechanism and function. They will be asked to understand when to use different techniques/spectroscopies are used to solve a problem.
    - Graduates: In addition to what undergraduates will be tested on, graduates will be responsible for interpreting experimental data and relating those data to the reactivity of the metal center.
Hi Jonathan,
Please send the information on your new course to me as the chair of the Physics undergraduate curriculum committee and to Aniket Bhattacharya as chair of the Physics graduate curriculum committee.
thanks
Josh

Joshua Colwell
Department of Physics
University of Central Florida
4111 Libra Drive
Physical Sciences Building 434
Orlando FL 32816-2385
407-823-2012
josh@ucf.edu
physics.cos.ucf.edu/colwell

Subscribe to “Walkabout the Galaxy”, the fun astronomy podcast:
http://www.walkaboutthegalaxy.com
Hi Jonathan:
Hope all is well and safe.
Sorry for the late response. I do not see any overlap of this course with existing physics courses.

Aniket
BTW. Michael Chini will be the Dept Rep for the COS Committee from fall 2020, in case you need to follow up.

Jonathan Caranto, Ph.D (his/him/he)
Assistant Professor
University of Central Florida
Chemistry Department
4111 Libra Drive, PSB 341
Orlando, FL 32816
Office: 407-823-2292
College of Sciences - Grad Course Continuation - CHM 6134 Advanced Instrumental Analysis

2021-2022 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

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

Proposal Type:* Grad Course Continuation

College:* College of Sciences

Unit / Department / College:* Department of Chemistry

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

Prefix:* CHM

Code:* 6134

Name:* Advanced Instrumental Analysis

Full Title:* CHM 6134 Advanced Instrumental Analysis

Course Description:* Advanced instrumental techniques related to luminescence spectroscopy and applications to chemical analysis.

Prerequisite(s):
Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>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>
<tr>
<td>1</td>
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</tr>
<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.

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

Justification for Course Continuation
What is the rationale for continuing this course?

Instrumental techniques of luminescence spectroscopy and its applications applies primarily to those students in the Chemistry PhD Materials Concentration, which at this time is the largest concentration in our program. We would like to continue the course to allow the possibility that the course will be offered in the near future.

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

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

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.
Check ✓ I have completed all relevant parts of the form.

Attached* ✓ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status  ☐ Active-Visible  ☐ Inactive-Hidden
Course Syllabus

Instructor: TBA
Office Location: TBA
Office Hours: TBA
Phone: TBA
Email: TBA
Term: TBA
Class Meeting Days: TBA
Class Meeting Time: TBA
Class Location: TBA
Course Modality: TBA

GTA(s): No GTAs
Email: Not applicable

Course Description

- This in-depth course will provide students with the knowledge and skills needed to conduct laboratory research, understand instrument design, and analyze instrumental results. Students will be expected to learn the theory behind a range of instrumental techniques, instrumentation hardware and data analysis techniques. The class will cover the theory of photoluminescence techniques and their applications to environmental analysis, bioanalytical chemistry, pharmaceutical analysis, and forensic science.

Enrollment Requirements

- Prerequisites: CHM 6710 (Note: Although this should be the minimum requirement, it would be better if students have cleared the four required courses).

Course Expectations

- Students will be required to develop critical reading skills, technical writing skills and present material to the instructor and the class. The class will be assessed by the completion of assignments and four exams.
- Students are expected to attend all lectures, which are essential for your success in this course. Rather than just delivering the textbook at you, lectures will include concepts that are not described in the textbook but that are extremely important to student’s professional development.
Topics

1) Introduction to molecular spectroscopy

1.1. Molecular spectra
1.2. Rotational spectra
1.3. Vibrational spectra
1.4. Electronic absorption spectra of diatomic molecules
1.5. Electronic absorption spectra of polyatomic molecules

2) Room-temperature photoluminescence spectroscopy

2.1 Instrumentation
2.2. Signal and noise expressions
2.3. Room-temperature fluorescence spectrometry
2.4. Room-temperature phosphorescence spectrometry
2.5. Chemiluminescence
2.6. Lifetime and polarization methods
2.7. Photoluminescence detectors coupled to high-performance liquid chromatography and capillary electrophoresis
2.8. Sensing approaches for real-time monitoring of chemical hazards

3) High-resolution photoluminescence spectroscopy

3.1. Crystalline matrices
3.2. Shpol’skii spectroscopy
3.3. Amorphous matrices
3.4. Fluorescence line narrowing spectroscopy
3.5. Hole-burning spectroscopy
3.6. Instrumentation for high-resolution multidimensional photoluminescence spectroscopy
3.7. Wavelength time matrices
3.8. Excitation-emission matrices
3.9. Time-resolved excitation emission matrices

4) Applications in environmental analysis, bioanalytical chemistry, pharmaceutical analysis, and forensic science

Assessment and Grading Procedures

• The final grade (course grade) will be calculated based on the total points distributed in tests and final exam.

• Total Points Distributed in Tests and Final Exam: 100 points.
  Assignment 1 = 5 points
  Test 1 = 15 points
  Assignment 2 = 5 points
  Test 2 = 20 points
  Assignment 3 = 5 points
  Test 3 = 20 points
  Final Exam = 30 points
• **Final Grade:**
  Your course grade will be determined as follows: 90 -100 points = A; 75-89.9 points = B; 65-74.9 points = C; 55-64.9 points = D; <55 points = F.

**Make-up Exams and Assignments**

Students can re-schedule tests for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students will be excused without penalty. Reasons for acceptable absences include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays. Make-up exams will be administrated at convenient times for both parties.

**Course Materials and Resources**


**Policy Statements**

• **Academic Integrity**

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

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

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

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

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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.

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

---

**Proposal Type:** Grad Course Continuation

**College:** College of Sciences

**Unit / Department / College:** Department of Sociology

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

**Prefix:** SYD

**Code:** 6417

**Name:** Contemporary Urban Sociology

**Full Title:** SYD 6417 Contemporary Urban Sociology

**Course Description:** Contemporary issues in urban sociology.

**Prerequisite(s):**

Graduate standing 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.

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</tr>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
<td>2</td>
</tr>
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<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>
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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.

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

Justification for Course Continuation
What is the rationale for continuing this course?*

Urban sociology issues are of great prominence to our students and to society. The course was off the books for years because an original faculty member no longer is at UCF. Another faculty member has enthusiastically asked to bring the course back.

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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

Course Syllabus Policy*

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Amy Donley</th>
<th>Term:</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location:</td>
<td>HPH 403C</td>
<td>Class Meeting Days:</td>
<td>xxx</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesday 12-3</td>
<td>Class Meeting Time:</td>
<td>xxx</td>
</tr>
<tr>
<td>Phone:</td>
<td>407-823-1357</td>
<td>Class Location:</td>
<td>xxx</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Amy.Donley@ucf.edu">Amy.Donley@ucf.edu</a></td>
<td>Course Modality:</td>
<td>P</td>
</tr>
</tbody>
</table>

Course Description

Official description: Contemporary issues in urban sociology.

This course is a graduate seminar examining issues relevant to urban sociology. In this course you will read many current and classic works within this topic, lead a classroom discussion on one of the weekly topics, and complete an original research project relevant to the course. The course is generally structured so that we will focus that we will spend two weeks on a general topic. However, there is considerable overlap between the topics.

Student Learning Outcomes

- Become well versed in current and classic literature examining urban sociology
- Understand urban sociological theories and be able to apply them.
- Effectively lead a class discussion on a selected topic and readings.
- Complete an original sociological research study examining a relevant topic.
- Present your research study to the class.

Enrollment Requirements

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

**Discussion leading.** As the leader of the class discussion you will guide our discussion through the materials and also situate them in the larger context it focuses on. This almost certainly necessitates additional research. It is the weekly discussion leaders’ responsibility to present a detailed summary and critique of the theory, methods, and substance of the studies. Questions to consider: How have the authors framed, conceptualized, and theorized their issues (theory)? How have they proceeded with their research (methods)? What have they found (substance)? What are the implications (social policy)? Have subsequent studies been done? If yes, do they generally support the original or is some rethinking called for? What does the work contribute to our understanding of poverty and homelessness?

The discussion leader will turn in their notes in addition to leading the discussion.

**Participation.** While the discussion leader will lead the discussion, everyone needs to read the materials and come prepared to discuss. Each week if you are not the discussion leader, you will be expected to turn in a 2-page critical review of the materials. In addition to the review, please prepare three questions that can be addressed during the discussion.

**Research Paper.** In addition to the assigned readings throughout the semester, the extra reading you do for your lecture/discussion, and the lecture/discussion itself, all of you are expected to conduct an applied a research project. Given the topic of the course, an applied project is ideal. Applied projects often look quite different from your typical, academic paper. I will go over in class what applied projects look like.

Everyone should submit a 1-page summary of their paper idea by the end of the second week of the course for review.

**Important Dates**

- Drop/Swap Deadline: xxx
- Add Deadline: xxx
- Withdrawal Deadline: xxx

**Assignment Submission**

Assignments are to be turned in on paper at the beginning of class or via the assignment portal in Webcourses prior to the start of class.

**Final Exam**

Your final paper and presentation will serve as the final exam in this course.

**Assessment and Grading Procedures**

**Grading Methods**

(1) Each of you will lead a class discussion. I will assess the quality of your lecture/discussion. To assist me in this, please submit the notes that form the basis for your lecture/discussion. This is worth 20% of your grade.
(2) Everyone is expected to do all of the readings and participate in weekly discussions. Your overall performance in these discussions (level of participation, knowledge of the topic, quality of your insights, etc.) as well as your 2-page reviews will be worth 40% of your grade.

(3) Finally, your research project will be worth 40% of your grade (30% will be for the paper, 10% for the presentation).

90% or more will give you an A, 80-89% a B and so forth. Less than 70% is unacceptable in a graduate level course and will be considered failing.

Attendance/Participation

While I do not take attendance, participation is a required part of this class and of course if you are not in class you cannot participate! Everyone will be allowed one absence no questions asked. If you have a legitimate reason to miss more than one class please provide documentation (medical papers, jury duty notice, etc) and see me to make arrangements on how to make up participation points. If you are going to miss class, please email your weekly discussion paper beforehand if possible. If you are ill, on a university sanctioned trip, etc and unable to send it please do so within one week of class.

Grade Dissemination

Your grades will be posted in Webcourses within two weeks of an assignment due date.

Course Materials:

There is one reader that you need to purchase for this course:


The other materials will be posted in Webcourses.

Course Schedule and Materials:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Course</td>
<td>Introduction to the course, review potential projects, assign topics, required financial aid quiz.</td>
</tr>
<tr>
<td>Page</td>
<td>Section</td>
<td>References</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Date</td>
<td>Events/Activities</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>No Class - Thanksgiving Wednesday</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Presentations - Final paper due</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Final exam period</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

Symbol of Neighborhood Life: Reshaping the Meaning of Community in Venice, California.” City & Community 6(4): 291-314 (24 pages)
Policy Statements

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

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

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

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

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

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

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

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

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

**In-Class Recording Policy**

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

**Course Accessibility Statement**

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

**Campus Safety Statement**

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

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

**Read before you begin**

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

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

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

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

Proposal Type: *Grad Course Continuation*

College: *College of Sciences*

Unit / Department / College: *Department of Sociology*

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

Prefix: *SYO*

Code: *6175*

Name: *Social Research in the Family*

Full Title: *SYO 6175 Social Research in the Family*

Course Description: *

To offer an overview of current research in the family. The family will be viewed from the institutional level, individual social system, and individual level.

Prerequisite(s):
Credit Hour Information

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour Design</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 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.

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

Justification for Course Continuation
What is the rationale for continuing this course?
Key course of our Health, Families, Communities thematic area of the department.

Course Syllabus Policy

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- Assessment and grading procedures
- Course Materials and Resources
- Core policy statements
  
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  - Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
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---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

Attachment List

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

---

**Check**

I have completed all relevant parts of the form.
I have attached an updated course syllabus.

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>College of Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Sociology: General</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>
SYO 6175- Social Research in the Family  
SECTION 0001, Tu 3:00-5:50PM  
Room: HPH 406I

Professor: Fernando I. Rivera, Ph.D.  
Office: 403C Howard Phillips Hall  
Phone msg. 823-3744  
Email: Fernando.Rivera@ucf.edu  
Fall 2014  
Office Hours:  
TR-2:00-4:00pm  
(or by appointment)

Course Description: To offer an overview of current research in the family. The family will be viewed from the institutional level, individual social system, and individual level

Course Objectives: This seminar is designed to explore and analyze current and past patterns of family social issues. At the end of the semester students will have a comprehensive knowledge of the most pressing social issues affecting today’s families.

Course Requirements and Grading: You can earn up to 300 points in this course. They are divided into:

Attendance/Participation in Discussion Sections (130 points)
This graduate seminar will consist of weekly discussions of the assigned readings (see class schedule below). Students should be prepared to lead the discussion and must be ready to discuss the material. This is vital for the success of this seminar. You must read and be ready to lead!!!! For each class period you participate you will receive 10 points. Students who failed to participate or are unprepared will receive a failing grade (zero points).

Book Reviews (80 points, 10 points each): You will have to write a summary for all the required books for the course. The review should capture the main ideas of the book and the paper should not be longer than 3 double typed pages. Do not copy any reviews from the web or copy verbatim any sections of the books without using quotations or the proper citation. Utilize Contemporary Sociology as your guide (available as an online journal at the UCF library website) alternatively you can use a review I did for this journal as reference:


Research paper: (60 points) during the final class session the class will discuss and present their research papers. Specific standards will be given at a later point in the semester. Overall, the paper should be suitable (or close to) to be submitted for review at a professional journal (e.g. Journal of Family Issues, etc…) or with enough substance to be presented at a regional or national conference (e.g. Southern Sociological Society Meetings, etc…). For the paper fellow students will act as reviewers and will give feedback to each other. Ultimately, I will be the one determining the worthiness of your paper. I would like to meet with everyone sometime during the first few weeks of the
semester to discuss what you would like to work on (we can meet in person, via email or via telephone). Here are some steps you need to follow:
1. Submit a 4-6 page research proposal (including background, research question/hypothesis, proposed data and methods) by **Sept 9, 2014**
2. Submit a summary of preliminary results by **Oct 7, 2014**
3. Submit a draft of full paper (15-20 pages plus tables) to your assigned reviewer by **Nov 4, 2014**
4. Submit reviews to author and to me by **Nov 18, 2014**
5. Present paper in class and submit final version on **Dec 9, 2014**

Read the following article for advice on how to write an empirical journal article:

Presentation (30 points): During the last day of class we will have a sort of mini-conference where students will present their research papers. You need to prepare a 12-15 minute presentation with 5 minutes for questions and answers. Please prepare as you would if presenting a paper at an academic conference.

All written papers need to be submitted to [turnitin.com](http://turnitin.com), a service employed by the university to determine any indications of plagiarism on a written submission. (No late submissions will be accepted. Failure to turn the paper on the due day and time will result in a zero grade. NO EXCEPTIONS). Students need to enroll with turnitin.com using the following information: Class ID: 8325087, Password: family.

**Important.** 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 August 27. Failure to do so will result in a delay in the disbursement of your financial aid. Log-in to webcourses and complete the syllabus quiz. Remember if you fail to complete the quiz on time (August 27) you might not get your financial aid.

**Grade System:** UCF uses an alphabetic system to identify student grades and other actions regarding student progress or class attendance. Beginning with the Fall 2001 semester, a plus/minus grading system became effective. Faculty may choose whether or not to use the plus/minus system but should state their chosen grade scale in their syllabus.

**Grading Scale:**
The following scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Standardized Scores</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>270-300</td>
<td>A</td>
</tr>
<tr>
<td>254-269</td>
<td>B+</td>
</tr>
<tr>
<td>239-253</td>
<td>B</td>
</tr>
<tr>
<td>224-238</td>
<td>C+</td>
</tr>
</tbody>
</table>
Note: There are no make-ups for lost quizzes, or exams, unless you have a valid written excuse from your physician or instructor and contact the instructor within 24 hours of missing the test. Make-ups must be taken no later than a week after missing the quiz or exam. If you miss more than two tests, you must withdraw from the course. Incompletes will be given under extraordinary circumstances provided that the student submits to the instructor the proper documentation to justify the incomplete. The instructor has the ultimate discretionary power.

Academic Integrity: Students should familiarize themselves with UCF’s Rules of Conduct at https://scai.sdes.ucf.edu/student-rules-of-conduct/. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

- 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.
- Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule https://goldenrule.sdes.ucf.edu. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a
zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

**Email Etiquette:** You are welcome to email the instructor in regards to class material and assignments. Please make sure to use proper grammar and language. Electronic correspondence that fails to meet this etiquette will be ignored, along with emails asking for extra credit. Emails will be answered within 24 hours during normal business hours (M-F 9am to 5pm).

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.

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

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

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

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

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

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

**Required Reading Materials:**

**Books**

3) The Outsourced Self: Intimate Life in Market Times Hardcover – by Arlie Russell Hochschild
Publisher: Metropolitan Books; 1 edition
ISBN-10: 080508889X

4) The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family by Kathleen Gerson
Paperback: 320 pages
Publisher: Oxford University Press, USA
ISBN-10: 0199783322

by Andrew J. Cherlin
Series: Vintage
Paperback: 288 pages
Publisher: Vintage; Vintage edition
ISBN-10: 0307386384

6) All Joy and No Fun: The Paradox of Modern Parenthood Hardcover
by Jennifer Senior
Hardcover: 320 pages
Publisher: Ecco
ISBN-10: 0062072226

7) Doing the Best I Can: Fatherhood in the Inner City Hardcover by Kathryn Edin and Timothy J. Nelson
Hardcover: 294 pages
Publisher: University of California Press
ISBN-10: 0520274067

8) Divided by Borders: Mexican Migrants and Their Children Paperback
by Joanna Dreby
Paperback: 336 pages
Publisher: University of California Press
ISBN-10: 0520260902

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topic/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 19</td>
<td>Overview/class expectations/general discussion</td>
</tr>
</tbody>
</table>

| Week 2 | What is a family? (Part I) |


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
<th>Reading: Counted Out: Same-Sex Relations and Americans' Definitions of Family by Brian Powell and Catherine Bolzendahl (Chapters 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>Week 3</td>
<td>What is a family? (Part II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Counted Out: Same-Sex Relations and Americans' Definitions of Family by Brian Powell and Catherine Bolzendahl (Chapters 5-8)</td>
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<tr>
<td>Sept 2</td>
<td>Week 4</td>
<td>Socialization (Part I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unequal Childhoods: Class, Race, and Family Life by Annette Lareau (Chapters 1-7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Proposal Due/Counted Out Book Review Due</td>
</tr>
<tr>
<td>Sept 9</td>
<td>Week 5</td>
<td>Socialization (Part II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unequal Childhoods: Class, Race, and Family Life by Annette Lareau (Chapters 8-15)</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Week 6</td>
<td>Making a Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Outsourced Self: Intimate Life in Market Times by Arlie Russell Hochschild (Complete Book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unequal Childhoods Book Review Due</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Week 7</td>
<td>Topic/Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender, Work, and Family (Part I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family by Kathleen Gerson (Chapters 1-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Outsource Self Book Review Due</td>
</tr>
<tr>
<td>Sept 30</td>
<td>Week 8</td>
<td>Gender, Work, and Family (Part II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family by Kathleen Gerson (Chapters 5-9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary of Preliminary Results Due</td>
</tr>
<tr>
<td>Oct 7</td>
<td>Week 9</td>
<td>Marriage (Part I)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Marriage-Go-Round: The State of Marriage and the Family in America Today by Andrew J. Cherlin (Chapters 1-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unfinished Revolution Book Review Due</td>
</tr>
<tr>
<td>Oct 14</td>
<td>Week 10</td>
<td>Marriage (Part II)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Marriage-Go-Round: The State of Marriage and the Family in America Today by Andrew J. Cherlin (Chapters 5-8)</td>
</tr>
<tr>
<td>Oct 21</td>
<td>Week 11</td>
<td>Parenthood</td>
</tr>
<tr>
<td>Oct 28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 12 | Nov 4       | Fatherhood
|         |            | Doing the Best I Can: Fatherhood in the Inner City Hardcover by Kathryn Edin and Timothy J. Nelson (Complete Book)
|         |            | **Marriage-Go-Round Book Review Due**

| Week 13 | Nov 11     | No Class. Veterans Day
|         |            | **All Joy Book Review Due**

| Week 14 | Nov 18     | Families and Migration (Part I)
|         |            | Divided by Borders: Mexican Migrants and Their Children Paperback by Joanna Dreby (Chapters 1-4)
|         |            | **Review of Papers Due**

| Week 15 | Nov 25     | Families and Migration (Part II)
|         |            | Divided by Borders: Mexican Migrants and Their Children Paperback by Joanna Dreby (Chapters 5-8)
|         |            | **Doing the Best Book Review Due**

| Week 16 | Dec 2      | No Class. Study Day.
|         |            | **Divided by Borders Book Review Due**

| Week 17 | Dec 9      | Research Paper Presentations/Final Paper Due
**Read before you begin**

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

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

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

<table>
<thead>
<tr>
<th>College:</th>
<th>College of Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:</td>
<td>Department of Sociology</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
</tr>
</tbody>
</table>

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

| Prefix: | SYO |
| Code: | 6205 |
| Course Title: | Religion and Society |
| Full Title: | SYO 6205 Religion and Society |
| Course Description: | Research in the sociology of religion. |
| Credit Hours: | 3 |
| Class Hours: | 3 |
| Lab and Field Work: | 0 |
Contact Hours: 3

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

Corequisite(s):

Graded S/U? Yes No

Split-Level Class: Yes No

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a: Required Course Elective Course

Justification for Course Deletion

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

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

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

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

If not, explain:
Only impacts Sociology graduate program courses.
### Attachment

<table>
<thead>
<tr>
<th>Supporting documents from impacted units of the deletion*</th>
<th>Yes ☑️ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Report attached:*</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Social Organization</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible ☑️ Inactive-Hidden</td>
</tr>
</tbody>
</table>

### PeopleSoft

<table>
<thead>
<tr>
<th>Academic Group</th>
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</thead>
<tbody>
<tr>
<td>Acad Org</td>
<td></td>
</tr>
<tr>
<td>Career</td>
<td></td>
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<tr>
<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
<tr>
<td>Lab Fee</td>
<td></td>
</tr>
<tr>
<td><strong>CRSE_ID</strong></td>
<td>044070</td>
</tr>
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</table>
# Impact Report for SYO 6205

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>SYO 6205 - Religion and Society</th>
</tr>
</thead>
</table>

---

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type:*  Activity Log
Rosti Vana
+ Grad Course Revision

College:*  College of Arts and Humanities

Unit / Department / College:*  Activity Log
Rosti Vana
+ Department of Modern Languages and Literatures

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.
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:
Explores introductory topics in Spanish psycholinguistics research, including bilingual language production, comprehension, acquisition, and development English bilingualism in the US in order to gain a deeper understanding of understand sociolinguistic and sociopolitical issues surrounding bilingualism in developing the Hispanic/Latinx experience.

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

Corequisite(s):

Does this proposal include revisions to prerequisites?*

No
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)
Total Engagement Hours: **39**

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

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trisha Farmer</td>
<td></td>
</tr>
<tr>
<td>+ No</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Split-Level Class:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosti Vana</td>
<td></td>
</tr>
<tr>
<td>+ No</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term of Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will the course be offered?</td>
</tr>
<tr>
<td>Trisha Farmer</td>
</tr>
<tr>
<td>+ Occasional</td>
</tr>
<tr>
<td>□ Odd Fall □ Even Fall □ Odd Spring □ Even Spring □ Odd Summer</td>
</tr>
<tr>
<td>□ Even Summer □ Every Semester □ Occasional</td>
</tr>
</tbody>
</table>

**Intended Utilization of Course**

| The course will be used primarily as: |
| Trisha Farmer     | Activity Log |
| + Required Course |              |
| □ Required Course □ Elective Course |
### Justification for Course Revision

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

*Former faculty member teaching* This course will explore issues surrounding Spanish-English bilingualism in the US, ranging from language ideologies and attitudes to language policies. As an applied linguistics course, sociolinguistic and sociopolitical topics will be explored to put into perspective the reality of being bilingual in the US. In addition, as UCF is no longer part a designated Hispanic-Serving Institution, this course facilitates student access to as well as presents essential knowledge and resources needed to navigate issues of advocacy and strategies of maintenance of Spanish within the program UCF/US American context while also centering on other marginalized and minoritized language communities and cultures. It will prepare students to contribute the knowledge acquired to an ever-changing and challenging world, especially now considering the current affairs within the US American context. **Content revised to fit the a new faculty hire's specialization.**

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>Spanish MA program, Linguistics Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>20</td>
</tr>
</tbody>
</table>

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

| Detail Discussion | n/a |
Course Syllabus Policy

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

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

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

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

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

---

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

Attachment List

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

Check

Trisha Farmer

Activity Log

+ I have completed all relevant parts of the form.

✔ I have completed all relevant parts of the form.
Attached

Trisha Farmer

+ I have attached a course syllabus and rationale.

I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Rosti Vana

Department of Modern Languages and Literatures

Course OID

Course Type

Rosti Vana

Spanish Language

Status

Rosti Vana

Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date
**Spanish 5705: Bilingualism in the United States**

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Rosti Vana, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:rosti.vana@ucf.edu">rosti.vana@ucf.edu</a></td>
</tr>
<tr>
<td>Class Schedule:</td>
<td></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>TCH 358-P</td>
</tr>
<tr>
<td><strong>Online Platform</strong></td>
<td>Canvas</td>
</tr>
</tbody>
</table>

**Materials**

Materials in the form of articles and book chapters will be posted to the Canvas page. The course schedule lists the articles that will be required for class.

In addition, I recommend the following books:


**Course Objectives**

This graduate course explores issues relating to Spanish and English bilingualism in the United States. Focus will be placed upon the role of language in the developing the Hispanic/Latinx experience in the US. The course will focus on an intersection of topics and concepts from linguistics, sociology, anthropology, psychology and
education and it is designed for students to gain a deeper understanding of the sociolinguistic and sociopolitical issues surrounding Spanish/English bilingualism in US society. Students will gain knowledge relating to language ideologies, linguistic pride and panic, language maintenance and loss, language policies, bilingual education, among others. At the end of the course, students are expected to use the knowledge gained to contribute positively to our ever-changing and challenging, diverse society.

Learning Outcomes:

At the end of the course, the students has:

- The capacity to critique and reflect about sociopolitical and sociolinguistic topics that Spanish speakers are confronted with in US society and use their knowledge to bring forth a positive impact on Spanish speaking communities.

Academic outcomes:

- Organize, critique, and synthesize the most important and valuable information from assigned readings;
- Postulate questions that promote critical thinking and critical discussion;
- Participar en conversaciones formales relacionadas con cuestiones investigativas sobre el bilingüismo en los EE.UU.;
- Organize, critique, and synthesize primary sources relating to bilingualism in the US;
- Carry out an empirical study relating to a topic of bilingualism in the US;
- Implement formal written and oral communication to present the final study in an academic setting.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical summaries (5):</td>
<td>25%</td>
</tr>
<tr>
<td>In-class presentation (1):</td>
<td>15%</td>
</tr>
<tr>
<td>In-class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final project</td>
<td>40%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Attendance and participation (10%)**

Attendance to class is mandatory as this a graduate course that meets once a week. Students will be allowed one absence for a justified reason during the semester. Your participation grade will be lowered by one letter grade for each additional class missed. In addition, students should arrive on time and stay until the end of class. If an emergency arises, please discuss your specific situation with your professor.
All students are expected to actively participate in class. The class will be predominantly discussion based; as such, the class cannot be successful without your active, insightful contributions. It is extremely important that you come to class prepared and that your participation is based on daily readings for the class. As part of your participation grade, you are also expected to come to my office hours and discuss your questions and concerns about the class or class topics. A detailed rubric can be found in Canvas.

**Critical reviews (25%)**

Each student should select two readings of interest to review based on the topics specified on the syllabus. Students will write a critical review of the articles he or she selects to exemplify strong and weak points. For each article, devote some writing to summarizing the article (purpose, methodology, findings, conclusions). Next, make connections between the two articles, providing a synthesize. After, write 3 questions that came about after reading the articles and writing your review. The total critique will be no more than 1 single-spaced page, approximately 500/650 words, with the questions written on the second page (disregard questions for word count). Any discourse that isn’t the questions on the second page will be marked down one percentage point. There will be 4 critical reviews throughout the semester, but students can turn in an additional one to improve any of the grades in this assignment. Please see the example posted on Canvas.

**Article presentation (15%)**

Students will present a critical summary of one required article and one or two recommended articles, assigned during the first day of class. In each brief presentation, the student will (1) summarize the articles’ research questions, methods, results and conclusions; (2) pinpoint weak and strong points, and (3) present questions that still remain. The student in charge of the presentation should formulate questions and guide the subsequent class discussion about the article. The student should also provide everyone in the class with an outline of the presentation and a bibliography in case other sources are cited. Although everybody is expected to read all the assigned articles, this rotation will allow each student to read very closely some of the articles during the semester. Since the best way to learn something is by teaching it, these presentations will give everybody the opportunity to think more profoundly about some of the readings. Students are allowed to use flashcards as reminders. Students should prepare the presentations to last around 30 minutes plus discussion.

**Final paper (40%)**

**A. Proposal and topic of interest (2%)**

The research team (pairs) will meet at least twice during weeks 2 and 4 to select a topic of common interest to study during this course.

**B. Proposal abstract (4%)**
During week 6, each team will be expected to turn in a one-page abstract, outlining their proposed study for a conference presentation. The abstract should include a brief explanation of your topic and your rationale for conducting the study. Please include a strongly stated thesis statement that you intend to prove or disprove with your research. A sample abstract will be distributed the week prior. Additionally, students should include at least 10 preliminary sources listed as an annotated bibliography (an annotated bibliography requires you to read the source you are citing and summarize its relevance to your topic in addition to including a full citation). If necessary, and IRB proposal should be submitted at this time.

C. Literature review (2%)

During week 9, students have to hand in a 5 to 7-page literature review for the proposed study.

D. Research design (2%)

During week 11, teams will hand the written version of the research design for the proposed study. It needs to contain research questions, research methods, data collection instruments, and a brief explanation of the statistical analysis to be used.

E. Presentation (10%)

During week 15 or 16, each team will be expected to make a conference presentation based on their final paper. The presentation should last 20 minutes, with an additional 5 minutes for discussion. It is hoped that insights offered by classmates will help to improve the final paper, while simultaneously allowing all of us to hear about each other’s research.

F. Final paper (30%)

The final version of the paper is due at the time of the final exam for this course.

Grade Scale

<table>
<thead>
<tr>
<th>Nota</th>
<th>Porcentaje</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% to 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% to 89.5%</td>
</tr>
<tr>
<td>C</td>
<td>70% to 79.5%</td>
</tr>
<tr>
<td>D</td>
<td>60% to 69.5%</td>
</tr>
<tr>
<td>E</td>
<td>0% to 59.5%</td>
</tr>
</tbody>
</table>
Financial Aid Recording

Students will have to record a video indicating, in Spanish, what their motivations and expectations are for taking this class, and upload to Canvas. Failure to do so may result in a delay in the disbursement of your financial aid.

WRITING RESOURCES

6. The Writing Center at ASU.

Policy statements / Important information:

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

•Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

•Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

•Commercial use of academic material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc

•Falsifying or misrepresenting the student’s own academic work.
• Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

• Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”.

**Quiz Audit Log:** For each quiz, test, or exam, you are expected to remain on the testing screen for the duration. You may not visit other sections of the course, other websites, or communication tools for assistance. I will be monitoring the Webcourses@UCF quiz audit log for compliance. Failure to only access the quiz, test, or exam during testing will result in an academic integrity violation.

**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](http://goldenrule.sdes.ucf.edu/zgrade).

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

In case of an emergency, dial 911 for assistance.

• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see [http://www.ehs.ucf.edu/workplacesafety.html](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 the video- You CAN Survive an Active Shooter

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

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(1755, 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.

COVID-19 and Illness Notification: Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness: If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.
Course Accessibility and Disability COVID-19 Supplemental Statement: Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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

Financial Aid Statement: As of Fall 2014, all faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete Assignment #1 in WebCourses by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

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

Notifications in Case of Changes to Course Modality: Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

ProctorHub: ProctorHub is a UCF test monitoring system that utilizes a webcam to monitor test-taking activity during online testing. Videos are only accessible to your instructor and are stored in a secure environment. It is your responsibility to ensure that you will have access to a computer with a webcam and know how to log into and use ProctorHub, prior to the time that the tests start. Currently, ProctorHub is not yet compatible with Apple iOS (iPhone, iPod Touch, iPad) or Android smartphones.

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

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

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes: To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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

Withdrawal from course: According to UCF’s academic calendar, the withdrawal deadline for
Tentative Calendar

**Important:** Topics, articles, and due dates are subject to change

**Semana 1**

- **Introduction**
- **Los hispanos en los Estados Unidos**
- **El bilingüismo y sus perspectivas de estudio**

**Lecturas**


- http://www.pewhispanic.org

**Semana 2**

- **Los hispanos en los Estados Unidos: Historia y tendencias**
- **El bilingüismo y el español en el suroeste**

**Lecturas obligatorias**


**Lecturas recomendadas**


Semana 3

-Las ideologías lingüísticas
  *Invitado especial: Dr. Sergio Loza

Lecturas obligatorias


Lecturas recomendadas


*Entregar el resumen crítico 2

**Moderación II

Semana 4

-El pánico y el orgullo lingüístico

Lecturas obligatorias


Lecturas recomendadas


*Entregar el resumen crítico 3

**Presentaciones del trabajo de investigación

***Entregar el primer paso del trabajo de investigación

Semana 5

El prejuicio lingüístico y la subordinación

Lecturas obligatorias:


Lecturas recomendadas:


*Entregar el resumen crítico 4

**Moderación III

**Semana 6

-Las actitudes lingüísticas

Lecturas obligatorias


Lecturas recomendadas


*Entregar el resumen crítico 5

**Moderación IV

***Entregar el segundo paso del trabajo de investigación

**Semana 7**

**-Las políticas lingüísticas**

**Lecturas obligatorias**


**Lecturas recomendadas**


*Entregar el resumen crítico 6

**Moderación V

Semana 8

-La planificación lingüística

Lecturas obligatorias


Lecturas recomendadas


*Entregar el resumen crítico 7

**Moderación VI

Semana 9
Linguistic Landscapes
How are languages visually represented in public spaces?
How does the presence of languages in public signs reflect issues of power
and subordination?

Lecturas obligatorias

Rodríguez, J. (2018). Spanish in linguistics landscapes of the US. In K. Potowski (Eds.).

Van Mensel, I; Vandenbrouke, M; & Blackwood, R. 2016. Linguistic Landscape. In Ofelia
Garcia, Nelson Flores, and Masssimilianao Spotti (Eds.) The Oxford Handbook of
Language and Society.

Rodriguez, Itxaso ; Lyons, Kate. 2017. Quantifying the Linguistic Landscape A study of

Lecturas recomendadas

Hult, F. M. 2014. Drive-thru linguistic landscaping: Constructing a linguistically
dominant place in a bilingual space. The International Journal of Bilingualism, 18, 5,
507-523.

Circumstantial Reverse Indexicality in a Tale of Two Tucsons. Arizona Working Papers

Troyer, R; Cáceda, C. Gimenez, P. 2015. Unseen Spanish in Small-Town America: The
Linguistic Landscape of a Minority Language In book: Conflict, Exclusion and Dissent in
the Linguistic Landscape. Publisher: Palgrave MacmillanEditors: Rani Rubdy, Selim
Ben Said.

Raymond, Chase Wesley. 2013. Language in Public: The Place and Status of Spanish in

*Entregar el resumen crítico 8

**Presentaciones del trabajo de investigación
**Moderación VII

Semana 10

-Mantenimiento de lengua
  * Invitada especial: Dr. Sara Beaudrie

Lecturas obligatorias


**Lecturas recomendadas**


**Opcional:**


*Entregar el resumen crítico 9
**Entregar el tercer paso del trabajo final

**Moderación VIII

**Semana 11**

- **Language shift**

Lecturas obligatorias


Lecturas recomendadas


**Entregar el resumen crítico 10**
**Moderación IX**

Semana 12

“La educación de los mexicano-americanos en los Estados Unidos” “Problemas y soluciones”

Lecturas obligatorias


Lecturas recomendadas


**Moderación X**

**Semana 13**

**El español en los medio de comunicación**

**Lecturas obligatorias**


**Lecturas recomendadas**


**Semana 14**

**Reuniones conmigo para discutir el trabajo y la presentación final**

**Semana 15**
Presentaciones del trabajo final

*Entregar el trabajo final
College of Arts and Humanities - Grad Course Revision - SPN 6940
Teaching Methods for the Spanish Classroom
2021-2022 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type:* Kerry Purmensky

Activity Log

Grad Course Revision

College:* College of Arts and Humanities

Unit / Department / College:* Kerry Purmensky

Activity Log

Department of Modern Languages and Literatures

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.
Course Title: Teaching Methods for the Spanish Classroom

30 Character Abbreviation: Teaching Methods Teach Method for the Teaching Methods for Spanish Classroom Class Teaching Methodologies

Full Title: SPN 6940 Teaching Methods for the Spanish Classroom

Course Instructor (Must be Approved Graduate Faculty/Scholars): Dr. Lisa Nalbone

Department Chair Phone Number: 4078230087

Dept Chair Email: geri.smith@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:
Practical training for all GTA’s educators and future educators who will be involved in teaching lower division teach Spanish classes, including strategies, methodologies, and design approaches that to promote a culturally diverse teaching and learning environment

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

Corequisite(s):

Does this proposal include revisions to prerequisites? No

Activity Log
Kerry Purmensky
No
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)
Total Engagement
Hours: 9

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

Repeat for credit?

<table>
<thead>
<tr>
<th>Kerry Purmensky</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
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</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:

<table>
<thead>
<tr>
<th>Kerry Purmensky</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>No</td>
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</table>

List undergraduate split-level course:

**Term of Offering**

When will the course be offered?

<table>
<thead>
<tr>
<th>Kerry Purmensky</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Occasional</td>
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</tbody>
</table>

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

**Intended Utilization of Course**

The course will be used primarily as:

<table>
<thead>
<tr>
<th>Kerry Purmensky</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Elective Course</td>
<td></td>
</tr>
</tbody>
</table>

- Required Course
- Elective Course
Justification for Course Revision

What is the rationale for revising this course?

This course is now part of the UCF Dual Language Graduate Certificate. It is required that students have a B or better grade in all courses to obtain the Certificate. Because the course is currently designated s/u, this causes problems when the Certificate is certified by CCIE. Changing the grading scheme to an A-F scheme will mean that students will have no problems obtaining the Certificate. The instructor also believes an A-F grading scheme is a better representation of the course assignments and work.

Course description was redesigned to include students from the certificate who may not be GTAs in our Spanish MA program.

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

Dual Language Graduate Certificate

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

What is the estimated annual enrollment?

25

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

Detail Discussion

This change was requested by CCIE, the college under which the course is now designated as a required course for the Dual Language Certificate. They support this change and Dr. Lisa Nalbone, who teaches this course, also supports the change. The email correspondence regarding this request and Dr. Nalbone’s permission for me to forward this request is attached.
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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

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**Activity Log**

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

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

Attached

Kerry Purmensky

I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Kerry Purmensky

Department of Modern Languages and Literatures

Course OID

Course Type

Kerry Purmensky

Spanish Language

Status

Kerry Purmensky

Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date
SPN6940: Teaching Methods for the Spanish Classroom

Department of Modern Languages and Literatures, College of Arts and Humanities

3 Credit Hours

Instructor Information

- Instructor: Lisa Nalbone
- Office Location: TCH 358
- Office Hours: By appointment (virtual hours)
- Phone: 407-823-2472
- Digital Contact: Webcourses@UCF messaging

Course Information

- Term: Summer A 2020
- Course Number & Section: SPN6940.AW60
- Course Name: Teaching Methods for the Spanish Classroom
- Credit Hours: 3
- Assignment Due Dates: Sundays, plus one reflection essay Tuesday, June 17; and the final exam on Friday, June 19
- Course Modality: W

Course Description

Practical training for instructors who will be involved in dual-language Spanish/English teaching.

Required Course Materials and Resources

- Required Materials:
- Electronic Articles/Resources provided within specific assignments

Student Learning Outcomes

This course focuses on practical and hands-on preparation of development of curricular materials to be used in the dual-language classroom, including K12 levels. The approach to be followed will be based on increasing cultural competence across the disciplines so that educators will be able to draw from a wide array of content-based knowledge. Students enrolled in the course will also collaborate in the course design by sharing their experiences to build a network of instructional materials to be used in the dual-language classroom. The primary language of the course is Spanish. This outcome will be accomplished as measured by an 85% or higher accuracy on average on exams and course activities.
In this course, students will:

- demonstrate an understanding of the various curriculum theories and models in Dual Language and cultural competence theories through readings, videos, and online discussions
- find, select, evaluate and create appropriate Dual Language materials and activities with a focus on developing cultural competence
- analyze Dual Language student needs and design a curriculum project based on those needs
- exhibit knowledge of cultural competency through discussions across various academic disciplines

Course Activities

- Reflections (6): You will write weekly reflections on course readings and offer your insight into how the reading relates to your current/future dual language pedagogy. Reflections will be guided by a variety of questions/prompts. Even though these are due on Sundays, I encourage you to turn these in earlier in the week.
- Discussions (4): Each discussion has two parts. The first part has a "courtesy" due on Sundays by 6pm (approximately 300 words, due May 17 & 24, June 7 & 14) and will consist of your contributions to different aspects dual language instruction practices, both current and future. The second part is due on Sundays by 11:59pm and will consist of your thoughtful/constructive responses/reactions to two of your classmates, 100 words for each response/reaction). Please see the rubric. The "courtesy" deadline is intended so that your group mates have time to write a thoughtful reply. It is difficult in a group discussion for multiple members to submit an original post at, for example, 11:30 pm when other group members may wish to be able to reply earlier in the day. It is up to each group to establish a successful timing of posting/responding, to give everyone sufficient time to complete the discussion thoughtfully and thoroughly.
- Projects (5): Each project will consist of a lesson plan that you will be able to use in your dual language classroom. You are on the honor system to create something new, something that you do not currently use. For Project 1 only, you may enhance and improve an existing lesson plan by submitting both the existing plan and also the revised plan that highlights the enhancements and improvements.
- Exams (2): Exam one will cover material from weeks 1-3 and will be administered on May 31. Exam 2 (final exam) will cover material from weeks 4-6 and will be administered on June 19. The format is short answer and essay.
- Extra Credit is not offered in this class.
- Because this is a W course, you should have regular access to the internet and plan on logging into the course at least three times each week.
- Each week you will read one chapter of the course text Dual Language Education by Sonia Soltero and one or two articles. You will also consult pedagogy-oriented websites.

Activity Submissions
All assignments will be submitted in Webcourses, according to the formatting indicated (text entry, .doc, .docx, .ppt). Formats that cannot be readily edited/marked, such as .rtf or .pdf are not accepted.

**Attendance/Participation**

Your active engagement in all assignments is required for your success in this course. Active engagement includes reading and internalizing the course text and electronic resources, synthesizing them, reflecting on them and discussing them with your group, as well as creating new materials. If you have questions about any aspect of the class, I ask that you implement the "2 first" practice of first looking within the Webcourse platform and then checking with a classmate to make sure your question hasn't already been answered. If after implementing the "2 first" practice you still have a question, please contact me.

- I recognize that emergency situations or situations beyond our control may arise and that you may not be able to complete an assignment. If this is the case, please contact me immediately and include your documentation. Note: If students miss two assignments without contacting me, my practice is to reach out to them. I hope this is not the case, but if it is, I will reach out to any student who misses more than two assignments who has not contacted me. One of the many resources at UCF is found here: [UCF Cares](https://creativesolutions.ucf.edu/).”
- 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.

**Make-up Exams and Assignments**

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

**Assessment and Grading Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>15%</td>
</tr>
<tr>
<td>Discussions</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 7%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62%</td>
</tr>
<tr>
<td>F</td>
<td>59%</td>
</tr>
</tbody>
</table>

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

**Course Schedule**
Course Schedule

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](https://www.ucf.edu/studentservices). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](https://www.ucf.edu/studentservices). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](https://www.ucf.edu/studentguidelines) for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with [UCF’s Rules of Conduct](https://www.ucf.edu/policies). 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 (Links to an external site.).

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)”.

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 RuleLinks to an external site, (look for the link to the 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/zgradeLinks to an external site.

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 ServicesLinks to an external site, (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

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.htmlLinks to an external site.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- For classes with an on-campus component: 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, click hereLinks to an external site.
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site, and logging in. Click on "Student Self Service" located on the left side of the screen in the 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 (Links to an external site.)

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.

Third-Party Accessibility and Privacy Statements

The link to these tools' accessibility and privacy statement can be found on their home pages.
Re: sabbatical

Lisa Nalbone <Lisa.Nalbone@ucf.edu>
Thu 8/27/2020 10:14 AM
To: Kerry Purmensky <Kerry.Purmensky@ucf.edu>
Hi Kerry,

Thanks for your message about this.

Yes, you have my permission and full support to change the course from P/F to the letter format.

I appreciate your efforts to make this change.

My best wishes for a wonderful semester,
Lisa

From: Kerry Purmensky <Kerry.Purmensky@ucf.edu>
Sent: Tuesday, August 25, 2020 11:07 AM
To: Lisa Nalbone <Lisa.Nalbone@ucf.edu>
Subject: sabbatical

Hello Lisa,

I hope you are doing well! I know you're on sabbatical so I do not want to bother you, but I have a quick question.

The DL Steps team has asked if you can convert the SPN course to a letter grade format instead of P/F. If you would allow me, I would be happy to submit this change for the course and take this to committee this fall to ensure it is complete by Summer 2021.

If you agree, you could just send me an email giving me permission and I would do so. If you do not feel comfortable, we can discuss it further in spring.

Take care and thank you so much,
Kerry

Kerry Purmensky, PhD
Associate Professor, TESOL
Coordinator, TESOL Program
Editor, Journal of English Learner Education (JELE)
Orlando campus - Trevor Colbourn Hall 365D
Program phone 407-823-0087

"UCF Stands for Opportunity"
Hello Trisha,

Thank you for this opportunity to clarify the SPN6940 grade scheme change proposal. This request came from the CCIE DL STEPS grant team, which is led by Joyce Nutta (PI) (CCIE). This request came during our weekly grant meetings, but I have also included an email forward here that confirms the request below.

Sincerely,
Kerry

Kerry Purmensky, PhD
Associate Professor, TESOL
Coordinator, TESOL Program
Editor, Journal of English Learner Education (JELE)
Orlando campus - Trevor Colbourn Hall 365D
Program phone 407-823-0087
"UCF Stands for Opportunity"

Hi Kerry,

Thank you for addressing this concern. Yes, I confirm that our grant team is requesting this change to SPN6940.

Thanks again,
Joyce

Joyce Nutta, PhD
(to pronounce, visit: https://namedrop.io/joycenuutta1)
Professor & Coordinator
World Languages/ESOL Education & TESOL PhD Track
College of Community Innovation and Education
University of Central Florida
Professional Mobile Phone: (407) 204-9224

To schedule a meeting with me, visit: https://calendly.com/joycenuutta/office-hours
On Nov 18, 2020, at 11:05 AM, Kerry Purmensky <Kerry.Purmensky@ucf.edu> wrote:

Hello Joyce,

I've requested the change in the Grading Scheme for SPN6940 as requested by the DL STEPS Grant team. As the team knows, with the current grade scheme of U/S there is a problem with finalizing their Dual Language Graduate Certificates since they must have a B or better in all their classes. In discussions with Dr. Nalbone, changing the scheme to a A-F works well for her other students and she supports this change.

Could you please respond to this email confirming the request from the CCIE DL STEPS grant team so that I may share it with the committees?

Thank you very much,
Kerry

Kerry Purmensky, PhD
Associate Professor, TESOL
Coordinator, TESOL Program
Editor, Journal of English Learner Education (JELE)
Orlando campus - Trevor Colbourn Hall 365D
Program phone 407-823-0087

"UCF Stands for Opportunity"
**Read before you begin**

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

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

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

Important: A pre-proposal must have been submitted and approved by the Council of Academic VPs before this proposal can proceed any further.

Select Program below.

<table>
<thead>
<tr>
<th>Program Type:</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shared Core</td>
</tr>
</tbody>
</table>

Proposal Type: Department of Civil, Environmental, and Construction Engineering

This form is to be used to ADD graduate degree programs. If there are tracks being added to the program, one Curriculog form must be submitted for the program and a separate Curriculog form(s) for the track(s).

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

| Name of program: | Smart Cities Graduate Certificate |

| College: | College of Engineering and Computer Science |

| Proposed Effective Term / Year: | Fall 2021 |

| Unit / Department / College: | Department of Civil, Environmental, and Construction Engineering |

| Unit(s) Housing Program: |
Delivery:*  
- Face to Face
- UCF Online
- Mixed Delivery

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

New Equipment Fee? Yes  No
If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Rationale:*  
In 2017, FUTURe CiTy initiative was launched by Civil, Environmental and Construction Engineering (CECE) in the College of Engineering and Computer Science (CECS). FUTURe CiTy initiative at UCF brings together a group of researchers and educators with a vision to synergistically explore the wide-ranging technological advances towards better serving urban residents. Towards this furthering this vision, we envision this graduate certificate in Smart Cities to provide engineers and urban planners with a background in Smart Cities. The certificate offers a 9 credit program with flexible course options listed below.

Is this a Doctoral program?* Yes  No

For the Informational Description Chart, please copy and paste the example and format below:

<table>
<thead>
<tr>
<th>College: Link to College website</th>
<th>Degree: PHD, MS, MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Websites: Link to program website</td>
<td></td>
</tr>
</tbody>
</table>

Informational Description Chart:*  
College: Engineering and Computer Science  Degree: Certificate
Department: Civil, Environmental, and Construction Engineering
Program Websites: http://www.cece.ucf.edu/
Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar program to use as a template instead of starting from scratch. Use the Import button at the top of the proposal.

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

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a 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.
Program Description

In 2017, FUTURE CITy initiative was launched by Civil, Environmental and Construction Engineering (CECE) in the College of Engineering and Computer Science (CECS). FUTURE CITy initiative at UCF brings together a group of researchers and educators with a vision to synergistically explore the wide-ranging technological advances towards better serving urban residents. Towards this furthering this vision, we envision this graduate certificate in Smart Cities to provide engineers and urban planners with a background in Smart Cities.

Curriculum

The certificate offers a 9 credit program with flexible course options listed below.

Total Credit Hours Required: 9 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses - 3 Credit Hours

Students will complete one Required Course:

CGN 5341 Interdisciplinary Introduction to Smart Cities’ Applications

Elective Courses - 6 Credit Hours

Students will complete their choice of two electives:

CCE 5220 Sustainable Infrastructure Systems
CEG 6610 Smart Underground Structures: Tunnels and Shafts
CES 6876 Smart Built Environment
Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended
- Résumé or Curriculum Vitae

Application Deadlines

<table>
<thead>
<tr>
<th>Smart Cities Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Aug 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
</tbody>
</table>
International Applicants

| *Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date. |

Contact Info

Graduate Program

Andrew Randall, PhD
Professor and Graduate Director
Andrew.Randall@ucf.edu
Telephone: 407-823-6429

Graduate Admissions

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

Online Application

Mailing Address

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

Institution Codes

GRE: 5233
GMAT: RZT-HT-58
Impact on Current Students

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

Yes ☐ No ☐

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

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

Yes ☐ No ☐

If yes, how will current students be impacted by the addition of this program?

N/A

Future Students

Indicate likely career or student outcomes upon completion:*

Continue their careers in Smart City fields of Civil Engineering

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.*

Existing Engineers in Civil Engineering and Urban Planning
<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>SCHs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please complete the following section on financial support:

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of assistantship students</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of fellowship students (specify fellowship)</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of tuition remissions</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of fellowship students (specify fellowship):

Source of Funds:

Number of tuition remissions:

Source of Funds:

Attachments

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

Faculty List*  Attached

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

Library Assessment of Resources*  Attached

Administration Use Only

Program Type  Certificate

Degree Type  Certificate

Status*  Active-Visible  Inactive-Hidden

Catalog Ownership:  Department of Civil, Environmental, and Construction Engineering
Memo

To: Dr. Andrew Randall, Associate Professor, Environmental Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Dr. Ali Gordon, Associate Dean, Graduate Affairs, CECS  
Ms. Ying Zhang, Interim Associate Director, Collection Services & Resource Management  
Mr. Frank Allen, Interim Director of Libraries

From: Buenaventura Basco, Engineering Librarian

Subject: Library Evaluation of the Smart Cities Graduate Certificate Proposal in the Department of Civil, Environmental, and Construction Engineering

Date: January 6, 2021

When reviewing library support for the proposed Smart Cities Graduate Certificate, I looked at the existing Smart Cities Track in the Civil Engineering MS program currently offered by the Department of Civil, Environmental, and Construction Engineering. I carefully reviewed the information submitted in Curriculog and compared it with the existing Smart Cities Track.

According to the proposal, no new courses are added to the proposed Certificate. And in December 2018, the library provided a full analysis (attached) for the Smart Cities Track in the Civil Engineering MS program, which should still support the proposal for this Certificate. **However, the requested funding for additional monographs identified in the Library analysis for the Track in 2018 were NOT supplied and may hinder the future collection support for the Track and the proposed Certificate. Please consider funding the new monographs.** If a new MS or PhD is added in the future, a full library analysis must be completed at that time. It is extremely important that the library can review all proposals, even when no new courses are planned.

The Library journals and database holdings appear to meet the current needs for the proposed certificate. **Also, the Library budget is facing severe cuts, existing subscriptions and resources are under review and consideration for cut.** Should a major database critical to this program is cancelled, the library will not be able to support the program, and therefore additional recurring funds will be requested at that point.
Memo

To: Dr. Georgios Apostolakis, Assistant Professor, Structural Engineering, CECE
Dr. Mohamed Abdel-Aty, Department Chair, Civil, Environmental, and Construction Engineering
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science
Mr. Barry Baker, Director of Libraries
Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Management
Ms. Ying Zhang, Dept. Head, Acquisitions & Collections
Dr. Liz Klonoff, Dean, College of Graduate Studies
Dr. John Weishampel, Senior Associate Dean, College of Graduate Studies

From: Buenaventura (Ven) Basco, Associate Librarian, Research and Information Services

Subject: Library Assessment for the Proposed MS Civil Engineering - Smart Cities Track in the Department of Civil, Environmental, and Construction Engineering.

Date: October 12, 2018

In consultation with the faculty for the proposed MS Civil Engineering - Smart Cities Track, the following institutions were selected for comparison:

- Columbia University - Smart Cities
- University of Michigan
- New York University
- Rice University
- University of Florida

Summary and Projected Costs for New Library Resources:

Each of these institutions offers similar program to the proposed MS Civil Engineering - Smart Cities Track. In comparing the library collections with the selected aspiring programs, UCF Libraries has sufficient resources to start the proposed Master's program track, except for one database, SAE Mobilus and recently published and forthcoming books and e-books.

The proposed track is concentrating on a new and evolving research area, and therefore will require resources to keep current with new print or electronic books that are not covered by the existing library budget. As such, it is recommended that $3,000 be allocated for the next five years (for a total of $15,000). And funding needs to be continued after the initial five years to support this program.

Summary of funds requested for the next several years:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monograph</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
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<tr>
<td>Database</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Journal</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
</tbody>
</table>
Should the program expand in scope or decide to offer a Ph.D. degree in the future, essential resources including the above-mentioned database, as well as journals may become critical, and therefore additional funds will be requested at that point. And existing resources may be canceled if the Libraries faces severe budget shortfall.

Databases

<table>
<thead>
<tr>
<th>Database Name</th>
<th>UCF</th>
<th>UF</th>
<th>Columbia</th>
<th>Michigan</th>
<th>NYU</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASCE Civil Engineering Database</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>IEEE Xplore</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Compendex (EI Village)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Web of Science</td>
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<td>X</td>
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<td>Science Direct</td>
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<tr>
<td>Inspec</td>
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<td>NO</td>
<td>NO</td>
<td>SAE Digital Library. Technical Papers</td>
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</table>

Databases: The UCF Libraries compares favorably well with the chosen institutions. **We have the databases needed to support MS Civil Engineering - Smart Cities Track.**

**Key Journals**

<table>
<thead>
<tr>
<th>Key Journals in Civil Engineering - Smart Cities</th>
<th>UCF</th>
<th>UF</th>
<th>Columbia</th>
<th>Michigan</th>
<th>NYU</th>
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<td>Resources, Conservation and Recycling</td>
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<td>Environmental Science &amp; Technology</td>
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<td>NO</td>
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<td>ITS Journal</td>
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<td>X</td>
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<td>Transportation Research, Part C</td>
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<tr>
<td>IEEE Transactions on Intelligent Transportation Systems</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>IEEE Transactions on Vehicular Technology</td>
<td>X</td>
<td>X</td>
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<td>Computer-Aided Civil and Infrastructure Engineering</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Building and Environment</td>
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<td>X</td>
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<tr>
<td>Journals: By comparing the title by title list, UCF Libraries journal list compares favorably with the chosen institutions.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Books – Combined Print and E-Books (by the Subject headings, keywords provided or LC ranges)</td>
<td></td>
<td></td>
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<table>
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<th>Columbia</th>
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<th>NYU</th>
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<tr>
<td>ARCHITECTURE -- Urban &amp; Land Use Planning</td>
<td>45</td>
<td>26</td>
<td>101</td>
<td>65</td>
<td>69</td>
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<tr>
<td>ARCHITECTURE -- Sustainability &amp; Green Design</td>
<td>11</td>
<td>13</td>
<td>22</td>
<td>20</td>
<td>17</td>
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<tr>
<td>City planning -- Technological innovations</td>
<td>16</td>
<td>16</td>
<td>85</td>
<td>32</td>
<td>31</td>
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<td>Communications Engineering, Networks</td>
<td>1746</td>
<td>163</td>
<td>1246</td>
<td>1279</td>
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<td>Sustainable development</td>
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<td>10820</td>
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<td>Energy Economics</td>
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<td>206</td>
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<td>Energy Efficiency</td>
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<td>3771</td>
<td>3694</td>
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<td>1894</td>
<td>162</td>
<td>868</td>
<td>823</td>
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<td>Information technology -- Economic aspects</td>
<td>225</td>
<td>213</td>
<td>803</td>
<td>275</td>
<td>461</td>
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<td>Technological innovations -- Economic aspects</td>
<td>32</td>
<td>428</td>
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<td>564</td>
<td>1681</td>
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<td>1393</td>
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<td>Landscape/Regional and Urban Planning</td>
<td>569</td>
<td>56</td>
<td>365</td>
<td>411</td>
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<td>8740</td>
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<td>5871</td>
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<td>Computers and civilization</td>
<td>1755</td>
<td>321</td>
<td>1009</td>
<td>807</td>
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<td>User Interfaces and Human Computer Interaction</td>
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<td>1204</td>
<td>1182</td>
<td>1402</td>
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<td>45</td>
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<td>Intelligent transportation systems</td>
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<td>569</td>
<td>232</td>
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<td>Human behavior -- Mathematical models</td>
<td>22</td>
<td>27</td>
<td>46</td>
<td>34</td>
<td>22</td>
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<td>Environmental Monitoring/Analysis</td>
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<td>Subject Heading</td>
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<td>Columbia</td>
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<td>NYU</td>
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<td>Spatial analysis (Statistics)</td>
<td>202</td>
<td>254</td>
<td>380</td>
<td>296</td>
<td>186</td>
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<td>Smart structures</td>
<td>237</td>
<td>130</td>
<td>287</td>
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<td><strong>20176</strong></td>
<td><strong>33647</strong></td>
<td><strong>32260</strong></td>
<td><strong>23682</strong></td>
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</table>

**Books:** Due to the interdisciplinary recent nature of the proposed program, the analysis of the book collection has used broad subject terms related to the program. In these broad subject areas, UCF Libraries compares favorably with UF and NYU, but lagging behind Columbia and Michigan when compared. But overall, collection specifically on “smart cities” is still small. As new publications become available, more funds need to be dedicated to the purchase of books and ebooks for this proposed program. Below are examples of new ebooks we need to support the proposed program.

<table>
<thead>
<tr>
<th>Author (s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Copyright Year</th>
<th>ISBN/EAN</th>
<th>List Price</th>
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<tbody>
<tr>
<td>Cirani, Simone, 1982-author.</td>
<td>Internet of things: architectures, protocols and standards</td>
<td>Wiley</td>
<td>2019</td>
<td>1119359686</td>
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<tr>
<td>Willis, Katharine S.</td>
<td>Digital and smart cities</td>
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<td>2018</td>
<td>1315712458</td>
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<td>Rochet, Claude, author.</td>
<td>Smart cities: reality or fiction</td>
<td>ISTE</td>
<td>2018</td>
<td>1119507324</td>
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<td></td>
<td>Housing Dynamics in Korea - Building Inclusive and Smart Cities</td>
<td>OECD</td>
<td>2018</td>
<td>9264298886</td>
<td>$38</td>
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<tr>
<td>Pelton, Joseph N., author.</td>
<td>Smart cities of today and tomorrow: better technology, infrastructure and security</td>
<td>Copernicus Books</td>
<td>2018</td>
<td>3319958224</td>
<td>$60</td>
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<tr>
<td>Information Resources Management Association</td>
<td>Smart Cities and Smart Spaces: Concepts, Methodologies, Tools, and Applications</td>
<td>IGI Engineering Science Reference</td>
<td>2018</td>
<td>1522570314</td>
<td>$2,450</td>
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<tr>
<td></td>
<td>E-Participation in Smart Cities: Technologies and Models of Governance for Citizen Engagement</td>
<td>Springer</td>
<td>2018</td>
<td>3319894749</td>
<td>$258</td>
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<td>Title</td>
<td>Author/Editor</td>
<td>Publisher</td>
<td>Year</td>
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<td>Human Dynamics Research in Smart and Connected Communities</td>
<td></td>
<td>Springer</td>
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<td>Cities As Spatial and Social Networks</td>
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<td>and Applications : The Intelligent Cyber Shield for Smart Cities</td>
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<tr>
<td>and Technologies for Zero Liquid Discharge and Future Smart Cities</td>
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<td>Collaborative Technologies and Data Science in Smart City Applications</td>
<td>Douay, Nicolas</td>
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<td>Urban planning in the digital age : from smart city to open</td>
<td>Dey, Nilanjan; Tamane, Sharvari</td>
<td>K.G. Saur</td>
<td>2018</td>
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<td>government?</td>
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<td>Mainka, Agnes, author.</td>
<td>CRC Press</td>
<td>2018</td>
<td>0429013647</td>
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<td>Smart Grid Analytics for Sustainability and Urbanization</td>
<td>Gontar, Zbigniew H.</td>
<td>IGI Engineering</td>
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<td>Smart transitions in city regionalism : territory, politics and</td>
<td>Herrschel, Tassilo, 1958- author.</td>
<td>Routledge</td>
<td>2018</td>
<td>1315696770</td>
<td>$154</td>
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<tr>
<td>the quest for competitiveness and sustainability</td>
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<td>Unsustainable Transport and Transition in China</td>
<td>Loo, Becky P.Y.</td>
<td>Routledge</td>
<td>2018</td>
<td>1317389697</td>
<td>$154</td>
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<td>EWork and eBusiness in architecture, engineering and construction</td>
<td>Karlshoj, Jan</td>
<td>CRC Press</td>
<td>2018</td>
<td>0429013647</td>
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<td>: proceedings of the 12th European Conference on Product and Process</td>
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<td>Modelling (ECPMM 2018), Copenhagen, Denmark, 12-14 September 2018</td>
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</table>
APPENDIX B

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

______________________________    ________________________________
Signature of Equal Opportunity Officer       Date

______________________________    ________________________________
Signature of Library Director             Date

October 17, 2018

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
Faculty Affiliated with Graduate Certificate in Smart Cities

Dr. Mohamed Abdel-Aty
Dr. Naveen Eluru
Dr. Necati Catbas
Dr. Samiul Hasan
Dr. Shaurya Aggarwal
Dr. Mohamed Zaki
Dr. Woo Hyoung Lee
Dr. Hae-Bum Yun
Dr. Haofei Yu
Dr. Omer Tatari
Dr. Al-Deek

Library Resources for Graduate Certificate in Smart Cities

No additional resources are required as all courses are existing.
# 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.

---

<table>
<thead>
<tr>
<th>Proposal Type: *</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhishan Guo</td>
<td>Grad Course Revision</td>
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<table>
<thead>
<tr>
<th>College: *</th>
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<td>College of Engineering and Computer Science</td>
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<table>
<thead>
<tr>
<th>Unit / Department / College: *</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Zhishan Guo</td>
<td>Department of Electrical and Computer Engineering</td>
</tr>
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</table>

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

30 Character Abbreviation: * Introduction to Neural Networks

Full Title: * EEL 6812 Introduction to Neural Networks

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

Department Chair Phone Number: * (407) 823-5976

Dept Chair Email: * qu@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.


Prerequisite(s):

EEL5825 EEL 5825 or EEL 4798 or EEL4750 or C. I.

Corequisite(s):

N/A

Does this proposal include revisions to prerequisites? * Yes

Activity Log

Zhishan Guo

Yes No
**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 Designations</th>
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<td></td>
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</tr>
</tbody>
</table>

(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)
**Total Engagement Hours:** 9

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

<table>
<thead>
<tr>
<th>Repeat for credit?</th>
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<tbody>
<tr>
<td>Zhishan Guo</td>
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</tr>
<tr>
<td>+ No</td>
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</tr>
<tr>
<td>Yes No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, indicate the degree program name and the total times the course may repeated.</th>
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</thead>
</table>

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

<table>
<thead>
<tr>
<th>Split-Level Class:</th>
<th>Activity Log</th>
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<tbody>
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<tr>
<td>+ No</td>
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<td>Yes No</td>
<td></td>
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</table>

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

**Term of Offering**

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

<table>
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<tr>
<th>The course will be used primarily as:</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Zhishan Guo</td>
<td></td>
</tr>
<tr>
<td>+ Elective Course</td>
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<tr>
<td>Required Course</td>
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<td>Elective Course</td>
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### Justification for Course Revision

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What is the rationale for revising this course?</td>
<td>The course has not been offered for many years and content needs an update. Such redesign of the course will also lead to a very minimum requirement of prior knowledge of statistics/probability, such that pre-req can be relaxed (adding 'or EEL 4798 or EEL4750').</td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td>CpE, EE</td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>Most CpE and EE students</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>20</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

This is an existing course and we are only making minor modifications to its topics and pre-req.
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

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

---

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

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

Zhishan Guo

I have completed all relevant parts of the form.
Course Instructor: Zhishan Guo

Department Chair:
Phone Number: (407) 823-5976
Dept Chair Email: qu@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:

Prerequisite(s):
EEL 5825 or EEL 4798 or EEL4750 or C.I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*
- [ ] Yes
- [ ] No

Grading Scheme: ABCDF

Credit Hour Information
Current course description:
Course Syllabus

EEL6812: Introduction to Neural Networks

ECE, College of CECS

Credit Hours: 3

Instructor Information

- Instructor: Zhishan Guo
- Office Location: HEC443
- Office Hours: TBD
- Phone: 407-823-0124
- Digital Contact: zsguo@ucf.edu (mailto:zsguo@ucf.edu)

Teaching Assistants

- GTA(s): TBD
- Email: TBD

Course Information

- Term: Spring 2022
- Course Number & Section: EEL6812
- Course Name: Introduction to Neural Networks
- Credit Hours: 3
- Class Meeting Time: T/Th 9:00-10:15
- Class Location: Building and room TBD
- Course Modality: V

Enrollment Requirements

Course Prerequisites (if applicable): EEL5825 or EEL 4798 or EEL4750 or C.I. You are expected to be familiar with Python.

Course Co-requisites (if applicable): N/A

Other Enrollment Requirements (if applicable): N/A

Course Description

Course Purpose

Understand the fundamental concepts and basic techniques of various neural networks including Perception Network, BP Network, Convolutional NN, Recurrent NN.

Be able to apply neural networks for classification, signal processing, time series analysis, global search, and semi-supervised learning.

Course Materials and Resources

Required Materials/Resources

- Textbook: Neural Networks and Deep Learning, by Charu C. Aggarwal
- Slides, online videos, papers

Optional Materials/Resources

- N/A

Student Learning Outcomes

- Understand the fundamental concepts and basic techniques of various neural networks including Perception Network, BP Network, Convolutional NN, Recurrent NN.

- Be able to apply neural networks for classification, signal processing, time series analysis, global search, and semi-supervised learning.

- Be able to leverage neural networks in research projects.

Course Activities

- Assignments
- Literature review and presentation
- Semester-Long Project and Class Participation

Activity Submissions

Assignments are submitted and graded via Webcourses.

Attendance/Participation

This class will be far more enjoyable for everyone if all students come to class ready and willing to discuss the material to be covered. I plan to reward students who actively evolve in discussions (in class or on Webcourses) by increasing their final grades by up to 10%. I also reserve the right to give negative
class participation grades to those who do not observe appropriate etiquette in class, which may result in up to 10% downgrade of your final scores.

**Class Etiquette:** You are expected to maintain proper etiquette in class, which includes:
- Not making a habit of arriving late, or leaving in the midst of class;
- Not talking (include whispering), sleeping, reading newspapers, etc. in class;
- Do ONLY current-lecture-related actions (if) with your electronic devices.

**Assessment and Grading Procedures**

**Grading:** Homework/Lab (~8) 40%; Class Presentation and Participation 20% (Bonus up to +/-10%); Project 40%

Grade Scale: >89% A, 79%~89% B, 69%~79% C, 59%~69% D/F, <59% F

**Special Needs:** If you are entitled to extra accommodation for any reason (such as a disability), we make every reasonable attempt to accommodate you. However, it is your responsibility to discuss this with the instructor during the first week of the course. You will need to request that the Disability Support Services staff send a letter to the instructor verifying your disability and specifying the accommodation you will need before the instructor can arrange your accommodation.

**Homework Assignments:** HWs are typically due 23:59 on the due date given. An assignment is on time only if it is received on or before the due. No late homework is accepted, yet <24-hour delay with a good reason might be accepted with a 20% penalty. Some of the HW assignments may be time-consuming. You are encouraged to discuss the problem sets and study together in group (though you need to state clearly who you discussed with in your hand in work), but when it comes to formulating/writing solutions, you must work alone independently. Homework should be (hand) printed neatly. Poorly written homework sets may not be graded. When writing algorithms, be sure not only that your solution is correct, but also that it is easy for the grader to understand why your solution is correct. Your grade will be given not only based on correctness, but also on the clarity, simplicity, and elegance of your solution. The student should ensure that uploads to Webcourses are successful. After uploading a document, the student should download it back and open it to ensure that the server has received the file.

**Grades:** The student should discuss grades with the instructor or TA within three days from when the grades are posted so that the staff does not get a load of requests at the end of the semester.

**Student Honor Code & Academic Integrity:** Every student enrolled in this course are expected to be familiar with the Student Honor Code. Incidences of Academic Dishonesty will typically result in zero grades for the respective course components, notification of the student's advisor, the student's department chair, and the Office of Academic Support, and further academic sanctions may be imposed in accordance with the regulations. Note that those who allow others to copy their work are just as guilty of plagiarism and are treated in the same manner.
Title IX: University of Central Florida is committed to the safety and well-being of all members of its community. US Federal Law Title IX states that no member of the university community shall, on the basis of sex, be excluded from participation in, or be denied benefits of, or be subjected to discrimination under any education program or activity. To learn more about Title IX resources and reporting options (confidential and non-confidential) available to UCF students, staff, and faculty, please visit http://osrr.sdes.ucf.edu/titleix.

Topics Covered: (* = optional = may or may not be covered)

(Week 1 - 2) Intro to Neuron, Perception (SVM*)
(Week 3) BP Network
(Week 4 - 6) CNN
(Week 7 - 9) RNN (Hopfield, LSTM)
(Week 10 - 12) Evolutionary Computation (Boltzman Machine, Simulated Annealing, Genetic Alg)
(Week 13 - 15) RL (MDP, Q-Learning), Project Presentation*

Disclaimer: The instructor reserves the right to make changes to the syllabus, including but not limited to due dates and topics to be covered. Important changes will be announced as early as possible.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services (https://www.ucf.edu/services/). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services (https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the [UCF Online Student Guidelines](https://www.ucf.edu/online/resources/guidelines/) for more information about your access to non-academic services.

**Policy Statements**

**COVID-19**

To protect members of our community, [everyone is required to wear a facial covering](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](https://goldenrule.sdes.ucf.edu/) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html).

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact [sas@ucf.edu](mailto:sas@ucf.edu) to discuss specific accommodations for this or other courses.
Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct (https://scai.sdes.ucf.edu/student-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 (https://academicintegrity.org/).

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule. (https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf) UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade).

Course Accessibility Statement

https://webcourses.ucf.edu/courses/1336228/assignments/sylabus
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 (http://sas.sdes.ucf.edu) (Ferrell Commons 185, sas@ucf.edu (mailto:sas@ucf.edu)), phone (407) 823-2371. Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

**Campus Safety Statement**

Fully online course sections (W, V)

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

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

Sections with face-to-face components (M, RA, RV)

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (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 the AED Locations Page (https://ehs.ucf.edu/automated-external-defibrillator-aed-locations).
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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](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.

### 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.

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**Course Summary:**

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

[https://webcourses.ucf.edu/courses/1336228/assignments/syllabus](https://webcourses.ucf.edu/courses/1336228/assignments/syllabus)
<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 30, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1336228/assignments/6310093" alt="HW1" /> first week activity due by 5pm</td>
<td></td>
</tr>
<tr>
<td>Sat Dec 7, 2019</td>
<td><img src="https://webcourses.ucf.edu/courses/1336228/assignments/6310092" alt="Final Report" />         due by 11:59pm</td>
<td></td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

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

<table>
<thead>
<tr>
<th>Proposal Type: *</th>
<th>Grad Course Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College: *</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>Unit / Department / College: *</td>
<td>Department of Computer Science</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix: *</th>
<th>CAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: *</td>
<td>5100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: *</th>
<th>Human-Computer Interface Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title: *</td>
<td>CAP 5100 Human-Computer Interface Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description: *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on dynamics of human-computer interaction. Provides a comprehensive overview of HCI design as a software discipline. Features a user-centered approach to Web-based application design.</td>
</tr>
</tbody>
</table>
Prerequisite(s):
COP 4331C, graduate standing and/or approval of the Director of the Software Engineering Certificate Program.

Corequisite(s):

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

Credit Hour Design Options

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

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

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

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

What is the rationale for continuing this course?*

Dr. Wisniewski or other faculty in the HCI area, such as Dr. Cruz-Niera might teach this course in the future.

Course Syllabus Policy

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Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

Attachment List

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

Check  I have completed all relevant parts of the form.
Attached* I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership: Department of Computer Science

Course OID

Course Type: Computer Applications for Computer Scientists

Status  Active-Visible  Inactive-Hidden
CAP 5100: Human-Computer Interface Design

Course Syllabus

Professor: Dr. Pamela Wisniewski (Pronounced “WIZ-NES-KEY”)
Office: Pamela.Wisniewski on Skype (virtual due to COVID-19)
Email: pamwis@ucf.edu
Phone: 407-823-3189 (email is preferred)
Office Hours: TBD

Course Description

CAP 5100 (3 credits) Human-Computer Interface Design:
Focuses on dynamics of human-computer interaction. Provides a comprehensive overview of HCI design as a software discipline. Features a user-centered approach to Web-based application design. This course will include perceptual/psychological, computer science, graphic design, and information systems elements. Students will learn foundational concepts and the history of Human-Computer Interaction (HCI) from the early design of command languages, graphical user interfaces, to more recent technologies, such as mobile applications (apps), direct manipulation, and virtual reality. A major focus of the course is the process of interface design, methods of design, and ways to evaluate and improve a design. You will gain practical skills through completing a group project that takes students through the various stages of an effective design process.

Topics may include: Requirements analysis, prototyping, and evaluation of user interfaces to make them compatible with human capabilities and expectations; analysis of existing technologies with respect to user usability and interfacing capabilities. Special emphasis will be placed the current topics of mobile apps, social computing, and usable privacy and security. Specifically, student design teams will experience the full design cycle (requirements analysis, prototyping, and evaluation) of designing a mobile app. The mobile apps will be required to have both a social component to address the growing popularity of social media, and privacy component, to address the growing concern regarding personal data sharing.

Prerequisites: COP 4331C, graduate standing and/or approval or instructor consent

Course Details:
Class Number: XXXXX; Course ID: XXXXXX; Days & Times: XXXXX
Instruction Mode: XXXX Room: XXXX

Required Textbook:

Webcourses@UCF:
Webcourses@UCF will be used to publish relevant course materials, including announcements, lecture slides, assignments, and grades. It will also be used as the portal for communicating with the instructor and engaging in discussion with other students in the course. Class assignments will be submitted
primarily through Webcourses, but some assignments may be handed in during class. In the instructions for each assignment, the instructor will make it clear how the assignment should be submitted.

Grading

This course is designed to be a rigorous graduate-level course. To set expectations, most students in this course will receive a B or B+ as their final course grade. Only the top 10% of students will typically receive an A. Only the bottom 10% of students typically receive a B- or below. However, grades are not relative to your peers, nor will they be curved.

Final Grades:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

Final Examination:
There will be no final examination for this course. Completed web-based interfaces will serve as the final deliverable for the course and will be presented during the final exam schedule. See course schedule below for deadlines.

Assignment Weights:

<table>
<thead>
<tr>
<th>Category (# of Assignments)</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Participation (All Classes)</td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Presentation (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Class Project Presentations (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Reviews (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Class Project (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Class Attendance Policy:
Classes will be held synchronously via Zoom, meaning that you are expected to attend class at the designated class time. Class attendance will be factored into your in-class participation grade. To provide extra flexibility for COVID-19, your three lowest participation grades (e.g., absences or non-participation) will be dropped with no questions asked. If your absences exceed three, you
will only be able to make-up in-class work for excused absences with proper documentation and/or prior approval from your instructor. Legitimate reasons for excused absences may include attending official university sponsored activities, illnesses with a doctor’s note, and serious personal situations, such as a death in your family.

Course Expectations for Assigned Readings:
Textbook chapters and assigned readings shown on the class schedule should be read prior to attending class to facilitate an engaging class discussion. You will be called on in class to participate in class discussions, but voluntary participation is by far preferred.

Assignment Descriptions:
- In-class Participation: Students are expected to engage in class discussions. Chapter quizzes and/or writing exercises will be assigned during class to ensure that students have read the assigned materials prior to class.
- Chapter Presentation: Teaching others is a form of active learning and one of the best ways to learn course materials. Each student will sign-up to present one chapter from the textbook.
- Class Project Presentations: Class projects will be an interactive prototype based on user requirements. Students (or student groups) will have three opportunities to present their class projects, each time improving their ideas based on feedback from the instructor and their peers.
- Peer-Reviews: Students will peer-review their classmates class projects to provide in-depth feedback for how to improve the presentation and the interactive interface.
- Final Class Project: The final deliverable for the course will be a completed interactive prototype that will be evaluated by target end users of the system and the instructor.

Working in Groups:
Students will be permitted to work in groups of two or three on their class projects. However, choosing to do this will be at their own risk. Grades will not be adjusted for unequal group work because this is simply not done in the real-world. Instead, any student who chooses to work in a group must manage interpersonal relationships and can choose to work independently if the collaboration proves to be unbeneficial. Groups having problems should come to me for help early on – before it negatively affects your grade.

Course Schedule:
The schedule below is tentative and WILL CHANGE. An updated course schedule will be posted on Webcourses as a separate document. Students will be responsible for checking the course schedule weekly for the latest assignments and deadlines.

Disclaimer of Changes:
The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by announcement on Webcourses@UCF.

COVID-19 Policies and Announcements
Due to the COVID-19 global pandemic, this course will only meet virtually. I know this is not an ideal situation, but let’s work together to make the best of it. As the semester progresses,
please keep the following COVID-19 considerations. More information on UCF’s COVID-19 policies can be found here: https://www.ucf.edu/coronavirus/

**Synchronous Remote Instruction**
Due to the COVID-19 pandemic, this course will use Zoom for synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom.

Things to Know About Zoom:

- You may choose to use Zoom on your mobile device (phone or tablet), but using a laptop is recommended.
- You must sign-in to my Zoom session using your UCF NID and password.
- The Zoom sessions will be recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at https://cdl.ucf.edu/support/webcourses if you have any technical issues accessing Zoom.

**COVID-19 and Illness Notification**
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**Late Assignments/Make-Up Policy:**
Assignments must be submitted when due to receive full credit. Student will have the opportunity to submit their deliverables up to one week after the assignment is due for a maximum of 75% credit. Only due to an acceptably documented emergency will make up work be accepted at full credit. 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. Students must notify their instructor in advance if they intend to miss class for a religious observance. 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. For more information, see the UCF policy.

Academic Integrity:
Any occurrence of academic dishonesty (including, but not limited to, intellectual property infringement, cheating, copying, plagiarism, etc.) with respect to any assignment will result in a grade of zero (F) for that assignment (and potentially the entire course), followed by the documented procedures for dealing with such behavior as described in the UCF Golden Rule: A Handbook for Students. Be aware that I have failed students for academic dishonesty in the past. Students should familiarize themselves with UCF’s Rules of Conduct found here: http://osc.sdes.ucf.edu/process/roc

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.
Other Student Resources:
The UCF Syllabus Policy is the reason why this syllabus is so amazingly long and, likely, repetitive with other syllabi from your other courses. The end goal is to show you that your instructors care about your academic success (which I do) and want to do everything in their power (within reason) for you to succeed. However, we also cannot read your mind. Please let me know if there is something I can personally do to make this course more meaningful for you or to help you overcome challenges you are facing that I might not otherwise know about. I hope you all have a wonderful and productive semester!

You can find a list of other UCF resources for students here: http://sarc.sdcs.ucf.edu/
College of Engineering and Computer Science - Grad Course Continuation - CAP 6315 Social Media and Network Analysis

2021-2022 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

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

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

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

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

Proposal Type: *Grad Course Continuation*

College: *College of Engineering and Computer Science*

Unit / Department / College: *Department of Computer Science*

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

Prefix: *CAP*

Code: *6315*

Name: Social Media and Network Analysis

Full Title: CAP 6315 Social Media and Network Analysis

Course Description: Techniques developed by the computer science research community for analyzing social networks and social media datasets.

Prerequisite(s):
Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

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

Justification for Course Continuation
What is the rationale for continuing this course?*

There is a lot of research momentum in this area, and we've recently hired new faculty who work in this research area. This course also serves as a technical elective for the MSDA (MS Data Analytics) program.

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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the **required updated syllabus** by navigating to the Proposal Toolbox and clicking ✉️ in the top right corner.
I have completed all relevant parts of the form.

Attached* ![Tick] I have attached an updated course syllabus.

### Administration Use Only

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Department of Electrical and Computer Engineering</th>
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</thead>
<tbody>
<tr>
<td>Course OID</td>
<td></td>
</tr>
<tr>
<td>Course Type</td>
<td>Computer Applications for Computer Scientists</td>
</tr>
<tr>
<td>Status</td>
<td>Active-Visible ![Circle] Inactive-Hidden ![Circle]</td>
</tr>
</tbody>
</table>
Course Syllabus

**Course Number**: CAP 6315  
**Course Title**: Social Network and Media Analysis  
**Credit Hours**: 3.0  
**Instructor**: Dr. Gita Sukthankar  
**Office**: HEC-232  
**E-mail**: gitars@eecs.ucf.edu  
**Telephone Number**: 407-823-4305

**Course Description**:
The course will cover techniques developed by the computer science research community for analyzing social networks and social media datasets.

**Student Learning Outcomes**
1) Implementation of computational approaches for social network analysis
2) Implementation of data processing and machine learning techniques for extracting information from social media datasets such as Twitter
3) Familiarity with current research in the area of social media analysis and commercial applications for these technologies.

**Prerequisites**:  
CAP 5316: Network Science

**Required Text**: None; an assortment of papers to be made available on the course website

**References**: Community Detection and Mining in Social Media (Tang and Liu) and Twitter Data Analytics (Kumar, Morstatter, and Liu)

**Grading Scheme**:  
The grade in the course will be based on a final exam (30%) and two projects (midterm project: social network analysis 30%; final project: analyzing large datasets 40%).
- 90 - 100 semester points: A(+/−)
- 80 – 89.9 semester points: B(+/−)
- 70 – 79.9 semester points: C(+/−)
- 60 – 69.9 semester points: D(+/−)
- 60 semester points: F(+/−)

**Schedule**

1. **Network Fundamentals: Nodes, Ties, and, Influence**
2. Network Models and Synthetic Network Generation
3. Community Detection
4. Community Detection in Evolving Networks
5. Processing and Visualizing Twitter Data
6. Natural Language Processing Techniques for Microtext Analysis
7. Meme Tracking
8. Midterm Project Presentations
9. Influence Maximization
10. Link Prediction
11. Collective Classification
12. Applications: Advertising
13. Applications: Game Analytics
14. Final Project Presentations

**Policy**

1. Students are expected to adhere to UCF’s standards of academic integrity. All references and code must be cited appropriately. Students must receive permission before including material developed for other courses.

2. All material will be made available on webcourses (my.ucf.edu). Attendance is highly encouraged but not required. However, the student is responsible for anything that is announced in class, whether she/he is there to hear it or not.

3. The student is responsible for accessing his/her email on a regular basis. Anything announced through email is as if it was announced during class.

4. Late assignments will be accepted at a 20% grade reduction per day of lateness unless the student receives an extension from the instructor. Extensions of one week will be granted for the literature review and machine learning implementation upon request (preferably before the due date of the assignment). However, no assignment submittal will be accepted after the due date of the final project.

5. No grades of Incomplete will be given except for very extreme medical reasons. Please do not fall behind in your assignments.

6. All instructors/faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, you will be asked to complete the Opinions on the Singularity assignment.

7. +/- grades will be awarded in the course.

8. There will be no exam makeups unless they are requested more than 24 hours in advance of the exam.
9. There will be no extra credit awarded.

**Core UCF Policy Statements**

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

[http://academicintegrity.org/](http://academicintegrity.org/)

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

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators and have been adopted by UCF's Department of Writing & Rhetoric.

**Plagiarism**

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

**Misuse of Sources**

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

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


Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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 me 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).

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.

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• If you have a special need related to emergency situations, please speak with me during office hours.

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 me to discuss your circumstances.
**Read before you begin**

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

Proposal Type: Grad Course Continuation

College: College of Engineering and Computer Science

Unit / Department / College: Department of Computer Science

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

Prefix: CDA

Name: High Performance Computing and Programming

Full Title: CDA 5121 High Performance Computing and Programming

Course Description: Basic hardware and software knowledge and essential programming skills for high-performance computing (HPC) including GPU computing and big data computing.

Prerequisite(s):
Credit Hour Information

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

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

Justification for Course Continuation
What is the rationale for continuing this course?

Programming for high-performance computing plays a critical role in almost every field of science and engineering. There is a high demand from science and engineering majors to train graduate students to use the cutting-edge HPC techniques and programming skills to enhance their own research and future careers. The course will also instruct students on how to use UCF Advanced Research Computing Center’s resources (such as Stokes) and public cloud computing (such as Amazon EC2).

Course Syllabus Policy

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  - Statement regarding accommodations for active duty military students

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

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

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the...
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**Administration Use Only**

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

<table>
<thead>
<tr>
<th><strong>Course Type</strong></th>
<th>Computer Engineering</th>
</tr>
</thead>
</table>

| **Status** | ☑ Active-Visible ☐ Inactive-Hidden |
High-Performance Computing and Programming (CDA 5121)

Textbook  
(Recommended) *An Introduction to Parallel Programming*, by Peter Pacheco. Morgan Kaufmann, 2011. ISBN-10: 0123742609  

Lecture  
TBA

Instructor  
Dr. Liqiang Wang  
Office: HEC 437E  
Office Hours: TBA  
E-Mail: lwang@cs.ucf.edu

Prerequisites  
Students are expected to have basic knowledge of algorithms and data structures (such as COP 3502 and COP 3503), and be proficient in at least one programming language, either C, C++, Java, or Python (such as COP 3223 and COP 3330). Students should be familiar with the Unix environment.

Course Goal and Topics

Today, high-performance computing plays a critical role in almost every field of science and engineering, including many areas in computer science itself. This course will introduce the basic hardware and software knowledge and essential programming skills for high-performance computing (HPC) including MPI, GPU computing, and big data platforms. The main topics of the course include parallelization strategies, parallel programming using MPI, CUDA, Tensorflow, and MapReduce, performance evaluation and tuning, as well as typical implementations in machine learning and big data analytics. The course will also teach how to use UCF Advanced Research Computing Center’s resources (such as Stokes) and public cloud computing (such as Amazon EC2). Partial homework assignments and projects will be based on Stokes and/or EC2.

This course is targeted on graduate students in Computer Science, Engineering, Statistics, Bioinformatics, and other scientific majors, especially for those that need large-scale scientific computations.

Assignments  
Programming assignments will be posted on Webcourses@UCF and announced in class. Assignments should be finished individually if without specific team-work requirement. All source code and readme files should be zipped into a single file and submitted on Webcourses@UCF. Late submission will have a penalty of 20% of the score each day.
Projects

A course project will be posted on Webcourses@UCF and announced in class in the middle of the semester. The project will encourage students to design a high performance computing application on computer clusters or cloud. Projects will be conducted in teams, and each team consists of 1-3 students. I will give a pool of candidate projects. Each team can choose one from the pool, or propose your own and get approved before starting.

Presentation

Each student will be given one or more opportunities to present a research paper from top conferences or journals. I will give a pool of papers from which students can choose to present.

Exceptions

In general, I will not accept make-up tests. I may make exceptions before the assignment due date or test date only in well-documented extreme circumstances.

Attendance

Class attendance and active participation are required, and accounts for 10% in your final score.

Grading

Grades will be based on the percentage listed below and a curve at the end of the semester. A plus or minus grade will be used.

- Assignments: 35%
- Project: 15%
- Presentation: 5%
- Comprehensive Exam: 35%
- Attendance: 10%

Revision

I may revise any aspect of this syllabus at any time.

Tentative Course Schedule

Week 1: Introduction to Hardware and Software Architectures for HPC
Week 2: Cluster, Grid and Cloud Computing, High-Speed Network
Week 3: Vectorization and Optimization for Serial Code (Homework-1)
Week 4-6: MPI Programming (Homework-2)
Week 7-8: GPU Computing using CUDA (Homework-4) (Project Assignment)
Week 9-10: Distributed Machine Learning and Tensorflow (Homework-5)
Week 11-12: Big Data Computing (Hadoop and Spark) (Homework-6)
Week 13: Parallelization Strategies
Week 14: Load balancing and Performance Tuning
Week 15: Project Presentation
Week 16: Final Exam

Core UCF Policy Statements

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.

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators and have been adopted by UCF’s Department of Writing & Rhetoric.

**Plagiarism**

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

**Misuse of Sources**

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

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

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

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

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 me 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).

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)
- 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.

**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 me to discuss your circumstances.
**Read before you begin**

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy – Kinesiology

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

Full Title:* APK 5907 Independent Study

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

Department Chair Phone Number:* 407-823-0211

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

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

Prefix: APK  
Number: 5907

Course Title: Independent Study

30 Character Abbreviation: Independent Study

Course Type:  
Graduate Course  Medicine (MD) Course

Course Description (25 word limit)  
Independent Study

Grading Scheme:  
ABCDFSUS

Prerequisite(s):  
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

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<th>1</th>
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</tr>
</thead>
<tbody>
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<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>
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<td>Total Course Engagement</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:** 0 - 99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

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

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*  
- Yes  
- No

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

99

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*  
- Yes  
- No

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

Justification for Course Addition

What is the rationale for adding this course?*  

The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Excercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
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<table>
<thead>
<tr>
<th>What is the estimated annual enrollment?*</th>
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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
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- Student learning outcomes
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  Academic integrity statement including definition(s) of and consequences for academic misconduct
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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)

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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.
I have attached a course syllabus and rationale.

Attached

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
**Read before you begin**

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

<table>
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<th>Grad Course Addition</th>
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<td>College:*</td>
<td>College of Health Professions and Sciences</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
</tbody>
</table>

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>APK 5917 Directed Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>TBA</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>4078230211</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td><a href="mailto:jeffrey.stout@ucf.edu">jeffrey.stout@ucf.edu</a></td>
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<tr>
<td><strong>Course Title:</strong>*</td>
<td>Directed Research</td>
<td></td>
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If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

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

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

Support from involved units that no duplication exists

Duplication support materials attached

### Administration Use Only

**Catalog Ownership:**

<table>
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<th>Course Type</th>
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<tbody>
<tr>
<td>Status</td>
</tr>
</tbody>
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Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic Organization**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
**Read before you begin**

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---

**Proposal Type:** Grad Course Addition

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy – Kinesiology

**Full Title:** APK 5957 Study Abroad

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

**Department Chair Phone Number:** 14078230211

**Dept Chair Email:** jeffrey.stout@ucf.edu
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<tr>
<td>APK</td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Study Abroad</th>
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<tr>
<th>30 Character Abbreviation:</th>
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**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 - 99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

**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.
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.

99

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*  
Yes  
No

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

Justification for Course Addition

What is the rationale for adding this course?*  
The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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

Kinesiology MS

What will be the source of students?*  
Kinesiology MS

What is the estimated annual enrollment?*

TBA

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
Course Syllabus Policy

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

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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.
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

### Lab Fee

### CRSE_ID
College of Health Professions and Sciences - Grad Course Addition - APK 6908 Independent Study

2021-2022 Graduate Course New

**General Catalog Information**

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy– Kinesiology

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

**Full Title:** APK 6908 Independent Study

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

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

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

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

Prefix:* APK

Number:* 6908

Course Title:* Independent Study

30 Character Abbreviation:* Independent Study

Course Type:* Graduate Course Medicine (MD) Course

Course Description (25 word limit)* Independent Study

Grading Scheme:* ABCDFSUS

Prerequisite(s):

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.

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---

**Credit Hours:** 0-99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

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

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

**Repeat for credit?**

- Yes
- No

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

**Term of Offering**

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

**Intended Utilization of Course**

The course will be used primarily as:

- Required Course
- Elective Course

**Materials and Supply Fee**

New Materials and Supply Fees?

- Yes
- No

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

**Justification for Course Addition**

The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

- Kinesiology MS

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

What will be the source of students?

- Kinesiology MS

What is the estimated annual enrollment?

- NA

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

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---

**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.

- I have completed all relevant parts of the form.
- I have attached a course syllabus and rationale.
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
General Catalog Information

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy – Kinesiology

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

Full Title:* APK 6918 Directed Research

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

Department Chair Phone Number:* 14078230211

Dept Chair Email:* jeffrey.stout@ucf.edu
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Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

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<th>Number: 6918</th>
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<td><strong>Course Title:</strong></td>
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<td><strong>30 Character Abbreviation:</strong></td>
<td>Directed Research</td>
<td></td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course, Medicine (MD) Course</td>
<td></td>
</tr>
<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>Directed Research</td>
<td></td>
</tr>
<tr>
<td><strong>Grading Scheme:</strong></td>
<td>ABCDFSUS</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>C.I.</td>
<td></td>
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<td><strong>Corequisite(s):</strong></td>
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**Credit Hours:** 0 - 99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

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

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? * ○ Yes ○ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees? * ○ Yes ○ No

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

Justification for Course Addition

What is the rationale for adding this course? *
The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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

What will be the source of students? * Kinesiology MS

What is the estimated annual enrollment? * NA

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
Course Syllabus Policy

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

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**
- **Lab Fee**
- **CRSE_ID**
College of Health Professions and Sciences - Grad Course Addition - APK 6946 Practicum, Clinical Practice
2021-2022 Graduate Course New

General Catalog Information

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

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

Full Title:* APK 6946 Practicum, Clinical Practice

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

Department Chair Phone Number:* 14078230211

Dept Chair Email:* jeffrey.stout@ucf.edu
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<tr>
<th>Course Title:*</th>
<th>Practicum, Clinical Practice</th>
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**Repeat for credit?**
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**Term of Offering**

- Odd Fall
- Even Fall
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- Every Semester
- Occasional

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?
- Yes
- No

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

**Justification for Course Addition**

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What grad programs/tracks require or recommend this course for graduation?
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What will be the source of students?
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What is the estimated annual enrollment?
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  - 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)

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---

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 |

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| CRSE_ID |
**Read before you begin**

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

**General Catalog Information**

- **Proposal Type:** Grad Course Addition
- **College:** College of Health Professions and Sciences
- **Unit / Department / College:** School of Kinesiology and Physical Therapy– Kinesiology
- **Full Title:** APK 6958 Study Abroad
- **Course Instructor (Must be Approved Graduate Faculty/Scholars):** TBA
- **Department Chair Phone Number:** 14078230211
- **Dept Chair Email:** jeffrey.stout@ucf.edu
Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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Prefix:* APK

Number:* 6958

Course Title:* Study Abroad

30 Character Abbreviation:* Study Abroad

Course Type:* Graduate Course

Course Description (25 word limit)* Study Abroad

Grading Scheme:* ABCDFSUS

Prerequisite(s):

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.

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**Credit Hours:** 0 - 99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

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

**NOTE:** In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?  
- Yes 
- No

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

99

Term of Offering

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

- Even Summer 
- Every Semester
- Occasional

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?  
- Yes 
- No

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

Justification for Course Addition

What is the rationale for adding this course?  
The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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

What will be the source of students?  
Kinesiology MS

What is the estimated annual enrollment?  
TBA

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Support from involved units that no duplication exists

Duplication support materials attached

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College of Health Professions and Sciences - Grad Course Addition - APK 6971 Thesis
2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

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

Full Title:* APK 6971 Thesis

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

Department Chair Phone Number:* 14078230211

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

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

![Prefix](APK) | Number: 6971  
Course Title: Thesis  
30 Character Abbreviation: Thesis  
Course Type: Graduate Course  
Course Description (25 word limit): Thesis  
Grading Scheme: ABCDFSUS  
Prerequisite(s): 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.

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For a repeatable course, indicate in the syllabus what will remain the same and what will change when the...
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Repeat for credit?  
- Yes  
- No

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

99

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?  
- Yes  
- No

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

Justification for Course Addition

What is the rationale for adding this course?  
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Kinesiology MS

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

Kinesiology MS

What will be the source of students?  
TBA

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**Course Syllabus Policy**

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**Attachment List**

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**Check**

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Attached

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Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
College of Health Professions and Sciences - Grad Course Addition - APK 7919 Doctoral Research
2021-2022 Graduate Course New

General Catalog Information

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Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy – Kinesiology

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

Full Title:* APK 7919 Doctoral Reserach

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

Department Chair Phone Number:* 14078230211

Dept Chair Email:* jeffrey.stout@ucf.edu
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<td>Number:*</td>
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| Course Title:* | Doctoral Research |
| 30 Character Abbreviation:* | Doctoral Research |
| Course Type:* | Graduate Course Medicine (MD) Course |
| Course Description (25 word limit)* | Doctoral Research |
| Grading Scheme:* | Satisfactory/Unsatisfactory |
| Prerequisite(s): | C.I. |
| Corequisite(s): | |

**Credit Hour Information**
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Repeat for credit?* ☐ Yes ☐ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?* ☐ Yes ☐ No

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

Justification for Course Addition

What is the rationale for adding this course?* The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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

What will be the source of students?* Kinesiology PhD

What is the estimated annual enrollment?* TBA

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Support from involved units that no duplication exists

Duplication support materials attached

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**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  
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**Academic Organization**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE_ID**
**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

**College:** College of Health Professions and Sciences

**Unit / Department / College:** School of Kinesiology and Physical Therapy – Kinesiology

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

**Full Title:** APK 7980 Dissertation

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

**Department Chair Phone Number:** 14078230211

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

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>APK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:*</td>
<td>7980</td>
</tr>
</tbody>
</table>

| Course Title:* | Dissertation |

| 30 Character Abbreviation:* | Dissertation |

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

| Course Description *(25 word limit)* | Dissertation |

| Grading Scheme:* | ABCDFSUS |

| Prerequisite(s): | Doctoral Candidacy and C.I. |

| Corequisite(s): |

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

**Credit Hour Design Options**

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

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

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

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

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 - 99

**Instruction Time:** Variable

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

**Out-of-Class Hours:** Variable

**Total Engagement Hours:** Variable

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

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

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the
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
- [x] Occasional

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?
- [ ] Yes
- [ ] No

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

**Justification for Course Addition**

What is the rationale for adding this course?
- The Non-printing Special Courses were never created at the graduate level for the APK prefix. With the Sport and Exercise Science MS degree name change to Kinesiology MS, it is more appropriate for the program to use the APK prefix instead of the PET prefix for the Non-printing Special Courses.

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

What will be the source of students?
- Kinesiology PhD

What is the estimated annual enrollment?
- Kinesiology PhD

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
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

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

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

Attachment List

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

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

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
**Read before you begin**

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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 Health Professions and Sciences

**Unit / Department / College:** Department of Communication Sciences and Disorders

**Full Title:** SPA 6554L Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia

**Course Instructor**
Todd Fix

**Department Chair**
407-823-4780

**Dept Chair Email**
gregory.lof@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).
**Prefix:** SPA  
**Number:** 6554L  

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Clinical Practice and Instrumental Diagnostics in Individuals with Dysphagia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Clin Prac Instrmnt DX Dysphgia</td>
</tr>
<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
</tr>
</tbody>
</table>

**Course Description (25 word limit):**  
Gain competency diagnosing and planning care in individuals with swallowing disorders across the lifespan. Students learn fluoroscopic interpretation and individualized care planning.

**Grading Scheme:** Satisfactory/Unsatisfactory

**Prerequisite(s):**  
Admission to Communication Sciences and Disorders MA and SPA 6565 and SPA 6943C.

**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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### Table for Example Course

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**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.

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<tr>
<td><strong>If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

These courses (labs) are similar in that they both focus on diagnostics of disorders within our scope of practice, however the first offering (in the third semester) is focused on the clinical diagnostic process of individuals with speech and language disorders as they relate to communication. The second offering (in the fifth semester) is focused on utilization of instrumental (fiberoptic and fluoroscopic) assessment/diagnosis of persons with swallowing disorders (dysphagia). Topics of the two are unique.

Operationally, it has historically been a challenge with students knowing with SPA6553L to register, and in which semester. Separating the two SPA 6553Ls into 2 distinct course offerings would mitigate this issue.

Also, as two distinct and unique topics are covered in each of the current offerings, changing the second offering (focused on swallowing) would then more accurately reflect on student’s transcripts the competencies gained by each course.

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

MA Communication Sciences and Disorders

What will be the source of students?*

Communication Sciences and Disorders Masters Students

What is the estimated annual enrollment?*

105

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

Detail Discussion

No other units should have a conflict.
Course Syllabus Policy

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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
Course Syllabus

Instructor: Instructor name
Office Location: Office/department building and room number
Office Hours: Date and time (include virtual hours)
Phone: Office/department phone number
Email: Instructor’s UCF email or Webcourses@UCF messaging

Term: Class Meeting Days: Semester and year
Class Meeting Time: Days
Class Location: Time
Course Modality: Building and room
P, W, M, RA, V, RV

GTA(s): Names of teaching assistants
Email: Knights email addresses or Webcourses@UCF messaging

Course Description

This course will present the student with opportunities to demonstrate knowledge of the instrumental interpretation of fluorographic swallow studies as well as opportunities to apply skills in the diagnosing of persons with swallowing disorders across the lifespan. Fundamentals in assessment, identification, and analysis and synthesis of quantitative and qualitative data will be taught and practiced in simulated cases. Course objectives will be achieved both individually and as a group. Diagnostic cases will be, interpreted, and documented to meet third party payment standards.

Prerequisites
Includes the following:
• Satisfactory completion of Foundations of Clinical Skill I, II and III (SPA 6551, 6503, 6942).
• Satisfactory completion of all Foundations of Clinical Skill Labs (SPA 6503L, SPA 6942L).
• Satisfactory completion of Clinical Practice Level I (SPA 6943C).
• Satisfactory completion of academic coursework SPA 6565 and all other relevant academic courses.
• Acceptable security clearance and background check.
Course Responsibilities and Requirements

1. Clinical Lab Assignments
Student will be assigned clinically based assignments. Students’ responsibilities will include, but not limited to: planning, administration, scoring, analysis, interpretation and documentation of each assigned case. **It is expected that students will need to spend approximately 3 hours per week on studying, etc., outside of classroom time.** A working understanding of the anatomy and physiology of the swallowing mechanism is a prerequisite and will be needed in order to be successful in this lab.

2. Diagnostic Weekly Meetings
This weekly presentation will provide graduate students with opportunities to continue their acquisition of knowledge as well as discuss the application of knowledge to clinical cases. Students will observe and practice specific effective implementation strategies and interact with others to investigate the salient features of diagnosis with persons with dysphagia. **Opportunities for learning will be presented during each meeting, therefore attendance is mandatory.** If you need to miss a meeting, prior notification must be given to the instructor. Modes of instruction will include directed role-play, demonstration, modeling, discussion/grand rounds, simulations, digital recordings, online practice, and directed readings.

3. Grading
In order to achieve satisfactory completion of the diagnostic practicum, students should refer to the following grading information:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (unannounced)</td>
<td>35%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>50%</td>
</tr>
</tbody>
</table>

100%

Grading Scale (%)

| 93-100 | A   |
| 85 - 92| B   |
| 78 - 84| C   |
| 71 - 77| D   |
| 0 - 70 | F   |

*excused absences in excess of 2 meetings may result in a full-letter grade reduction of the final grade.

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 the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

Course Policies: Grades

Late Work Policy:
There are no make-ups for in-class writing, assignments, quizzes, the midterm, or the final exam. No credit will be given for any assignments that are submitted late however; you MUST complete the assignment as it is part of assessing your ASHA competency. All assigned work must be completed in order to successfully complete this course.

**Extra Credit Policy:**

No extra credit assignments will be offered.

**Grades of "Incomplete":**

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

**Course Objectives**

**Diagnostic Practicum**

Completion of this course will partially satisfy the following standards as outlined in the Standards for Certification in Speech Language Pathology in accordance with the American Speech Language Hearing Association (effective 8/1/2017).

**Standard V-A:** The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice
- a. The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence.

**Standard V-B:** The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. **Evaluation**
   - a. Conduct screening and prevention procedures (including prevention activities)
   - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
   - c. Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures
   - d. Adapt evaluation procedures to meet client/patient needs.
   - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
   - f. Complete administrative and reporting functions necessary to support evaluation
   - g. Refer clients/patients for appropriate services.

2. **Interaction and Personal Qualities:**
   - a. Communicate effectively, recognizing the needs, values and preferred mode of communication, and cultural/linguistic background of the client, family, caregivers, and relevant others.
   - b. Collaborate with other professionals in case management.
   - c. Provide counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others.
   - d. Adhere to the ASHA Code of Ethics and act professionally.
**Professionalism**
Please refer to the Graduate Student Handbook, ASHA Code of Ethics & the Clinical Skills Acquisition Rubric.

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

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

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

<table>
<thead>
<tr>
<th>ASHA STANDARDS</th>
<th>CSAR KEY OBJECTIVE(S)</th>
<th>ACTIVITIES FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion</td>
<td>Planning</td>
</tr>
<tr>
<td>V-A</td>
<td>30, 35</td>
<td>X</td>
</tr>
<tr>
<td>V-B1a.</td>
<td>29</td>
<td>X</td>
</tr>
<tr>
<td>V-B1b.</td>
<td>20</td>
<td>X</td>
</tr>
<tr>
<td>V-B1c.</td>
<td>21, 22</td>
<td>X</td>
</tr>
<tr>
<td>V-B1d.</td>
<td>23</td>
<td>X</td>
</tr>
<tr>
<td>V-B1e.</td>
<td>24, 25, 26</td>
<td>X</td>
</tr>
<tr>
<td>V-B1f.</td>
<td>28</td>
<td>X</td>
</tr>
<tr>
<td>V-B1g.</td>
<td>27</td>
<td>X</td>
</tr>
<tr>
<td>V-B3a.</td>
<td>30, 31</td>
<td>X</td>
</tr>
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The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF’s Department of Writing & Rhetoric.

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

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

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

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

**Unauthorized Use of Class Notes**
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus: Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

**In-Class Recording Policy**
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.
**Course Accessibility Statement**
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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

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

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

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.
2. FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking ➔ in the top left corner.

Proposal Type: * Grad Course Deletion

College: * College of Health Professions and Sciences

Unit / Department / College: * Department of Communication Sciences and Disorders

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: * SPA

Code: * 6496

Course Title: * Language Disorders in Children and Adolescents

Full Title: * SPA 6496 Language Disorders in Children and Adolescents

Course Description: * The nature, assessment and management of spoken and written language disorders in children and adolescents.

Credit Hours: 6

Class Hours: 
Class Hours:

Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):
Admission to M.A. in Communication Sciences and Disorders or C.I.

Corequisite(s):

Graded S/U? Yes ☐ No ☐

Split-Level Class? Yes ☐ No ☐

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a: Required Course ☐ Elective Course

Justification for Course Deletion

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

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

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

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐
The CSD Graduate Program has offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommended this content be split into these two content areas and two new courses were created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. New course additions SPA 6541 and SPA 6542 were approved and initiated in Summer 2020 to replace SPA 6496.

Notes:

Attachment

Supporting documents from impacted units of the deletion* No

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group

Career

Print in Catalog

Effective Date
## Impact Report for SPA 6496

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>SPA 6496 - Language Disorders in Children and Adolescents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>SPA 6401 - Language Disorders in Infants and Toddlers</td>
</tr>
</tbody>
</table>

College of Health Professions and Sciences - SPA 7492 Evidence-Based Research and Practice in Speech Language Pathology
2021-2022 Graduate Course Deletion

General Catalog Information

**Read before you begin**

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

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

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

College: *College of Health Professions and Sciences

Unit / Department / College: *Department of Communication Sciences and Disorders

Proposal Type: *Grad Course Deletion

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

Prefix: *SPA

Code: *7492

Course Title: *Evidence-Based Research and Practice in Speech Language Pathology

Full Title: *SPA 7492 Evidence-Based Research and Practice in Speech Language Pathology

Course Description:
Systematic review of evidence-based research, with emphasis on concepts, methods and procedures from problem formulation to consumer reporting.

Credit Hours: 3

Class Hours: 3
Lab and Field Work

| Hours: | 0 |

Contact Hours: 3

Prerequisite(s):
- Doctoral standing or C.I.

Corequisite(s):

Graded S/U?  
- Yes  
- No

Split-Level Class?  
- Yes  
- No

List undergraduate split-level course:

<table>
<thead>
<tr>
<th>Term of Offering</th>
</tr>
</thead>
</table>

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

Utilization of Course

<table>
<thead>
<tr>
<th>The course was a:</th>
</tr>
</thead>
</table>
- Required Course
- Elective Course

Justification for Course Deletion

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

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

<table>
<thead>
<tr>
<th>Is this course a required course for graduation or prerequisite for another course?</th>
</tr>
</thead>
</table>
- Yes  
- No

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

If not, explain:
Notes:
Last student to graduate from Doctoral program was Summer 2020. The Communication Science track was discontinued in 2015.

Attachment

 Supporting documents from impacted units of the deletion* Yes No

 Impact Report attached:* Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type Speech Pathology and Audiology

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group College of Health Professions and Sciences

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 043948
Impact Report for SPA 7492

Source: (Working COPY) 2021-2022 Graduate Catalog

**Full Course Title**  SPA 7492 - Evidence-Based Research and Practice in Speech Language Pathology
**Read before you begin**

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

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

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

**College of Health Professions and Sciences - SPA 7493 Advanced Studies in School Speech-Language Pathology**

2021-2022 Graduate Course Deletion

**General Catalog Information**

Prefix: *SPA*

Code: *7493*

**Course Title:** *Advanced Studies in School Speech-Language Pathology*

**Full Title:** *SPA 7493 Advanced Studies in School Speech-Language Pathology*

**Course Description:**

Theoretical foundations, advanced program design, team-based practice and leadership practices in school speech-language pathology.

**Credit Hours:** 3

**Class Hours:** 3
Lab and Field Work Hours: 0

Contact Hours: 3

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

Corequisite(s):

Graded S/U? Yes No

Split-Level Class? Yes No

List undergraduate split-level course:

Term of Offering

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

Utilization of Course

The course was a:
- Required Course
- Elective Course

Justification for Course Deletion

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

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

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

If yes, have all relevant units been informed of the deletion? Yes No
If not, explain:

Last student to graduate from Doctoral program was Summer 2020. The Communication Science track was discontinued in 2015.

Notes:

Attachment

Supporting documents from impacted units of the deletion*

Impact Report attached:*

Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type  Speech Pathology and Audiology

Status  Active-Visible  Inactive-Hidden

PeopleSoft

Academic Group  College of Health Professions and Sciences

Acad Org

Career

Print in Catalog

Effective Date
Impact Report for SPA 7493

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title: SPA 7493 - Advanced Studies in School Speech-Language Pathology
Programs: Education PhD, Communication Sciences and Disorders Track
College of Health Professions and Sciences - Graduate Program Revision - Anatomical Sciences Graduate Certificate

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

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

Select Program below.

Program Type:*  
- Program
- Shared Core

**Read before you begin**

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

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

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

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

Proposal Type:* Graduate Program Revision

College:*  
- Patrick Pabian
- College of Health Professions and Sciences
<table>
<thead>
<tr>
<th>Unit / Department / College:</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
</table>
| Patrick Pabian              | + School of Kinesiology and Physical Therapy– DPT  
|                             | - School of Kinesiology and Physical Therapy  
|                             | **School of Kinesiology and Physical Therapy– DPT** |

| Unit(s) Housing Program: | Division of Physical therapy |

<table>
<thead>
<tr>
<th>Type of Action:</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
</table>
| Patrick Pabian | + Certificate  
| Program        | ☐    
| Track          | ☐    
| Certificate    | ☑    |

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

| Name of program, track and / or certificate: | Anatomical Sciences Graduate Certificate |

<table>
<thead>
<tr>
<th>Are you revising the name of the program, track, or certificate?</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Pabian</td>
<td>+ No</td>
</tr>
</tbody>
</table>
| Yes                                                              | ☐  
| No                                                               | ☑  |

| Proposed Effective Term / Year: | **Summer/ 2021** |

<table>
<thead>
<tr>
<th>Are you revising the Admissions Requirements of the program?</th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Pabian</td>
<td>+ No</td>
</tr>
</tbody>
</table>
| Yes                                                          | ☐  
| No                                                           | ☑  |

<table>
<thead>
<tr>
<th>Rationale for revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding elective course options from an outside department/ college to encourage interdisciplinary education. Two (2) ANG courses from the Department of Anthropology are being added to the roster of possible elective courses for the certificate program. Discussion with approval from Department chair (Schultz) documented via email attached.</td>
</tr>
</tbody>
</table>
If you will be submitting other revision forms for tracks or course actions, please list them here:

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

Is the CIP code being updated?

Patrick Pabian

Activity Log

Yes ☑️ No

If yes, please provide the new CIP code:

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

Informational Description Chart - this will import.

<table>
<thead>
<tr>
<th>College: Health Professions and Sciences</th>
<th>Degree: CRT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Kinesiology and Physical Therapy</td>
<td></td>
</tr>
<tr>
<td>Program Websites: <a href="https://healthprofessions.ucf.edu/graduate/">https://healthprofessions.ucf.edu/graduate/</a></td>
<td></td>
</tr>
</tbody>
</table>
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

**Step 1**

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

**Step 2**

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

The Anatomical Sciences Graduate Certificate provides students with coursework to become an effective anatomist in higher education fields related to health and medical sciences. The program provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. The amount and level of coursework offers students the rigorous training to develop distinct expertise in anatomy knowledge, dissection technique, and instruction requisite for careers as an anatomist in health or medical science education.

**Curriculum**

The graduate certificate in Anatomical Sciences requires a minimum of 20 credit hours of courses. This consists of four core courses (18 credit hours) plus one elective course (2-4 credit hours).

**Total Credit Hours Required: 20 Credit Hours Minimum beyond the Bachelor's Degree**

**Required Courses: 18 credit hours**

All four courses must be completed.

- PHT 6115C Gross Anatomy/Neuroscience I
- PHT 6118C Gross Anatomy/Neuroscience II
- PHT 6510 Administration of Anatomical Sciences Laboratory
- PHT 6119L Seminar in Anatomical Sciences Techniques

**Elective Courses: 2-4 credit hours**

Students must choose at least one of the following courses (minimum 2 credits):
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.

Admission is open to those who have completed a graduate program in Physical Therapy, Occupational Therapy, or other related health or medical science-related discipline. Alternatively, those with a Bachelor's degree from a regionally accredited institution and have earned a GPA of at least 3.5 in the following pre-requisite coursework will be considered:

Pre-requisites

- Anatomy or Anatomy and Physiology (8 credits total with labs)
- Physics (8 credits total with labs)
- Biology (6 credits minimum)
- Chemistry (6 credits minimum)

Application Deadlines

<table>
<thead>
<tr>
<th>Anatomical Sciences Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td></td>
<td>Apr 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to...
be considered for university fellowships or assistantships should apply by the Fall Priority date.

Contact Info

Graduate Program

Patrick Pabian DPT

patrick.pabian@ucf.edu

Telephone: 407-823-3470

HPA 1 256

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233
## Impact on Current Students

<table>
<thead>
<tr>
<th>Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Pabian</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Will students have the option to stay in their existing program, track, or certificate?*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Pabian</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

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

## Future Students

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

All students as typically enrolled-some with already completed professional/clinical degrees such as DPT or MD, others en route to MS degrees in biomedical sciences, and others who are enrolling prior to medical school. This change allows more involvement from anthropology graduate students or students who wish to specialize in this area of study relative to anthropology, specifically osteology.

## Year 1

<table>
<thead>
<tr>
<th>Headcount:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Year 2

<table>
<thead>
<tr>
<th>SCHs:</th>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Headcount: | SCHs:
---|---

### Year 3

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Headcount:</td>
<td>SCHs:</td>
</tr>
</tbody>
</table>

*Indicate likely career or student outcomes upon completion:*

Please complete the following section on financial support:

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

#### Year 1

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of assistantship students:</td>
<td></td>
</tr>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
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</tr>
</tbody>
</table>

#### Year 2

<table>
<thead>
<tr>
<th></th>
<th>Source of funds:</th>
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<tbody>
<tr>
<td>Number of assistantship students:</td>
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<td></td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
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</tr>
</tbody>
</table>

#### Year 3

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

<table>
<thead>
<tr>
<th>Patrick Pabian</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
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</tr>
</tbody>
</table>

Attached  Not Applicable

Support from involved units that no duplication exists*

<table>
<thead>
<tr>
<th>Patrick Pabian</th>
<th>Activity Log</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Attached</td>
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</tr>
</tbody>
</table>

Attached  Not Applicable

BOG CIP Change Form

Attached  Not Applicable

Administration Use Only

Catalog Ownership:

<table>
<thead>
<tr>
<th>Patrick Pabian</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Kinesiology and Physical Therapy</td>
<td></td>
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</tbody>
</table>

Program OID 9202

Program Type

<table>
<thead>
<tr>
<th>Patrick Pabian</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
</tr>
</tbody>
</table>

Certificate
Hi Patrick,

Thanks again for considering adding a couple of our grad classes to the anatomy certificate. The three courses we discussed are listed below.

Thanks,
John

ANG 5525C Human Osteology (4 credits); normally offered every fall semester
The human skeleton and the methodology and techniques involved in the anthropological assessment of skeleton remains.

ANG6520C Advanced Human Osteology (3 credits); normally offered every other year during the fall semester
Advanced seminar on methods and theory pertaining to the study of the human skeleton. Note that this class normally has a lab component each week.

ANG6740C Advanced Forensic Anthropology (3 credits); normally offered every other year during the spring semester
Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

- Patrick
Hi Patrick,

We met some time ago and spoke more recently about Lindsey. It is great to hear that one of our MA students is doing well in the courses for your certificate. Thanks for considering one or two of our graduate courses as possible electives, and I would be eager to chat with you about our graduate biological anthropology courses. I am available to chat this week or next week over Zoom. Please choose a couple of days for a meeting, and I can let you know when I am available.

Best,
John

Hello John,
I believe we met at one point in time a while ago. Our anatomical sciences graduate certificate continues to grow and evolve. We have an Anthropology MS student who is finishing up our certificate and she has been nothing short of excellent. In a conversation with her recently, she pointed me in your direction. Our certificate program offers an elective. I have a listing of electives from physical therapy DPT, kinesiology MS, and biomedical sciences MS. I was wondering if there is a course or two from your area that would be a natural fit to be included as an elective option for students.

https://healthprofessions.ucf.edu/physicaltherapy/anatomical-sciences/

Please let me know if you are free to talk someday soon. We are also aiming at the possibility of including this certificate into our School’s existing MS degree program, as a track in anatomical science. I feel that there may be some offerings that you house that could potentially offer some nice preparation to students.

Best,

-Patrick

Patrick S. Pabian  PT, DPT, PhD, SCS, OCS
Division Chair & Program Director: Physical Therapy
Associate School Director: School of Kinesiology & Physical Therapy
University of Central Florida Academic Health Science Center

12805 Pegasus Drive
HPA 1 - Room 256
Orlando FL 32816-2205

Office: 407-823-3457
patrick.pabian@ucf.edu

https://healthprofessions.ucf.edu/kpt/
https://healthprofessions.ucf.edu/kpt/physicaltherapy/
https://healthprofessions.ucf.edu/person/patrick-pabian/

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

**Read before you begin**

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

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

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

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

Proposal Type:* Graduate Program Revision

College:*

David Fukuda

College of Health Professions and Sciences
<table>
<thead>
<tr>
<th>Unit / Department / College:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
</tr>
<tr>
<td>School of Kinesiology and Physical Therapy– Kinesiology</td>
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</table>

<table>
<thead>
<tr>
<th>Unit(s) Housing Program:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Type of Action:</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>Program</td>
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<tr>
<td>Program</td>
<td>Track</td>
</tr>
<tr>
<td>Track</td>
<td>Certificate</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:</th>
<th>Kinesiology MS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are you revising the name of the program, track, or certificate?:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>No</td>
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<tr>
<td>Yes</td>
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<table>
<thead>
<tr>
<th>Proposed Effective Term / Year:</th>
<th>Summer 2021</th>
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<table>
<thead>
<tr>
<th>Are you revising the Admissions Requirements of the program?:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Fukuda</td>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Rationale for revision:

- Removal of PET 6375 6376 Sport Nutrition from the core to provide more flexibility with course offerings
- Restructuring of the general format to better clarify the nonthesis options
- Addition of the Anatomical Sciences Specialization which relies heavily on the existing Anatomical Sciences Certificate offered by PT the Division of Physical Therapy
- Removal of the Spring admissions cycle to encourage optimal course sequencing and limit additional admin responsibilities

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

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>David Fukuda</td>
</tr>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>

Is the CIP code being updated?

- Yes  
- No

If yes, please provide the new CIP code:

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

<table>
<thead>
<tr>
<th>Informational Description Chart</th>
<th>College: Health Professions and Sciences</th>
<th>Degree: MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Websites: <a href="https://healthprofessions.ucf.edu/kinesiology/">https://healthprofessions.ucf.edu/kinesiology/</a></td>
<td>Graduate Program Handbook</td>
<td></td>
</tr>
</tbody>
</table>

*This will import.
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

The Master of Science in Kinesiology provides an in-depth study of applied human physiology and how it relates to exercise, athletic performance and health and wellness across the lifespan.

Curriculum

The Master of Science in Kinesiology offers thesis and nonthesis Nonthesis nnonthesis Non-thesis Non-Thesis options, a Thesis-thesis Thesis option, and an Anatomical Sciences Specialization anatomical sciences specialization Anatomical Sciences Specialization for students. Both All options require a minimum of 36 credit hours, with at least 18 credit hours of coursework at the 6000 level. All students are automatically placed in the nonthesis Non-thesis Non-Thesis option. Students wishing to pursue the thesis Thesis option must receive approval from the graduate program director and have a commitment from a faculty member to serve as the thesis committee chair. Students Due to limited enrollment, students wishing to pursue the anatomical sciences specialization Anatomical Sciences Specialization must also receive approval from the graduate program director.

Students in the nonthesis Non-thesis Non-Thesis option are required to participate in a practicum (PET 6946) that will serve as their culminating graduate experience or take an independent learning experience (PET 6910-Problem Analysis-Review of Literature) that involves a detailed literature review specific to a subject area of the student's interest under the supervision of graduate faculty OR participation in a practicum (PET 6946) that will serve as their culminating graduate experience.

The Anatomical Sciences Specialization provides a depth of understanding of the anatomical sciences and substantial hands-on experience in the gross anatomy laboratory. Students interested in pursuing the Anatomical Sciences Graduate Certificate (https://healthprofessions.ucf.edu/physicaltherapy/anatomical-sciences/) must gain admission to the certificate program and complete the specified electives, which may be substituted for elective courses listed below.

UCF undergraduates who meet departmental eligibility requirements may enroll in up to nine credit hours of graduate courses in the Kinesiology MS program as part of the Senior Scholars program. Graduate courses completed as a Senior Scholar may be used toward the undergraduate degree and the graduate program of study if admitted to the Kinesiology MS program at UCF. Permission to participate in the Senior Scholar program must be obtained from both the student's undergraduate advisor and the Kinesiology MS program...
director before enrolling in the graduate courses.

Total Credit Hours Required: 36 Credit Hours Minimum beyond the Bachelor's Degree

Required Core Courses: 15 12 Credit Hours

APK 6713 Research Methods in Kinesiology
PET 5355 Exercise Physiology I
PET 6376 Sport Nutrition
PET 6389 Exercise Physiology II
PET 6515 Assessment and Evaluation in Kinesiology

Nonthesis Non-thesis Non-Thesis Option I: 3-6 24 Credit Hours

Students select one of the following courses. Nonthesis Non-thesis Non-Thesis students using Option I must take the following:

[Before] Nonthesis students using Option I must take the following:
PET 6946 Practicum, Clinical Practice
PET 6910 Problem Analysis—Review of Literature

[A]fter 21 18-21 credit hours of electives

[Before] Nonthesis students using Option II must take the following:

[Before] Nonthesis students using Option III must take the following:

[Right] 3-6 Credit Hours

Non-Thesis Option II: 24 Credit Hours

Non-Thesis students using Option II must take the following:
New Core

Nonthesis Non-thesis Non-Thesis Option

II: 24 Credit Hours

Nonthesis Non-thesis Non-Thesis students using Option II must take the following:

PET 6946 Practicum, Clinical Practice
PET 6910 Problem Analysis - Review of Literature

[Right] 6 credits
[After] 18 credit hours of electives

Thesis Option: 6 24 Credit Hours

Students selecting the thesis Thesis option will students must take APK 6703 Statistical Methods in Kinesiology as one of their electives and enroll in six credit hours of thesis for a total of nine credit hours toward their elective requirements the following courses.

PET 6971-Thesis 6 Credit Hours

APK 6703 Statistical Methods in Kinesiology

[Before]PET 6971 - Thesis 6 Credit Hours

[After] 18 credit hours of electives

New Core

Anatomical Sciences Specialization: 24 Credit Hours

Anatomical Sciences specialization Specialization students must take the following courses.

PHT 6115C Gross Anatomy/Neuroscience I
PHT 6118C Gross Anatomy/Neuroscience II
PHT 6119L Seminar in Anatomical Sciences Techniques
PHT 6510 Administration of Anatomical Sciences Laboratory

[After] 6 credit hours of electives (see https://catalog.ucf.edu/preview_program.php?catoid=17&poid=7782 for courses relevant in obtaining the Anatomical Sciences Graduate Certificate)
Elective Courses: 15-18 Credit Hours

Students selecting the thesis option must take 15 credit hours in electives. Students in the nonthesis option must take 18 credit hours in electives. All electives are selected in conjunction with the student’s graduate advisor or the graduate coordinator. Students can choose from the following courses.

APK 6703 Statistical Methods in Kinesiology
PET 6096 Youth Physical and Athletic Development
PET 6335 Functional Anatomy and Kinesiology
PET 6357C Environmental Perturbation and Human Performance
PET 6363 Dietary and Nutritional Supplementation for Athletic Performance
PET 6366 Exercise, Nutrition and Weight Control
PET 6372 Physical Activity and Nutritional Epidemiology
**PET 6376 Sport Nutrition**
PET 6381 Physiology of Neuromuscular Mechanisms
PET 6388 Cardiovascular Physiology
PET 6395 Program Design in Strength and Conditioning
PET 6521 Exercise Physiology Instrumentation
PET 6690 Exercise Prescription for Special Populations
PET 7535 Research and Experimental Design in Exercise Physiology
PET 7387 Exercise Endocrinology

Equipment Fee

Full-time students in the Kinesiology MS program pay a $28 equipment fee each semester that they are enrolled. Part-time students pay $14 each semester that they are enrolled.

Independent Learning
All students are required to complete a research report or thesis after the completion of their coursework.

Application Requirements

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Personal statement discussing reasons for selecting the Kinesiology degree program, career goals, and how this degree will support the stated career goals.
- Two letters of recommendation from previous faculty or supervisors who can speak to the applicant's abilities to be successful in graduate school.
- Résumé for curriculum vitae (CV).
- Video Essay
  While not required, applicants are encouraged to submit official GRE scores taken within the last five years for potential consideration for fellowships, scholarships, and assistantships.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc, only.

Application Deadlines

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Fall</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology MS</td>
<td>Dec 1</td>
<td>Jul 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Jul 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 15</td>
<td>Jan 15</td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to...
Financials

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

Fellowships

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

Contact Info

Graduate Program

David Fukuda PhD

Associate Professor

david.fukuda@ucf.edu

Telephone: 407-823-0442

ED 320R

Lana Gidusko
407-823-2595
EDU 320
Graduate Admissions
Jennifer Yuhas
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230
Online Application
Graduate Admissions
Mailing Address

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

GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu
Graduate Financial Aid

**UCF Student Financial Assistance**

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

**finaid@ucf.edu**

http://finaid.ucf.edu

---

**Impact on Current Students**

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

<table>
<thead>
<tr>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>David Fukuda</td>
</tr>
<tr>
<td>+ No</td>
</tr>
<tr>
<td>- Yes</td>
</tr>
</tbody>
</table>

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

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

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

If yes, how will current students be impacted by this change?
The addition of the Anatomical Sciences Specialization is intended to provide students with the coursework to become an effective anatomist in higher education fields related to health and medical sciences while completing an MS degree. The Specialization may also be used as a means of demonstrating additional preparation prior to applying for health-related professional degree programs.

Year 1

Headcount: 
SCHs: 

Year 2

Headcount: 
SCHs: 

Year 3

Headcount: 
SCHs: 

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 
Source of funds:

Number of fellowship students (specify fellowship): 
Source of funds:

Number of tuition remissions: 
Source of funds:

Year 2

Number of 

<table>
<thead>
<tr>
<th>assistantship students</th>
<th>Source of funds:</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of fellowship students (specify fellowship):</strong></td>
<td></td>
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<tr>
<td><strong>Number of tuition remissions:</strong></td>
<td>Source of funds:</td>
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### Year 3

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
<th>Source of Funds</th>
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</thead>
<tbody>
<tr>
<td><strong>Number of fellowship students (specify fellowship):</strong></td>
<td></td>
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<tr>
<td><strong>Number of tuition remissions:</strong></td>
<td>Source of funds:</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*

<table>
<thead>
<tr>
<th>Activity Log</th>
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<tbody>
<tr>
<td>David Fukuda</td>
</tr>
<tr>
<td>+ Not Applicable</td>
</tr>
<tr>
<td>- Attached</td>
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</tbody>
</table>

#### Support from involved units that no duplication exists*

<table>
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<tr>
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<td>- Attached</td>
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</table>

#### BOG CIP Change Form

<table>
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<tr>
<td>David Fukuda</td>
</tr>
<tr>
<td>+ Not Applicable</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

---

**Proposal Type:** Grad Course Addition

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

**Unit / Department / College:** Department of Criminal Justice

**Full Title:** CCJ 7718 Advanced Quantitative Methods II for Criminal Justice Research

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

**Department Chair Phone Number:** 407-823-2603

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>CCJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>7718</td>
</tr>
</tbody>
</table>

**Course Title:** Advanced Quantitative Methods II for Criminal Justice Research

**30 Character Abbreviation:** Advanced Quant Method II in CJ

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

**Course Description (25 word limit):**
Course covers the theory and application of an array of advanced statistical modeling techniques for different types of data and research designs in criminal justice.

**Grading Scheme:** ABCDF

**Prerequisite(s):**
Admission to Criminal Justice Ph.D. program and CCJ 7708.

**Corequisite(s):**

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

**Credit Hour Design Options**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
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<tbody>
<tr>
<td>Instruction Time:*</td>
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<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:** 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.
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
- [x] 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?**
- [x] Odd Fall
- [x] Even Fall
- [ ] Odd Spring
- [ ] Even Spring
- [ ] Odd Summer
- [ ] Even Summer
- [ ] Every Semester
- [ ] Occasional

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?
- [ ] Yes
- [x] No

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

**Justification for Course Addition**

What is the rationale for adding this course?

The course provides additional statistical modeling techniques for criminal justice research students. The techniques covered in the course supplement and go beyond those covered in the Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708) course.

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

Criminal Justice PhD, Public Affairs PhD

What will be the source of students?

Criminal Justice PhD, Public Affairs PhD

What is the estimated annual enrollment?

5-10

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.
Documents of support are attached from two units in CCIE that house other doctoral programs:

Educational Leadership and Higher Education

Learning Sciences and Educational Research

**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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

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

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

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

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

Administration Use Only

Catalog Ownership:

Course Type

Status  ○ Inactive-Hidden  ○ Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID
Instructor: Matt Nobles, Ph.D.
Office: HPA I 317
Hours: Individualized (see below)

Contact Information:
E-mail: mnobles@ucf.edu
Phone: 407.823.0821

Required Text(s):
None; see attached list for course readings and recommended supplements

Description of Course
This course provides an overview of an array of advanced statistical modeling techniques for different types of data and research designs common in criminology/criminal justice. This course will cover the theory and application of each technique.

Course Objectives
• Extend foundational statistical theory and data management concepts.
• Identify linkages between research design, data collection, analysis, and publication processes/outcomes.
• Learn and practice multiple, complementary forms of multivariate quantitative analysis suitable to common avenues of criminology/criminal justice research.
• Conduct original quantitative analyses suitable for dissemination in research brief and/or manuscript format.
• Organize and deliver live, “conference style” presentation of research findings.
• Construct, edit, and submit an original manuscript for peer-review.

Scheduled Office Hours
Your instructor will arrange regularly scheduled (weekly) office hours for each of you individually to review progress and answer questions. Additionally, you may request supplemental office hours as needed.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in WebCourses or Knights email for any alterations to this course.

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.
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.

Your professor may use Turnitin.com for course assignments. Turnitin.com is an online system which determines if work has been copied from another source. For a more detailed look at this process, please visit http://www.turnitin.com

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

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

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

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

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

Unauthorized Use of Class Notes
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.
• 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).
• To stay informed about emergency situations, 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 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.

Enrollment Verification
As of Fall 2014, all faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz for this class on WebCourses. Failure to do so may result in a delay in the disbursement of your financial aid.
Grading Policy
Your grade in this class will be based on participation (which includes completion of regular homework) as well as a writing assignment that incorporates original statistical analysis. Overall, your final grade (based on a total of 100) points will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Research Brief</td>
<td>30</td>
</tr>
<tr>
<td>Submitted Manuscript</td>
<td>35</td>
</tr>
<tr>
<td>Participation/Homework</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Note that the final grading scale for this course is a departure from many syllabi you have seen for other courses. Although the University, the College, and the Department may have specific policies regarding student penalties for earning grades of C or lower (thus allowing for the possibility of such an outcome), your instructor does not condone below-satisfactory performance at the doctoral level.

Final grades for the course will be assigned as follows:

- A = 90-100%; B+ = 88-89.99%; B = 80-87.99%;
- F = Below 80%

Please do not e-mail your instructor asking for your grade or wanting to discuss specifics of a grade; make an appointment or go to office hours instead. There will be absolutely NO NEGOTIATION of any kind regarding final grades. If you are having problems that affect your performance in this class, it is your responsibility to bring this to your instructor’s attention BEFORE the term is complete.

Do NOT involve a third-party who is not affiliated in an official capacity with UCF (e.g., friend, roommate, parent) in any matters pertaining to your enrollment, participation, or grade in this course. Under federal law, instructors are prohibited from discussing most course/grade-related issues with third parties as governed by the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

Research Presentation
All students will develop a conference-style presentation that features material contained in the research brief. Details on the format and content of presentations will be discussed in class, and your instructor will provide examples of conference-style presentations. Scheduling for presentations will occur toward the end of the semester.

Research Brief
All students will complete a research brief that incorporates appropriate theoretical or empirical grounds and discusses the application of policy analysis to answer an original research question. The research brief is intended to be succinct (approximately 10 pages) and to describe the basis and empirical analysis of a research question. Given that this course emphasizes statistical analysis techniques, it is essential for the student to represent an appropriate analytical framework and correct interpretation of preliminary statistical evidence. The basis for the brief should be concisely described (citing published research where appropriate) and the remainder of the document should discuss key research questions/hypotheses, analytical techniques, interpretation of results, anticipated limitations, and potential implications from the study.

The primary objective from the research brief is to serve as a nascent “working paper” that represents the core elements of what will later become a completed, final manuscript. For the purposes of this class, a “good” research brief is one that appropriately presents the
premise of the study (including research questions/hypotheses), describes the dataset(s) being used, and comprehensively articulates the analytic procedure for the study. Preliminary data analysis can be incorporated in this stage, although you should anticipate making changes to your model specifications and refining your analysis before the results are finalized.

Submitted Manuscript
Submission of a manuscript for peer review is an essential step in your scholarly development. If the research brief represents a “working paper” that explains the core elements of your project’s premise as well as your own contribution in terms of data/analysis, the next step in your study’s evolution is to refine, complete, and package the remaining elements (a complete literature review, results, discussion, reference section, and tables/figures as appropriate).

The primary objective in moving beyond the research brief to develop a complete manuscript is so that you can integrate instructor feedback on your analytic approach and preliminary data analysis. Additionally, this step will provide important exposure to the peer-review/editorial process and familiarize you with nuances in considering journal aims and scopes, manuscript formatting procedures, and other elements of scholarly writing. Finally, the objective of manuscript submission (not just drafting) should sharpen your work at every stage. The finished product should represent your best effort.

Homework Assignments
Homework will be recommended every week to reinforce examples discussed in class and provide an opportunity for hands-on practice. In general, the homework expectations will be the same week-to-week: you will locate a dataset suitable to the type of analysis discussed in class, and you will use that dataset to run your own analysis, producing table(s) and an appropriate written summary of your analytic approach and results in the style/format consistent with a manuscript being prepared for peer review. It is not necessarily expected that your homework will translate directly into a component of your research brief and/or submitted manuscript. Additional discussion and detail about homework expectations will be provided in class.

Make-Up Assignments
As a general rule, late work (any assignment submitted after the deadline) will not be accepted. If you fail to show up to class on a day when you are expected to present, there will be no make-up assignment. Exceptions may be provided for students who have a university recognized excused absence. Excused absences include (but are not limited to): illnesses with a doctor’s note, serious family emergency, special curricular requirements (e.g., field trips, conferences), participation in official university activities (e.g., athletics).

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

Miscellaneous
For any topics not explicitly covered in the syllabus, your instructor reserves the right to make up rules as he goes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Course introduction and overview; review of data/software essentials</td>
</tr>
<tr>
<td>8/31</td>
<td>Univariate, bivariate, ANOVA, and OLS regression review; generalized linear models</td>
</tr>
<tr>
<td>9/7</td>
<td>(No class – Labor Day Holiday)</td>
</tr>
<tr>
<td>9/14</td>
<td>Maximum likelihood estimation techniques: binary logistic, probit, tobit, ordinal, multinomial regression variants</td>
</tr>
<tr>
<td>9/21</td>
<td>Poisson and negative binomial regression models; zero-inflated and zero-truncated variants</td>
</tr>
<tr>
<td>9/28</td>
<td>Exploratory and confirmatory factor analysis; bifactor models</td>
</tr>
<tr>
<td>10/5</td>
<td>Multi-level mixed effects regression models (MLM/HLM)</td>
</tr>
<tr>
<td>10/12</td>
<td>Interrupted time series (ARIMA) and segmented regression models</td>
</tr>
<tr>
<td>10/19</td>
<td>Survival/event history analysis</td>
</tr>
<tr>
<td>10/26</td>
<td>Spatial visualization: GIS and thematic mapping for research</td>
</tr>
<tr>
<td>11/2</td>
<td>Spatial econometrics: Moran's I, LISA, spatial regression models</td>
</tr>
<tr>
<td>11/9</td>
<td>Regression discontinuity and propensity score matching methods</td>
</tr>
<tr>
<td>11/16</td>
<td>*** Student Research Presentations ***</td>
</tr>
<tr>
<td></td>
<td>*** Research Brief due: Friday, Nov. 20th ***</td>
</tr>
<tr>
<td>11/23</td>
<td>(No class – Thanksgiving Holidays)</td>
</tr>
<tr>
<td>11/30</td>
<td>Special topics in multivariate analysis (student choice); course wrap-up and review</td>
</tr>
<tr>
<td>12/9</td>
<td>*** Final Manuscript Submission due: Wednesday, Dec. 9th ***</td>
</tr>
<tr>
<td>12/16</td>
<td>Final grades due in myUCF (12:00 noon)</td>
</tr>
</tbody>
</table>
READING LIST

General Resources

SAGE Research Methods, especially "Little Green Books"
http://methods.sagepub.com/

SAGE Advanced Quantitative Techniques in the Social Sciences
https://us.sagepub.com/en-us/nam/series/Series13

Stata Press
http://www.stata-press.com/

A Gentle Introduction to Stata (2018, 6th Edition) by A. Acock
http://www.stata-press.com/books/gentle-introduction-to-stata/

UCLA IDRE Stata Resources
https://stats.idre.ucla.edu/

Descriptive and Summary Statistics; Bivariate Analysis

https://stats.idre.ucla.edu/stata/output/descriptive-statistics-using-the-summarize-command/

https://stats.idre.ucla.edu/stata/output/correlation/

https://stats.idre.ucla.edu/stata/output/t-test/

https://stats.idre.ucla.edu/stata/whatstat/what-statistical-analysis-should-i-usestatistical-analyses-using-stata/#chisq

https://stats.idre.ucla.edu/stata/whatstat/what-statistical-analysis-should-i-usestatistical-analyses-using-stata/#1anova

https://stats.idre.ucla.edu/stata/dae/one-way-manova/

Linear (OLS) Regression Analysis

https://stats.idre.ucla.edu/stata/output/regression-analysis/


https://stats.idre.ucla.edu/stata/webbooks/reg/chapter4/regressionwith-statachapter-4-beyond-ols/
Maximum Likelihood Estimation Regression Analysis

https://stats.idre.ucla.edu/stata/output/logistic-regression-analysis/
https://stats.idre.ucla.edu/stata/dae/logistic-regression/
https://stats.idre.ucla.edu/stata/webbooks/logistic/chapter2/
https://stats.idre.ucla.edu/stata/webbooks/logistic/chapter3/lesson-3-logistic-regression-diagnostics/

Multinomial Logistic Regression
https://stats.idre.ucla.edu/stata/dae/multinomiallogistic-regression/

Ordinal/Ordered Logistic Regression
https://stats.idre.ucla.edu/stata/dae/ordered-logistic-regression/

Probit Regression
https://stats.idre.ucla.edu/stata/dae/probit-regression/

Tobit Regression
https://stats.idre.ucla.edu/stata/output/tobit-regression/

Example Articles

Nobles, Fox, Piquero, & Piquero (2009) (binary logistic regression)
http://www.tandfonline.com/doi/abs/10.1080/07418820802427833

Patton, Nobles, & Fox (2010) (binary logistic regression)
http://www.sciencedirect.com/science/article/pii/S0047235210000334

Fox, Nobles, & Piquero (2009) (generalized ordinal logistic regression)

Nobles (2005) (multinomial logistic regression)
http://etd.fcla.edu/UF/UFE0011361/nobles_m.pdf

Bouffard, Nobles, & Wells (2011) (multinomial probit regression)

Poisson and Negative Binomial Count Regression Models

https://stats.idre.ucla.edu/stata/seminars/regression-models-with-count-data/
https://stats.idre.ucla.edu/stata/dae/poisson-regression/
https://stats.idre.ucla.edu/stata/dae/negative-binomial-regression/
https://stats.idre.ucla.edu/stata/dae/zero-inflated-poisson-regression/
https://stats.idre.ucla.edu/stata/dae/zero-inflated-negative-binomial-regression/
https://stats.idre.ucla.edu/stata/dae/zero-truncated-poisson-regression/
https://stats.idre.ucla.edu/stata/dae/zero-truncated-negative-binomial/

Example Articles
Nobles, Reyns, Fox, & Fisher (2014)
http://www.tandfonline.com/doi/abs/10.1080/07418825.2012.723030

Alvarez-Rivera, Nobles, & Lersch (2014)

Exploratory and Confirmatory Factor Analysis; Bifactor Models
DeCoster's (1998) Overview of Factor Analysis

Stata Annotated Output
https://stats.idre.ucla.edu/stata/output/factor-analysis/

Categorical vs. continuous items in factor analysis
https://stats.idre.ucla.edu/stata/faq/how-can-i-perform-a-factor-analysis-with-categorical-or-categorical-and-continuous-variables/

Parallel analysis for determining the number of factors to retain
https://stats.idre.ucla.edu/stata/faq/how-to-do-parallel-analysis-for-pca-or-factor-analysis-in-stata/

Brown's notes on factor rotation

Example Articles
Grasmick, Tittle, Bursik, & Arneklev (1993)
http://jrc.sagepub.com/content/30/1/5.short

Cramer, Nobles, Amacker, & Dovoedo (2013)
http://jiv.sagepub.com/content/28/14/2894.short

Ward, Nobles, & Fox (2015) (bifactor model)
http://link.springer.com/article/10.1007/s10940-014-9241-6
Hierarchical/Multilevel/Mixed-Effects Models

Stata 14 Manual: Multilevel Mixed Effects
http://www.stata.com/manuals14/me.pdf

https://stats.idre.ucla.edu/other/mult-pkg/introduction-to-generalized-linear-mixed-models/

https://stats.idre.ucla.edu/stata/dae/mixed-effects-logistic-regression/

https://stats.idre.ucla.edu/stata/seminars/repeated-measures-analysis-with-stata/

What is Multilevel Modeling? by Mark Tranmer
https://www.youtube.com/watch?v=_lrB-ZaLQE0

Introduction to multilevel linear models in Stata, part 1
https://www.youtube.com/watch?v=KALxDwwqX1A

Introduction to multilevel linear models in Stata, part 2
https://www.youtube.com/watch?v=KALxDwwqX1A

Example Articles

Chamberlain & Hipp (2015)

DiPrete & Forristal (1988)
http://www.jstor.org/stable/2083369

Yang & Land (2006)

Time Series (ARIMA) and Segmented Regression

Introduction to Time Series Analysis by M. Pickup
http://dx.doi.org/10.4135/9781483390857

Time Series Analysis by C. Ostrom
http://dx.doi.org/10.4135/9781412986366

Interrupted Time Series Analysis by D. McDowall, R. McCleary, E. Meidinger, & R. Hay
http://dx.doi.org/10.4135/9781412984607

Introduction to ARIMA (non-seasonal models):
https://people.duke.edu/~rnau/411arim.htm

Rules for identifying ARIMA models:
https://people.duke.edu/~rnau/arimrule.htm
Example Articles

Nobles (2008)
http://etd.fcla.edu/UF/UFE0022084/nobles_m.pdf

Nobles, Levenson, & Youstin (2012)
http://journals.sagepub.com/doi/abs/10.1177/0011128712449230

Ward, Nobles, Lanza-Kaduce, Levett, & Tillyer (2011)
http://journals.sagepub.com/doi/abs/10.1177/1098611111413992

Survival/Event History Analysis

Event History and Survival Analysis by P. Allison
http://dx.doi.org/10.4135/9781452270029

Example Articles

Kaplan & Meier (1958):
http://www.tandfonline.com/doi/abs/10.1080/01621459.1958.10501452

Fisher & Lin (1999):

Cloyes et al. (2010):
http://journals.sagepub.com/doi/abs/10.1177/0093854809354370

Plattner et al. (2009):

Spatial Visualization and Econometrics

GIS Research Methods by Steinberg & Steinberg:
http://esripress.esri.com/display/index.cfm?fuseaction=display&websiteID=284&moduleID=0

Analytic Mapping and Geographic Databases by D. Garson & R. Biggs:
http://dx.doi.org/10.4135/9781412983334

Spatial Regression Models by M. Ward & K. Gleditsch
http://dx.doi.org/10.4135/9781412985888

Near Repeat Calculator by J. Ratcliffe:

Example Articles

Ward, Nobles, Youstin, & Cook (2014)
http://journals.sagepub.com/doi/abs/10.1177/0011128710364804
Regression Discontinuity and Propensity Score Matching

Regression Discontinuity Designs:
https://www.socialresearchmethods.net/kb/quasird.php

Regression Discontinuity Designs in Social Sciences:
http://dx.doi.org/10.4135/9781446288146.n14

Introduction to Propensity Score Methods:
http://methods.sagepub.com/video/an-introduction-to-propensity-score-methods

Propensity Score Analysis by Guo & Fraser:
http://ssw.unc.edu/psa/

Example Articles

Imbens & Lemieux (2008):

Berk et al. (2010):

Berk & de Leeuw (1999):

Berk & Rauma (1983):

Apel & Sweeten (2009):
https://link.springer.com/chapter/10.1007/978-0-387-77650-7_26

Gibson et al. (2009):
http://www.tandfonline.com/doi/abs/10.1080/07418820802593345

Linden & Adams (2012):
Structural Equation Models

Stata 14 Manual: SEM

YouTube Stata SEM Builder Example
https://www.youtube.com/watch?v=CjsvhOl4ZAw

SEM Mediation Example

Williams Intro to Path Analysis
Gene,

I’ve got a mountain of things waiting on me. I hadn’t forgotten your request, but I was hoping to let it stew until I could convene my program committee. As you know, we’re likely to make some pretty substantial changes to the curriculum going forward. I don’t think your change causes us any direct conflict, so we don’t have any reservations about you proposing it. We intend to develop and offer our own methods sequence and would similarly request your support when that time comes. We also appreciate that this would be available to students in other areas as a backup should we need to place a student every now and then.

Thanks, and sorry for the delay,
Jeremy

On Sep 11, 2020, at 10:01 AM, Eugene Paoline <Eugene.Paoline@ucf.edu> wrote:

Hi Jeremy,
I know that the semester is busy and especially challenging THIS year, but I wanted to follow up regarding a doctoral course that we are aiming to put on the books for the 2021-2022 year- **CCJ 7118 Advanced Quantitative Methods II for Criminal Justice Research** (syllabus attached). The course will be taught by Dr. Matt Nobles (Criminal Justice faculty), who previously taught the course in the Public Affairs doctoral program under the course PAF 7805. The course is now needed in the CJ department as the PAF Doctoral Program has been added to the School of Public Administration (as you know!) and moved downtown (The Department of Criminal Justice is located on the main campus, where doctoral students take all of their classes). Additionally, the content of the proposed course extends what is covered in the introductory Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708), which is also taught by Dr. Nobles. The proposed course will be open to other doctoral students who have taken a stats 1 course comparable to Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708). I wanted to pass it to you to ensure you do not have an issue with us proposing this course. For reference, I am also attaching a copy of syllabus for the Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708).

Please let me know if you have any questions or objections to the course proposal.
Best,
Gene

Eugene A. Paoline III, Ph.D.
Elexis,  
Here is Sociology. We are waiting on PA for the PAF program.  
Best,  
Gene

From: Elizabeth Mustaine <libby@ucf.edu>  
Sent: Friday, September 4, 2020 12:19 PM  
To: Eugene Paoline <Eugene.Paoline@ucf.edu>  
Subject: RE: Criminal Justice Doctoral Statistics II Course

Hi Gene! These two courses look good to me. Sociology has no problem with either.  

Libby

From: Eugene Paoline <Eugene.Paoline@ucf.edu>  
Sent: Wednesday, September 2, 2020 6:38 PM  
To: Elizabeth Mustaine <libby@ucf.edu>  
Subject: Criminal Justice Doctoral Statistics II Course

Hi Libby,  
I hope all is well on your end. The Department of Criminal Justice is proposing a new course for the 2021-2022 year- **CCJ 7118 Advanced Quantitative Methods II for Criminal Justice Research** (syllabus attached). The course will be taught by Dr. Matt Nobles (Criminal Justice faculty), who previously taught the course in the Public Affairs doctoral program under the course PAF 7805. The course is now needed in the CJ department as the PAF Doctoral Program has been added to the School of Public Administration and moved downtown (The Department of Criminal Justice is located on the main campus, where doctoral students take all of their classes). Additionally, the content of the proposed course extends what is covered in the introductory Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708), which is also taught by Dr. Nobles. The proposed course will be open to other doctoral students who have taken a stats 1 course comparable to Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708). I wanted to pass it to you to ensure you do not have an issue with us proposing this course. For reference, I am also attaching a copy of syllabus for the Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708).  

Please let me know if you have any questions or objections to the course proposal.  
Best,  
Gene

Eugene A. Paoline III, Ph.D.
Professor and Graduate Program Director
University of Central Florida
Department of Criminal Justice
12805 Pegasus Drive
Orlando, Florida 32816-1600
(407) 823-4946

Chair
American Society of Criminology
Division of Policing
ascpolicing@gmail.com
See below.

From: Daniel Eadens <Daniel.Eadens@ucf.edu>
Sent: Monday, October 19, 2020 11:38 AM
To: Eugene Paoline <Eugene.Paoline@ucf.edu>
Cc: Marjorie Ceballos <Marjorie.Ceballos@ucf.edu>
Subject: Re: Criminal Justice Doctoral Statistics II Course

We endorse it as well. Actually, it looks like your program is pursuing a similar path as my program leadership predecessors have done.

If there is anything else we can do to help, please let me know and good luck with the request.

Very Kindly, Dan

Dr. Daniel W. Eadens

Associate Professor

Program Coordinator (MA, MEd, Mod.Core, EdS, EdD)

Educational Leadership & Higher Education

College of Community Innovation and Education

University of Central Florida

Education Complex (ED 220 E)

12494 University Boulevard

P. O. Box 161250

Orlando, FL 32816-1250

Email: Daniel.Eadens@ucf.edu

Departmental Website: https://ccie.ucf.edu/elhe/
"If the Son Sets you Free, you'll be Free Indeed..." John, 8:36

"Education without morals is like a ship without a compass, merely wandering nowhere..." MLK, Jr.

ARMOR UP, KNIGHTS: Masked, Washed, Distanced (6 feet)! ucf.edu/coronavirus

*UCF is currently working under remote conditions due COVID-19. You will not be able to contact me through UCF phone services, use email until further notice.

From: Marjorie Ceballos <Marjorie.Ceballos@ucf.edu>
Sent: Monday, October 19, 2020 11:19 AM
To: Daniel Eadens <Daniel.Eadens@ucf.edu>
Cc: Eugene Paoline <Eugene.Paoline@ucf.edu>
Subject: FW: Criminal Justice Doctoral Statistics II Course

Hi,

All is well here. Hope all is well on your end. I’ve copied Dan Eadens, the coordinator for our doctoral program, so that he can respond to you directly as the program coordinator.

Dan, please see the request from Dr. Paoline below. Can you please review and respond to him? This is the course we discussed last week.

Thanks,

Marjorie

From: Eugene Paoline <Eugene.Paoline@ucf.edu>
Date: Monday, October 19, 2020 at 11:15 AM
To: Marjorie Ceballos <Marjorie.Ceballos@ucf.edu>
Subject: Criminal Justice Doctoral Statistics II Course

Hi Marjorie,

I hope all is well on your end. The Department of Criminal Justice is proposing a “new” course for the 2021-2022 year- CCJ 7118 Advanced Quantitative Methods II for Criminal Justice Research (syllabus attached). The course will be taught by Dr. Matt Nobles (Criminal Justice faculty), who previously taught the course in the Public Affairs doctoral program under the course PAF 7805, as part of his joint assignment between Criminal Justice and PAF. When he previously taught the course, he did focus heavily on criminal justice statistical issues. The new course will concentrate exclusively on criminal justice examples. The course is now needed in the CJ department as the PAF Doctoral Program has been added to the School of Public Administration and moved downtown (The Department of Criminal Justice is located on the main
campus, where doctoral students take all of their classes). Moreover, Dr. Nobles is no longer a joint hire (with PAF) and now is assigned fully to our department.

The content of the proposed course extends what is covered in the introductory Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708), which is also taught by Dr. Nobles. The proposed course will be open to other doctoral students who have taken a stats 1 course comparable to Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708). We have reached out to “like” social science programs in our college (Public Affairs) and the university (Sociology), both of which have endorsed it. CCIE’s Graduate Council has asked that we reach out to you as well for endorsement. For reference, I am also attaching a copy of syllabus for the Advanced Quantitative Methods for Criminal Justice Research (CCJ 7708).

Please let me know if you have any questions or objections to the course proposal.
Best,
Gene

Eugene A. Paoline III, Ph.D.
Professor and Graduate Program Director
University of Central Florida
Department of Criminal Justice
12805 Pegasus Drive
Orlando, Florida 32816-1600
(407) 823-4946

Chair
American Society of Criminology
Division of Policing
ascpolicing@gmail.com
See below. Can you please send this and the Education Leadership letter to Andrea?
Thank you,
Gene

On Nov 12, 2020, at 3:53 PM, Eugene Paoline <Eugene.Paoline@ucf.edu> wrote:

Hi Richard,
Thanks a million for responding so quickly. Yes, I agree about the unique content and the possibility that students might use another program’s stats course to replace theirs (and thus reducing another program’s enrollment). We certainly are not looking to do the latter. We want our students, who took this course previously in the PAF program, to have the opportunity to have criminal justice examples which will assist in their dissertation research later on.

Per your concern, I would assure you that all of our doctoral classes are closed for non-criminal justice students and require advisor approval to enroll. We could add the stipulation that any other CCIE student, beyond criminal justice, would need approval from their advisor as well.

Best,
Gene

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Chair
American Society of Criminology
Division of Policing
Hello Gene,

I hope all is well. As you might imagine, there is a Statistics II (Advanced Quant) course in LaSER that has quite a bit of overlap with this course. Stephen is actually currently teaching a cross-listed Advanced Quant course with PAF students. While I definitely understand that CJ students might have some specific needs related to the content of such a course, my concern would be that other students would look at the course as an alternate to our similar course, which would not necessarily be the case, and could potentially result in decreased enrollments in our course. Alternatively, students might see the course offered during a term in which ours was not offered and might look to it as an alternative, which could be problematic, at times. So, if there were a way that could be embedded to remedy these issues, that would be perfect. For instance, if it were limited to CJ students, unless advisor permission were provided, or something like that. I hope this helps.

Cheers,

Richard

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Richard Hartshorne, Ph.D.
Chair, Department of Learning Sciences & Educational Research
Professor, Instructional Design & Technology
Editor-in-Chief, Journal of Technology & Teacher Education
Editor, Contemporary Issues in Technology & Teacher Education - General
College of Community Innovation & Education
University of Central Florida
4000 Central Florida Blvd, ED 209E
Orlando, FL 32816
407.823.1861
richard.hartshorne@ucf.edu

臂甲加身，骑士。
☑️ 要戴上面罩。
☑️ 洗手。
☑️ 实行物理距离。
Hi Richard,
I hope all is well with you. I am reaching out to you at the request of our Graduate Council. The Department of Criminal Justice is checking with college departments (and beyond) regarding a Criminal Justice Statistics II course (see below). We have the ok from sociology, political science, and Ed Leadership. I emailed Stephen on 10/19/20 and 10/26/20 and have not heard back (though, I know times are crazy right now). Could you possibly weigh in on this so that I can report back to Grad Council? Much appreciated,
Gene

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Chair
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Hi Stephen,
I am following up regarding our doctoral stats II course. Did you have a chance to take a look at it regarding any concerns?
Best,
Gene

Hi Stephen,
I hope all is well on your end. The Department of Criminal Justice is proposing a “new” course for the 2021-2022 year- **CCJ 7118 Advanced Quantitative Methods II for Criminal Justice Research** (syllabus attached). The course will be taught by Dr. Matt Nobles (Criminal Justice faculty), who previously taught the course in the Public Affairs doctoral program under the course PAF 7805, as part of his joint assignment between Criminal Justice and PAF. When he previously taught the course, he did focus...
heavily on criminal justice statistical issues. The new course will concentrate exclusively on criminal justice examples. The course is now needed in the CJ department as the PAF Doctoral Program has been added to the School of Public Administration and moved downtown (The Department of Criminal Justice is located on the main campus, where doctoral students take all of their classes). Moreover, Dr. Nobles is no longer a joint hire (with PAF) and now is assigned fully to our department.

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Please let me know if you have any questions or objections to the course proposal.
Best,
Gene

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**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

---

**Proposal Type:** Grad Course Addition

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

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

**Full Title:** MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education

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

**Department Chair Phone Number:** 407-823-3272

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>MAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>7050</td>
</tr>
</tbody>
</table>

**Course Title:** Policies, Practices, and Structures in K-8 Mathematics Education

**30 Character Abbreviation:** Policies & Structures K8 Math

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

**Course Description (25 word limit):** This course explores existing inequitable policies, practices, and structures in K-8 mathematics education and strategies to develop equitable, just, and inclusive K-8 mathematics programs.

**Grading Scheme:** ABCDF

**Prerequisite(s):** Doctoral 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.

**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:** 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  Yes  No

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

Term of Offering

When will the course be offered?  *

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

Intended Utilization of Course

The course will be used primarily as:  *

Required Course  Elective Course

Materials and Supply Fee

New Materials and Supply Fees?  *
Yes  No

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

Justification for Course Addition
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.
The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME

MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education

MAE 7351 Content Knowledge for Teaching K-8 Mathematics I

MAE 7930 Seminar in K-8 Mathematics Education

MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics

MAE 7680 Professional Leadership in K-8 Mathematics
What will be the source of students?*  Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.

What is the estimated annual enrollment?*  15

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

Detail Discussion
There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.

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

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

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

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

Lab Fee

CRSE ID
University of Central Florida  
Fall 2021

Instructor: Dr. Sarah B. Bush  
Office Location: ED 123D  
Class Time: TBD  
Office Hours: TBD  
Phone: 407-823-0569  
Email: Sarah.Bush@ucf.edu or Webcourses@UCF messaging  
Class Location and Modality: Online Synchronous

Course Description:  
This course explores existing inequitable policies, practices, and structures in K-8 mathematics education and strategies to develop equitable, just, and inclusive K-8 mathematics programs. Course Prerequisites: Doctoral Standing. (3 semester hours)

Course Goals:  
Students will:

1. Develop an in-depth understanding of NCTM's *Catalyzing Change* framework and why a systemic dismantling of inequitable policies, practices, and structures is essential to building high quality K-8 mathematics programs.
2. Develop an in-depth understanding of the importance and strategies for creating an instructionally coherent and effective mathematics program in their setting, guided by the Mathematics Whole School Agreement framework.

Course Objectives:  
Students will:

1. Through readings, small group, and whole class discussions, examine and consider how research in mathematics education, guided by the *Catalyzing Change* framework, applies in their setting. (a.3.a, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h, a.3.i, a.3.j, a.2.c, a.2.d, a.2.f, b.1.a, b.1.b, b.1.c, b.1.d)
2. Through readings, small group, and whole class discussions and activities, develop and enhance their understanding of how a more instructionally coherent and effective mathematics program can be implemented in their setting, guided by the Mathematics Whole School Agreement framework. (a.1.a, a.1.b, a.1.c, a.1.f, a.2.c, a.2.e, a.3.a, a.3.b, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h)
3. Through a key course assignment, conduct a *Catalyzing Change* needs assessment for their setting, organized by the *Catalyzing Change* framework.
4. Through a key course assignment, develop and begin to implement a school- or district-level “quest for coherence” action plan, guided by the Mathematics Whole School Agreement framework. (a.1.a, a.1.b, a.1.c, a.1.f, a.2.c, a.2.e, a.3.a, a.3.b, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h)

5. Grow as social justice-minded advocates and leaders in their schools and districts. (b.1.a, b.1.b, b.1.c, b.1.d, b.1.e, b.1.f)

Key: FEAP = Florida Educator Accomplished Practices

Mode of Instruction:
This course combines the lecture/group/discussion formats. Emphasis is placed on conceptual development, reflective thinking, advocacy, leadership, and research.

Course Materials and Resources
Required:
*You are required to purchase the Catalyzing Change book and The Math Pact book for your grade band of focus, although over time, you’ll probably need both in your professional library.


Zoom: Because this course will be synchronous remote, Zoom will be used for our “real time” class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and appear on the course calendar. Check course agendas in the modules for links and password.
Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom/. You may choose to use Zoom on your mobile device (phone or tablet), although a laptop or desktop is strongly recommended.

Things to Know About Zoom:

- The Zoom sessions may be recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at https://cdl.ucf.edu/support/webcourses/ if you have any technical issues accessing Zoom.

Suggested:


Professional Organizations

- National Council of Teachers of Mathematics
  o https://www.nctm.org
- National Council of Supervisors of Mathematics
  o https://www.mathedleadership.org/
- Florida Council of Teachers of Mathematics
  o https://fctm.net
- Florida Association of Mathematics Supervisors
  o https://fctm.net/county-affiliates/fams/about-fams/

References


Course Requirements

Participation: (140 points total)
Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time.

Strong course participation involves the following:

- Commitment to critical examination of teaching and learning: Demonstrated effort to apply multiple lenses to analyze teaching and learning and to engage in evidence-based reasoning
- Commitment to the class community: Demonstrated effort to contribute to community efforts to solve problems and build understanding by sharing ideas, raising questions, and constructively pressing others to explain and elaborate their perspectives
- Commitment to productive discussion skills: Demonstrated effort to engage in active listening and responding, and to engage others with professional courtesy

Syllabus “Quiz”: (10 pts total)
This assignment will meet the requirement for documentation of academic activity and will be completed via Webcourses. Failure to do so by the assigned date may result in a delay in the disbursement of your financial aid.

Video Introduction: (10 pts total)
This assignment will provide a way for the instructor to begin to become familiar with each student in the course and learn about why they have decided to pursue a doctoral degree.

“Quest for Coherence” Action Plan: (50 pts total)
Using the Mathematics Whole School Agreement framework, students will develop a “quest for coherence” mathematics program action plan, including:
- Strategies for getting all stakeholders on board
- A timeline for 1) beginning the discussion on each component (i.e. language, notation, representations, rules, generalizations), and 2) implementation
- A SWOT analysis
This assignment will be discussed in further detail in class and a detailed rubric will be provided.

Catalyzing Change Needs Assessment: (50 pts total)
Students will conduct a Catalyzing Change needs assessment for their setting, organized by the 4 key recommendations of the Catalyzing Change framework. This needs assessment will include:
- Current analysis of their setting with regards to each of the 4 key recommendations
- Changes needed in their setting with regards to each of the 4 key recommendations
- Suggested action steps for beginning Critical Conversations, with highest priority needs identified and suggested timeline
- Thoughtful reflection of needs assessment
This assignment will be discussed in further detail in class and a detailed rubric will be provided.

Final Presentation: (50 pts total)
This is a reflective presentation. During class time near the end of the semester, this assignment will be discussed in more detail. Students missing the final presentation due to illness/emergency must notify the instructor and the reason for the absence. The instructor will then determine if and the format for a make-up final to be given. The format of make-up final is at the discretion of the instructor.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Syllabus “Quiz”</td>
<td>10</td>
</tr>
<tr>
<td>Video Introduction</td>
<td>10</td>
</tr>
<tr>
<td>“Quest for Coherence” Action Plan</td>
<td>50</td>
</tr>
<tr>
<td>Catalyzing Change Needs Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>310</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

- 279 – 310: A
- 248 – 278: B
- 217 – 247: C
- 186 – 216: D
- 0 – 185: F

+/- grades will not be used in this class

Consult the latest UCF Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Withdraw

Should you decide to withdraw from this course, please be aware that XXXX is the last day to withdraw.

Activity Submissions

All assignments should be submitted via Webcourses@UCF per the directions indicated in each assignment on webcourses.

All submissions should be represented of doctoral graduate-level quality work. All assignments must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned (see course schedule below).

Additional details regarding assignment expectations will be included within the assignments in Webcourses@UCF.

Electronic Devices
Please be courteous of the instructor and other students by silencing cell phones and reserve technology use for non-class purposes for after class or at designated break times.

**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.

**Webcourses and Email**

Webcourses is the online course management system which will be used as the medium for this course. You will access modules, communicate, and complete and submit assignments through webcourses. Please check your notification settings in webcourses. Be sure to check webcourses and your UCF email at least every 2-3 days for updates.

**Make-up Exams and Assignments**

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

**Assignment Due Dates and Late Assignments**

Assignments are expected to be submitted on time. If you need to submit an assignment late, please let the instructor know ASAP. Late assignments, accepted with PRIOR APPROVAL of instructor, will still be graded. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment. Clear communication from the student is expected, with the knowledge that the instructor will approach with understanding and compassion.

**Documenting Academic Activity**

As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

**University Services and Resources**
Academic Services and Resources

A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. https://www.ucf.edu/services/curation_groups/academic-support/

Non-Academic Services and Resources

A list of non-academic support and services is also available at https://www.ucf.edu/services/. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the https://www.ucf.edu/online/student-resources/online-student-guidelines/ for more information about your access to non-academic services.

Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult https://www.academicintegrity.org/.

For more information about plagiarism and misuse of sources, see http://wpacouncil.org/aws/CWPA/pt/sp/home_page.

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 https://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 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) https://sas.sdes.ucf.edu (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Fully online course sections (W, V)

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

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

Sections with face-to-face components (M, RA, RV)

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
• In case of an emergency, dial 911 for assistance.
• Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at https://police.ucf.edu/emergencymanagement.
• Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/AEDlocations-UCF.
• To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
• Students with special needs related to emergency situations should speak with their instructors outside of class.
• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://www.youtube.com/watch?v=NlKYaJEx4pk&feature=youtu.be.

Deployed Active Duty Military Students

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

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.
Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms
https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the https://goldenrule.sdes.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.
Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

<table>
<thead>
<tr>
<th>Course Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
</tbody>
</table>
| Week 1 | Course Overview and Syllabus  
Why do K-8 students need to learn mathematics? |  | Syllabus “Quiz”  
(due Friday @ 5:00 pm) |
| Week 2 | Catalyzing Change: Introduction and 4 Key Recommendations | Catalyzing Change Chapter 1 | Video Introduction |
| Week 3 | Catalyzing Change Recommendation 1: Broaden the Purposes of Learning Mathematics | Catalyzing Change Chapter 2 |  |
| Week 4 | Catalyzing Change Recommendation 2: Create Equitable Structures in Mathematics | Catalyzing Change Chapter 3 |  |
| Week 5 | Catalyzing Change Recommendation 2: Create Equitable Structures in Mathematics (continued) | TBD Reading Based on Prior Week’s Class Discussion |  |
| Week 6 | Catalyzing Change Recommendation 3: Implement Equitable Mathematics Instruction  
Introduction to a Mathematics Whole School Agreement | Catalyzing Change Chapter 4  
The Math Pact Chapter 1 |  |
<p>| Week 7 | Mathematics Whole School Agreement – Language and Notation | The Math Pact Chapter 2, 3 | Midpoint Check-in for “Quest for Coherence” Action Plan |
| Week 8 | Catalyzing Change Recommendation 4: | Catalyzing Change Chapter 5 |  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Develop Deep Mathematical Understanding</td>
<td>The Math Pact Chapter 4, 5</td>
<td>Midpoint Check-in for <strong>Catalyzing Change</strong> Needs Assessment</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics Whole School Agreement – Representations and Rules</td>
<td>The Math Pact Chapter 6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mathematics Whole School Agreement – Developing Generalizations</td>
<td>The Math Pact Chapter 7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mathematics Whole School Agreement – Implementing In Your Setting</td>
<td>The Math Pact Chapter 8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mathematics Whole School Agreement – Success Stories from the Field</td>
<td>The Math Pact Chapter 9</td>
<td>“Quest for Coherence” Action Plan</td>
</tr>
<tr>
<td>14</td>
<td>Catalyzing Change: Next Steps</td>
<td>Catalyzing Change Chapter 6</td>
<td><strong>Catalyzing Change</strong> Needs Assessment</td>
</tr>
<tr>
<td>15</td>
<td>Final Presentation</td>
<td>Final Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Wrap-up</td>
<td></td>
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</table>
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)
CIEDD Program Coordinator: Michele Gill
K8ME Specialization Coordinator: Juli Dixon

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.

The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME
MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
MAE 7930 Seminar in K-8 Mathematics Education
MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
MAE 7355 Instructional Coaching in K-8 Mathematics
MAE 7680 Professional Leadership in K-8 Mathematics
<table>
<thead>
<tr>
<th>Semester</th>
<th>Core</th>
<th>Specialization</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '21</td>
<td></td>
<td>MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7351 Content Knowledge for Teaching K-8 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Spring '22</td>
<td>EDP 7517 Facilitating Learning, Development &amp; Motivation (new section)</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (2 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDF 7457 Data, Assessment &amp; Accountability (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer '22</td>
<td>EDA 7101 Organizational Theory in Education (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDF 7494 Identifying Complex Problems of Practice (new section)</td>
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</tr>
<tr>
<td>Fall '22</td>
<td></td>
<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
<td><strong>Milestone 1:</strong> Gap analysis Due last Friday in January</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7355 Instructional Coaching in K-8 Mathematics (Substituted for EDG 7947 Laboratory of Practice (Internship))</td>
<td></td>
</tr>
<tr>
<td>Spring '23</td>
<td>EDF 7478 Analysis of Complex Problems of Practice</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (1 credit)</td>
<td><strong>Milestone 2:</strong> Dissertation prospectus Due last Friday in March</td>
</tr>
<tr>
<td></td>
<td>Restricted research elective Choose one of: EDF 7403, 7463, 7475 or research elective approved by program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer '23</td>
<td>EDG 7985: Proposing and Implementing Data Driven Decisions OR IDS 7500 Research Seminar (taught by math ed faculty or faculty with research interests in math ed)</td>
<td>MAE 7680 Professional Leadership in K-8 Mathematics</td>
<td><strong>Milestone 3:</strong> Dissertation proposal Due last Friday in July</td>
</tr>
<tr>
<td>Fall '23 to Summer '24</td>
<td>Dissertation in Practice 18 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Community Innovation and Education - Grad Course Addition - MAE 7351 Content Knowledge for Teaching K-8 Mathematics I

2021-2022 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

**Proposal Type:** Grad Course Addition

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

**Unit / Department / College:** 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:** MAE 7351 Content Knowledge for Teaching K-8 Mathematics I

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

**Department Chair Phone Number:** 407-823-3272

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

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

Prefix:* MAE  
Number:* 7351

Course Title:* Content Knowledge for Teaching K-8 Mathematics I

30 Character Abbreviation:* Content for Teaching K8 Math 1

Course Type:*  
Graduate Course  
Medicine (MD) Course

Course Description (25 word limit)* This course addresses pedagogical content knowledge for supporting K-8 mathematics teachers. Topics include whole number concepts and operations, and rational number concepts and operations.

Grading Scheme:*  
ABCDF

Prerequisite(s):

Corequisite(s):

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

### Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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)

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

### Repeat for credit? *
- [ ] Yes
- [ ] No

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

### Term of Offering

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

### Intended Utilization of Course

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

### Materials and Supply Fee

**New Materials and Supply Fees?**
- [ ] Yes
- [ ] No

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

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

Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

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The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

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MAE 7930 Seminar in K-8 Mathematics Education

MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics

MAE 7680 Professional Leadership in K-8 Mathematics
require or recommend this course for graduation?

**What will be the source of students?**
Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.

**What is the estimated annual enrollment?**
15

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

**Detail Discussion**
There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.

**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)
Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

### Course Syllabus Policy

I have aligned this syllabus per the UCF syllabus policy.

### Attachment List

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

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

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

- **Support from involved units that no duplication exists**
  - Duplicates 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**

**Lab Fee**

**CRSE ID**
MAE 7351: Content Knowledge for Teaching K-8 Mathematics I
University of Central Florida
Fall 2021

Instructor: Dr. Juli K. Dixon
Office Location: ED 123F
Class Times: TBD
Office Hours: TBD
E-mail: juli.dixon@ucf.edu
Class Location: Synchronous Remote

Course Description:
This course addresses pedagogical content knowledge for supporting K-8 mathematics teachers. Topics include whole number concepts and operations, and rational number concepts and operations. (3 semester hours)

Course Goals:
Students will:
1. Develop knowledge of elementary school mathematics content knowledge for teaching whole number concepts and operations and rational number concepts and operations.
3. Examine research related to the importance of content knowledge for teaching whole number concepts and operations and rational number concepts and operations.

Course Objectives:
Students will:
1. Enhance content knowledge and pedagogical content knowledge related to mathematics. (FEAP 1.b.2, b.1.e, b.1.f)
2. Discuss the special nature of the mathematical knowledge needed for teaching. (FEAP 1.b.2)
3. Solve problems presented in class and on assignments. (FEAP a.3.a, a.3.c, a.3.d, a.3.f, a.3.h, a.3.i)
4. Use research to know where to focus attention to improve content knowledge for teaching. (FEAP a.3.d, b.1.b)

Key: FEAP = Florida Educator Accomplished Practices

Mode of Instruction:
This course combines the lecture/group/discussion formats in a synchronous remote environment. Emphasis is placed on conceptual development and reflective thinking.
General Procedures/Requirements:

**Required Books:** (these books are available online from the UCF library)


**Required Materials:**
Construction Paper (9” x 12” size): 2 red pieces, 1 blue piece, 1 orange piece, 1 yellow piece, and 1 green piece. It is suggested (but not required) to have an extra piece in each color.

Course Requirements:

**Participation:** (140 points total)
Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time. Attendance for the midterm or final exam does not count towards participation.

**Syllabus Quiz:** (10 pts total)
This assignment will meet the requirement for documentation of academic activity and will be completed via Webcourses.

**Video Introduction:** (10 pts total)
This assignment will provide a way for the instructor to begin to become familiar with the students in the course as individuals and will be submitted via Webcourses.

**Homework Assignments:** (25 pts each for 50 pts total)
Students will complete 2 homework assignments throughout the semester to demonstrate their ability to explain and justify the content and use visual models to make the concepts explicit. These assignments will be submitted via Webcourses.

**Research Paper:** (50 pts total)
Students will complete a research paper to demonstrate their understanding of research related to teacher gaps in pedagogical content knowledge related to a specific topic. This research paper will be submitted via Webcourses.

**Midterm:** (50 pts)
Students will complete a midterm based on the coursework and textbook readings and videos.

**Final Examination:** (50 pts)
Students will complete a cumulative final exam addressing the content of the course
**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Syllabus Acknowledgement</td>
<td>10</td>
</tr>
<tr>
<td>Video Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Tests</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360</strong></td>
</tr>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>324 – 360</td>
</tr>
<tr>
<td>B</td>
<td>288 – 323</td>
</tr>
<tr>
<td>C</td>
<td>252 – 287</td>
</tr>
<tr>
<td>D</td>
<td>216 – 251</td>
</tr>
<tr>
<td>F</td>
<td>0 – 215</td>
</tr>
</tbody>
</table>

+/- grades will not be used in this class

**E-mail:**
Students are required to check e-mail and Webcourses between classes for messages and supplementary materials. It is intended that electronic correspondence among members of the class and the instructor will further teaching and learning experiences.

**Assignment Due Dates and Late Assignments:**
Assignments are due prior to the start of the class on the due date. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment.

**Missed Assessments:**
If you are unable to attend class on the day of a test, the instructor must be notified before the start of class to determine if you will be able to take a make-up test. No one will be excused from the final examination unless it is an emergency situation.

**Documenting Academic Activity**
As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

**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.

**University Services and Resources**
Academic Services and Resources
A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. https://www.ucf.edu/services/curation_groups/academic-support/

Non-Academic Services and Resources
A list of non-academic support and services is also available at n https://www.ucf.edu/services/. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the https://www.ucf.edu/online/student-resources/online-student-guidelines/ for more information about your access to non-academic services.

Policy Statements

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

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

For more information about Academic Integrity, students may consult https://www.academicintegrity.org/.

For more information about plagiarism and misuse of sources, see http://wpacouncil.org/aws/CWPA/pt/sp/home_page.

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 https://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 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) https://sas.sdes.ucf.edu (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Fully online course sections (W, V)

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

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

Sections with face-to-face components (M, RA, RV)

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at https://police.ucf.edu/emergencymanagement.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/AEDlocations-UCF.

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

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

• To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

Deployed Active Duty Military Students

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

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.

Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the https://goldenrule.sdes.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
References:


<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics / Major Assignments</th>
<th>Readings/ Minor Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Making Sense of Mathematics for Teaching and Instructional Shifts</td>
<td>Syllabus Quiz (due end of week by 5 PM)</td>
</tr>
<tr>
<td>2</td>
<td>Early Number</td>
<td>Readings: Introduction (any text) Video Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Word Problems</td>
<td>Readings: Content knowledge for teaching: What makes is special?</td>
</tr>
<tr>
<td>4</td>
<td>Place Value</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Homework 1: Early Number and Word Problems</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Multidigit Addition/Subtraction</td>
<td>Readings: Chapters 1 and 2 (MSMTK2)</td>
</tr>
<tr>
<td>6</td>
<td>Multiplication</td>
<td>Readings: Chapters 3 &amp; 4 (MSMTK2)</td>
</tr>
<tr>
<td>7</td>
<td>Division</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>Midterm: Whole Number Concepts &amp; Operations</strong></td>
<td>Readings: Chapter 2 (MSMT35)</td>
</tr>
<tr>
<td>9</td>
<td>Represent and Name Fractions and Ratios</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Fraction Comparison and Equivalence</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Fractions: Operations</td>
<td>Readings: Chapter 3 (MSMT35)</td>
</tr>
<tr>
<td></td>
<td><strong>Homework 2: Fraction Concepts</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Fractions: Operations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Decimal Concepts</td>
<td>Readings: Chapter 4 (MSMT35)</td>
</tr>
<tr>
<td></td>
<td><strong>Research Paper</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Decimal Operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
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</tbody>
</table>
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill
K8ME Specialization Coordinator: Juli Dixon

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.

The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME

MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
MAE 7930 Seminar in K-8 Mathematics Education
MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
MAE 7355 Instructional Coaching in K-8 Mathematics
MAE 7680 Professional Leadership in K-8 Mathematics
<table>
<thead>
<tr>
<th>Semester</th>
<th>Core</th>
<th>Specialization</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall ‘21</td>
<td></td>
<td>MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7351 Content Knowledge for Teaching K-8 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Spring ‘22</td>
<td>MAE 7317 Facilitating Learning, Development &amp; Motivation (new section)</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (2 credits)</td>
<td>Milestone 1: Gap analysis Due last Friday in January</td>
</tr>
<tr>
<td></td>
<td>EDP 7457 Data, Assessment &amp; Accountability (new section)</td>
<td></td>
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<tr>
<td>Summer ‘22</td>
<td>MAE 7311 Organizational Theory in Education (new section)</td>
<td></td>
<td>Milestone 2: Dissertation prospectus Due last Friday in March</td>
</tr>
<tr>
<td></td>
<td>EDF 7494 Identifying Complex Problems of Practice (new section)</td>
<td></td>
<td></td>
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<tr>
<td>Fall ‘22</td>
<td></td>
<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
<td>Milestone 3: Dissertation proposal Due last Friday in July</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7355 Instructional Coaching in K-8 Mathematics (Substituted for EDG 7947 Laboratory of Practice (Internship))</td>
<td></td>
</tr>
<tr>
<td>Spring ‘23</td>
<td>EDP 7478 Analysis of Complex Problems of Practice</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (1 credit)</td>
<td></td>
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<tr>
<td></td>
<td>Restricted research elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose one of: EDF 7403, 7463, 7475 or research elective approved by program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer ‘23</td>
<td>EDG 7985: Proposing and Implementing Data Driven Decisions OR</td>
<td>MAE 7680 Professional Leadership in K-8 Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IDS 7500 Research Seminar (taught by math ed faculty or faculty with research interests in math ed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall ‘23 to Summer ‘24</td>
<td>Dissertation in Practice 18 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Community Innovation and Education - Grad Course Addition - MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

2021-2022 Graduate Course New

**General Catalog Information**

**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:*</td>
<td>College of Community Innovation and Education</td>
</tr>
<tr>
<td>Unit / Department / College:*</td>
<td>School of Teacher Education</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
</tr>
<tr>
<td>Course Instructor</td>
<td>Juli Dixon</td>
</tr>
<tr>
<td>(Must be Approved Graduate Faculty/Scholars):*</td>
<td></td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>407-823-3272</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td><a href="mailto:malcolm.butler@ucf.edu">malcolm.butler@ucf.edu</a></td>
</tr>
</tbody>
</table>
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.

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>MAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:*</td>
<td>7352</td>
</tr>
</tbody>
</table>

**Course Title:** Content Knowledge for Teaching K-8 Mathematics II

**30 Character Abbreviation:** Content for Teaching K8 Math 2

**Course Type:** Graduate Course

**Course Description (25 word limit):**
This course addresses pedagogical content knowledge for supporting K-8 mathematics teachers. Topics include integers; proportional relationships; equations, expressions, and inequalities; geometry and measurement; and statistics.

**Grading Scheme:** ABCDF

**Prerequisite(s):**
MAE 7351: Content Knowledge for Teaching K-8 Mathematics I.

**Corequisite(s):**

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

### Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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: 6

### Total Engagement Hours: 9

### Variable Credit (0-99):

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

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

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

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?
- Yes
- No

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

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

Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.
The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME

MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education

MAE 7351 Content Knowledge for Teaching K-8 Mathematics I

MAE 7930 Seminar in K-8 Mathematics Education

MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics

MAE 7680 Professional Leadership in K-8 Mathematics
require or recommend this course for graduation?

What will be the source of students?*
Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.

What is the estimated annual enrollment?*
15

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

Detail Discussion
There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.

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

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

Attachment List

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

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

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

Support from involved units that no duplication exists

☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE ID
MAE 7352: Content Knowledge for Teaching K-8 Mathematics II  
University of Central Florida  
Fall 2022

Instructor: Dr. Juli K. Dixon  
Office Location: ED 123F  
Class Times: TBD  
Office Hours: TBD  
E-mail: juli.dixon@ucf.edu  
Class Location: TBD

Course Description:  
This course addresses pedagogical content knowledge for supporting K-8 mathematics teachers. Topics include integers; proportional relationships; equations, expressions, and inequalities; geometry and measurement; and statistics. Prerequisite: MAE 7351: Content Knowledge for Teaching K-8 Mathematics I. (3 semester hours)

Course Goals:  
Students will:  
1. Develop knowledge of elementary school mathematics content knowledge for teaching geometry and measurement and middle school mathematics content knowledge for teaching integers; proportional relationships; equations, expressions, and inequalities; geometry and measurement; and statistics.  
3. Examine research related to the importance of content knowledge for teaching integers; proportional relationships; equations, expressions, and inequalities; geometry and measurement; and statistics.

Course Objectives:  
Students will:  
1. Enhance content knowledge and pedagogical content knowledge related to mathematics. (FEAP 1.b.2, b.1.e, b.1.f)  
2. Discuss the special nature of the mathematical knowledge needed for teaching. (FEAP 1.b.2)  
3. Solve problems presented in class and on assignments. (FEAP a.3.a, a.3.c, a.3.d, a.3.f, a.3.h, a.3.i)  
4. Use research to know where to focus attention to improve content knowledge for teaching. (FEAP a.3.d, b.1.b)

Key: FEAP = Florida Educator Accomplished Practices

Mode of Instruction:  
This course combines the lecture/group/discussion formats. Emphasis is placed on conceptual development and reflective thinking.
General Procedures/Requirements:

**Required Books**: (these books are available online from the UCF library)


Course Requirements:

**Participation**: (140 points total)
Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time. Attendance for the midterm or final exam does not count towards participation.

**Syllabus Quiz**: (10 pts total)
This assignment will meet the requirement for documentation of academic activity and will be completed via Webcourses.

**Video Introduction**: (10 pts total)
This assignment will provide a way for the instructor to begin to become familiar with the students in the course as individuals and will be submitted via Webcourses.

**Homework Assignments**: (25 pts each for 50 pts total)
Students will complete 2 homework assignments throughout the semester to demonstrate their ability to explain and justify the content and use visual models to make the concepts explicit. These assignments will be submitted via Webcourses.

**Research Paper**: (50 pts total)
Students will complete a research paper to demonstrate their understanding of research related to teacher gaps in pedagogical content knowledge related to a specific topic. This research paper will be submitted via Webcourses.

**Midterm**: (50 pts)
Students will complete a midterm based on the coursework and textbook readings and videos.

**Final Examination**: (50 pts)
Students will complete a cumulative final exam addressing the content of the course.
Grading:

<table>
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<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<td>Syllabus Acknowledgement</td>
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<td>Video Introduction</td>
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<td>Homework Assignments</td>
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<td>Tests</td>
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<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>360</td>
</tr>
</tbody>
</table>

Grading Scale:

- 324 – 360: A
- 288 – 323: B
- 252 – 287: C
- 216 – 251: D
- 0 – 215: F

+/- grades will not be used in this class

E-mail:
Students are required to check e-mail and Webcourses between classes for messages and supplementary materials. It is intended that electronic correspondence among members of the class and the instructor will further teaching and learning experiences.

Assignment Due Dates and Late Assignments:
Assignments are due prior to the start of the class on the due date. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment.

Missed Assessments:
If you are unable to attend class on the day of a test, the instructor must be notified before the start of class to determine if you will be able to take a make-up test. No one will be excused from the final examination unless it is an emergency situation.

Documenting Academic Activity
As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

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.

University Services and Resources

Academic Services and Resources
A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. https://www.ucf.edu/services/curation_groups/academic-support/

Non-Academic Services and Resources
A list of non-academic support and services is also available at n https://www.ucf.edu/services/. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the https://www.ucf.edu/online/student-resources/online-student-guidelines/ for more information about your access to non-academic services.

Policy Statements

Academic Integrity

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

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

For more information about Academic Integrity, students may consult https://www.academicintegrity.org/.

For more information about plagiarism and misuse of sources, see http://wpacouncil.org/aws/CWPA/pt/sp/home_page.

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 https://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 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) https://sas.sdes.ucf.edu (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement**

*Fully online course sections (W, V)*

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

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

*Sections with face-to-face components (M, RA, RV)*

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at https://police.ucf.edu/emergencymanagement.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
• If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see https://ehs.ucf.edu/AEDlocations-UCF.

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• 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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be.

Deployed Active Duty Military Students

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

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.

Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms
https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the https://goldenrule.sdes.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
References:


<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics / Major Assignments</th>
<th>Readings/ Minor Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Six Unproductive Practices for Teaching and Learning Mathematics</td>
<td>Syllabus Quiz (due end of week by 5 PM)</td>
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<tr>
<td>Week 2</td>
<td>Geometry</td>
<td>Video Introduction</td>
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<tr>
<td>Week 3</td>
<td>Geometry and Measurement</td>
<td>Readings: Chapter 5 (MSMT35)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Measurement</td>
<td>Readings: Chapter 5 (MSMT68)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Measurement</td>
<td>Readings: Chapter 6 (MSMT35)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Integers</td>
<td>Readings: Chapter 5 (MSMT68)</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Midterm: Geometry, Measurement, and Integers</strong></td>
<td>Readings: pages 35-38 (MSMT68)</td>
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<td>Week 8</td>
<td>Ratios, Rates, and Percents</td>
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<td>Week 9</td>
<td>Proportional Relationships</td>
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<td>Week 10</td>
<td>Expressions and Exponents</td>
<td>Readings: Chapter 2 (MSMT68)</td>
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<td>Week 11</td>
<td>Equations and Inequalities</td>
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<tr>
<td>Week 12</td>
<td>Functions</td>
<td>Readings: Chapter 3 (MSMT68)</td>
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<td>Week 13</td>
<td>Algebraic Reasoning</td>
<td>Readings: Chapter 4 (MSMT68)</td>
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<tr>
<td>Week 14</td>
<td>Statistical Thinking and Probability</td>
<td>Readings: Chapter 6 (MSMT68)</td>
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<td></td>
<td><strong>FINAL EXAM</strong></td>
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Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill
K8ME Specialization Coordinator: Juli Dixon

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Specialization Courses for K8ME
MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
MAE 7930 Seminar in K-8 Mathematics Education
MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
MAE 7355 Instructional Coaching in K-8 Mathematics
MAE 7680 Professional Leadership in K-8 Mathematics
## Program of Study for K8ME Specialization within CIEDD

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<thead>
<tr>
<th>Semester</th>
<th>Core</th>
<th>Specialization</th>
<th>Milestones</th>
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<tbody>
<tr>
<td>Fall '21</td>
<td></td>
<td>MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education</td>
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<tr>
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<td>MAE 7351 Content Knowledge for Teaching K-8 Mathematics I</td>
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<td>Spring '22</td>
<td>EDP 7517 Facilitating Learning, Development &amp; Motivation (new section)</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (2 credits)</td>
<td>Milestone 1: Gap analysis Due last Friday in January</td>
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<td>EDF 7457 Data, Assessment &amp; Accountability (new section)</td>
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<td>Summer '22</td>
<td>EDA 7101 Organizational Theory in Education (new section)</td>
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<tr>
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<td>EDF 7494 Identifying Complex Problems of Practice (new section)</td>
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<tr>
<td>Fall '22</td>
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<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
<td>Milestone 2: Dissertation prospectus Due last Friday in March</td>
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<td>MAE 7355 Instructional Coaching in K-8 Mathematics (Substituted for EDG 7947</td>
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<td>Laboratory of Practice (Internship))</td>
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<td>Spring '23</td>
<td>EDF 7478 Analysis of Complex Problems of Practice</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (1 credit)</td>
<td>Milestone 3: Dissertation proposal Due last Friday in July</td>
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<td>Restricted research elective Choose one of: EDF 7403, 7463, 7475 or</td>
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<td>research elective approved by program</td>
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<tr>
<td>Summer '23</td>
<td>EDG 7985: Proposing and Implementing Data Driven Decisions OR IDS</td>
<td>MAE 7680 Professional Leadership in K-8 Mathematics</td>
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<td>7500 Research Seminar (taught by math ed faculty or faculty with</td>
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<td>research interests in math ed)</td>
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<td>Fall '23 to</td>
<td>Dissertation in Practice 18 hours</td>
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<tr>
<td>Summer '24</td>
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</tbody>
</table>
**Read before you begin**

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

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

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

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

<table>
<thead>
<tr>
<th>Proposal Type:*</th>
<th>Grad Course Addition</th>
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<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>
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</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>
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<tbody>
<tr>
<td>Course Instructor (Must be Approved Graduate Faculty/Scholars):*</td>
<td>Juli Dixon</td>
</tr>
<tr>
<td>Department Chair Phone Number:*</td>
<td>407-823-3272</td>
</tr>
<tr>
<td>Dept Chair Email:*</td>
<td><a href="mailto:malcolm.butler@ucf.edu">malcolm.butler@ucf.edu</a></td>
</tr>
</tbody>
</table>
Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>MAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:</td>
<td>7355</td>
</tr>
</tbody>
</table>

**Course Title:** Instructional Coaching in K-8 Mathematics

**30 Character Abbreviation:** Coaching in K-8 Math

**Course Type:** Graduate Course

**Course Description (25 word limit):** This course addresses improving instructional quality in mathematics by collecting data that influences instruction and implementing strategies for coaching to improve student outcomes.

**Grading Scheme:** ABCDF

**Prerequisite(s):**
MAE 7351: Content Knowledge for Teaching K-8 Mathematics

**Corequisite(s):**

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

*New Materials and Supply Fees?*
- Yes
- No

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

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

Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEEDD-K8ME)

CIEEDD Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEEDD Handbook, April 13, 2020). Within the CIEEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.
The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

**Specialization Courses for K8ME**

MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education

MAE 7351 Content Knowledge for Teaching K-8 Mathematics I

MAE 7930 Seminar in K-8 Mathematics Education

MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics

MAE 7680 Professional Leadership in K-8 Mathematics
require or recommend this course for graduation?

What will be the source of students?*

Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.

What is the estimated annual enrollment?*

15

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

Detail Discussion

There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.

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

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

Attachment List

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

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

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

Support from involved units that no duplication exists

Duplication support materials attached

Administration Use Only

Catalog Ownership:

Course Type

Status  ☐ Inactive-Hidden  ☐ Active-Visable

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE ID
MAE 7355: Instructional Coaching in K-8 Mathematics  
University of Central Florida  
Fall 2022

Instructor: Dr. Juli K. Dixon  
Office Location: ED 123F  
Class Times: TBD  
Office Hours: TBD  
E-mail: juli.dixon@ucf.edu  
Class Location: TBD

Course Description:  
This course addresses improving instructional quality in mathematics by collecting data that influences instruction and implementing strategies for coaching to improve student outcomes. Prerequisite: MAE 7351: Content Knowledge for Teaching K-8 Mathematics I. (3 semester hours)

Course Goals:  
Students will:
1. Develop knowledge of the Instructional Quality Assessment Toolkit and how to support its use with teachers as a professional development tool.  
2. Engage in the practice of coaching teachers of K-8 mathematics.  
3. Examine research related to assessing instructional quality

Course Objectives:  
Students will:
1. Make sense of the cognitive demand of tasks. (FEAP a.1.f, a.2.c)  
2. Examine teacher questioning. (FEAP a.2.f, a.3.d, a.3.f)  
3. Use student work to make sense of teacher practices. (FEAP a.1.e, a.3.c, a.3.j)  
4. Students will apply research related to assessing instructional quality (FEAP FEAP a.3.d, b.1.b)  
5. Use the Instructional Quality Assessment Toolkit for coaching K-8 mathematics teachers. (FEAP a.3.a, a.3.g, b.1.b, b.1.f)

Key: FEAP = Florida Educator Accomplished Practices

Mode of Instruction:  
This course combines the lecture/group/discussion formats. Emphasis is placed on conceptual development and reflective thinking.
General Procedures/Requirements:

**Required Books**: (these books are available online from the UCF library)


Course Requirements:

**Participation**: (140 points total)
Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time.

**Syllabus Quiz**: (10 pts total)
This assignment will meet the requirement for documentation of academic activity and will be completed via Webcourses.

**Video Introduction**: (10 pts total)
This assignment will provide a way for the instructor to become familiar with the professional development experiences of the students in the course and will be submitted via Webcourses.

**Homework Assignments**: (25 pts each for 200 pts total)
Students will complete 8 homework assignments throughout the semester to demonstrate their ability to make sense of the Instructional Quality Assessment Toolkit and to use it to analyze teachers’ instruction and guide them in their professional development. These assignments will help teachers to make sense of aspects of data collection and analysis related to instructional quality. These assignments will be submitted via Webcourses.

**Grading**:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Syllabus Acknowledgement</td>
<td>10</td>
</tr>
<tr>
<td>Video Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>360</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**:

- 324 – 360 A
- 288 – 323 B
- 252 – 287 C
- 216 – 251 D
- 0 – 215 F

+/- grades will not be used in this class
E-mail:
Students are required to check e-mail and Webcourses between classes for messages and supplementary materials. It is intended that electronic correspondence among members of the class and the instructor will further teaching and learning experiences.

Assignment Due Dates and Late Assignments:
Assignments are due prior to the start of the class on the due date. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment.

Missed Assessments:
If you are unable to attend class on the day of a test, the instructor must be notified before the start of class to determine if you will be able to take a make-up test. No one will be excused from the final examination unless it is an emergency situation.

Documenting Academic Activity
As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

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.

University Services and Resources

Academic Services and Resources
A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. https://www.ucf.edu/services/curation_groups/academic-support/

Non-Academic Services and Resources
A list of non-academic support and services is also available at n https://www.ucf.edu/services/. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the https://www.ucf.edu/online/student-resources/online-student-guidelines/ for more information about your access to non-academic services.

Policy Statements

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

• Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the
instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

- **Falsifying or misrepresenting** the student’s own academic work.

- **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

- **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult https://www.academicintegrity.org/.

For more information about plagiarism and misuse of sources, see http://wpacouncil.org/aws/CWPA/pt/sp/home_page.

**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 https://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 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) https://sas.sdes.ucf.edu (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement**
**Fully online course sections (W, V)**

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

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

**Sections with face-to-face components (M, RA, RV)**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [https://police.ucf.edu/emergencymanagement](https://police.ucf.edu/emergencymanagement).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [https://ehs.ucf.edu/AEDlocations-UCF](https://ehs.ucf.edu/AEDlocations-UCF).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be).

**Deployed Active Duty Military Students**

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

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.

Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the https://goldenrule.sdes.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.
COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

References:


<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics / Major Assignments</th>
<th>Readings/ Minor Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Six Spheres of Influence for Mathematics Teaching and Learning</td>
<td><em>Syllabus Quiz</em>&lt;br&gt;(due end of week by 5 PM)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Potential of the Task</td>
<td>Readings: Introduction (MSMTQ)&lt;br&gt;<em>Video Introduction</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Implementation of the Task&lt;br&gt;<em>Homework 1: Task Potential</em></td>
<td>Readings: Chapter 1 (MSMTQ)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Teacher’s Questions&lt;br&gt;<em>Homework 2: Task Implementation</em></td>
<td>Readings: Chapter 2 (MSMTQ)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Teacher’s Linking and Press</td>
<td>Readings: Chapter 3 (MSMTQ)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Students’ Linking and Providing&lt;br&gt;<em>Homework 3: Teacher Questioning</em></td>
<td>Readings: Chapter 4 (MSMTQ)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Using the IQA Toolkit&lt;br&gt;<em>Homework 4: Examining Student Work</em></td>
<td>Readings: Chapter 5 (MSMTQ)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Supporting Adult Learners</td>
<td>Readings: Chapter 6 (MSMTQ)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Examining Small Group Instruction&lt;br&gt;<em>Homework 5: Observing Small Group Instruction 1</em></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Best Practices in Small Group Instruction</td>
<td>Readings: Introduction (MSMTSG)</td>
</tr>
<tr>
<td>Week 11</td>
<td>TQE Process in Small Group Instruction&lt;br&gt;<em>Homework 6: Observing Small Group Instruction 2</em></td>
<td>Readings: Chapter 1 (MSMTSG)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discourse in Small-Group Instruction</td>
<td>Readings: Chapter 2 (MSMTSG)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Using the IQA to Support Small Group Instruction&lt;br&gt;<em>Homework 7: The TQE Process and Small Group Instruction</em></td>
<td>Readings: Chapter 3 (MSMTSG)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Using the IQA for Professional Development</td>
<td></td>
</tr>
<tr>
<td><em>FINAL EXAM</em></td>
<td><em>Homework 8: Coaching in K-8 Mathematics</em></td>
<td></td>
</tr>
</tbody>
</table>
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)
CIEDD Program Coordinator: Michele Gill
K8ME Specialization Coordinator: Juli Dixon

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.

The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME
MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
MAE 7930 Seminar in K-8 Mathematics Education
MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
MAE 7355 Instructional Coaching in K-8 Mathematics
MAE 7680 Professional Leadership in K-8 Mathematics
# Program of Study for K8ME Specialization within CIEDD

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core</th>
<th>Specialization</th>
<th>Milestones</th>
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<tbody>
<tr>
<td><strong>Fall ’21</strong></td>
<td></td>
<td>MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education</td>
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<tr>
<td></td>
<td></td>
<td>MAE 7351 Content Knowledge for Teaching K-8 Mathematics</td>
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<tr>
<td><strong>Spring ’22</strong></td>
<td>EDP 7517 Facilitating Learning, Development &amp; Motivation (new section)</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (2 credits)</td>
<td></td>
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<tr>
<td></td>
<td>EDF 7457 Data, Assessment &amp; Accountability (new section)</td>
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<tr>
<td><strong>Summer ’22</strong></td>
<td>EDA 7101 Organizational Theory in Education (new section)</td>
<td></td>
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<tr>
<td></td>
<td>EDF 7494 Identifying Complex Problems of Practice (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall ’22</strong></td>
<td></td>
<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
<td>Milestone 1: Gap analysis Due last Friday in January</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7355 Instructional Coaching in K-8 Mathematics (Substituted for EDG 7947 Laboratory of Practice (Internship))</td>
<td></td>
</tr>
<tr>
<td><strong>Spring ’23</strong></td>
<td>EDF 7478 Analysis of Complex Problems of Practice</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (1 credit)</td>
<td>Milestone 2: Dissertation prospectus Due last Friday in March</td>
</tr>
<tr>
<td></td>
<td>Restricted research elective Choose one of: EDF 7403, 7463, 7475 or research elective approved by program</td>
<td></td>
<td></td>
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<tr>
<td><strong>Summer ’23</strong></td>
<td>EDG 7985: Proposing and Implementing Data Driven Decisions OR IDS 7500 Research Seminar (taught by math ed faculty or faculty with research interests in math ed)</td>
<td>MAE 7680 Professional Leadership in K-8 Mathematics</td>
<td>Milestone 3: Dissertation proposal Due last Friday in July</td>
</tr>
<tr>
<td><strong>Fall ’23 to Summer ’24</strong></td>
<td>Dissertation in Practice 18 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking the help icon 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 the launch button in the top left corner.

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type: * Grad Course Addition

College:* College of Community Innovation and Education

Unit / Department / College:* 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:* MAE 7680 Professional Leadership in K-8 Mathematics Education

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

Department Chair Phone Number:* 407-823-3272

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

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

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>MAE</th>
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<tbody>
<tr>
<td>Number:</td>
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<tr>
<td><strong>Course Title:</strong></td>
<td>Professional Leadership in K-8 Mathematics Education</td>
</tr>
<tr>
<td><strong>30 Character Abbreviation:</strong></td>
<td>Leadership Capstone K8 Math</td>
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<tr>
<td><strong>Course Type:</strong></td>
<td>Graduate Course</td>
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<tr>
<td><strong>Course Description (25 word limit):</strong></td>
<td>This course culminates professional leadership experiences in the doctoral program and leverages knowledge of content, methods, practices &amp; policies in K-8 mathematics education.</td>
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<tr>
<td><strong>Grading Scheme:</strong></td>
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<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Doctoral Standing.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
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</tbody>
</table>

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

<table>
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<th>Credit Hours:*</th>
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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>
<tr>
<td>Variable Credit (0-99):</td>
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</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
For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit? *  
☐ Yes  ☐ No

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

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees? *  
☐ Yes  ☐ No

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

Justification for Course Addition
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEED-K8ME)

CIEED Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

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MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics

MAE 7680 Professional Leadership in K-8 Mathematics
What will be the source of students?*  
Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.

What is the estimated annual enrollment?*  
15

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

Detail Discussion

There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.

Course Syllabus Policy

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

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

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

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf
Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

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

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check*</th>
<th>☑ I have completed all relevant parts of the form.</th>
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<table>
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<tr>
<th>Attached*</th>
<th>☑ I have attached a course syllabus and rationale.</th>
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<table>
<thead>
<tr>
<th>Support from involved units that no duplication exists</th>
<th>☐ Duplication support materials attached</th>
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**Administration Use Only**

**Catalog Ownership:**

<table>
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**PeopleSoft**

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MAE 7680: Professional Leadership in K-8 Mathematics Education  
University of Central Florida  
Fall 2021

Instructor: Dr. Farshid Safi
Office Location: ED 123M
Class Time: TBD
Office Hours: TBD
Email: Farshid.Safi@ucf.edu
Class Location and Modality: Online Synchronous

Course Description:
This course culminates professional leadership experiences in the doctoral program and leverages knowledge of content, methods, practices & policies in K-8 mathematics education. Course Prerequisites: Doctoral Standing. (3 semester hours)

Course Goals:
Students will:
1. Synthesize an in-depth understanding of NCTM’s Catalyzing Change framework along with the Making Sense of Mathematics for Teaching series in addressing equitable mathematics teaching practices and leading quality K-8 mathematics programs
2. Develop an in-depth understanding of the importance and strategies for creating an iterative, programmatic approach that leverages communities of practice and enables leaders to make connections between teachers’ individual instructional practice and focused actions within and across grade bands in K-8 mathematics programs.

Course Objectives:
Students will:
1. Through readings, small group, and whole class discussions, examine and consider how to rely on research in mathematics education including the Problem-Solving Cycle: Theory of Action to leverage, assess and build on the framework guided by the Catalyzing Change in their setting. (a.3.a, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h, a.3.i, a.3.j, a.2.c, a.2.d, a.2.f, b.1.a, b.1.b, b.1.c, b.1.d)
2. Through readings, small group, and whole class discussions and activities, develop and enhance strategies to bring about systematic and systemic equitable mathematics teaching practices in their setting, while supporting students, teachers and instructional staff (a.1.a, a.1.b, a.1.c, a.1.f, a.2.c, a.2.e, a.3.a, a.3.b, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h)
3. Through a key course assignment, conduct a needs analysis addressing collaborative planning, and framework supporting intentional actions
prior/during/after instruction. (a.3.a, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h, a.3.i, a.3.j, a.2.c, a.2.d, a.2.f, b.1.a, b.1.b, b.1.c, b.1.d)

4. Through a key course assignment, conduct a **spiral action plan** (reflect-enhance-extend) implemented earlier on in the K-8 mathematics program at a school- or district-level “quest for coherence” action plan, guided by the Mathematics Whole School Agreement framework. (a.1.a, a.1.b, a.1.c, a.1.f, a.2.c, a.2.e, a.3.a, a.3.b, a.3.c, a.3.d, a.3.e, a.3.f, a.3.g, a.3.h)

5. Discuss & address the role of mathematics education leaders in confronting issues and challenges related to equity, justice and inclusion in their schools and districts. (b.1.a, b.1.b, b.1.c, b.1.d, b.1.e, b.1.f)

Key: FEAP = Florida Educator Accomplished Practices

**Mode of Instruction:**
This course combines the lecture/group/discussion formats. Emphasis is placed on conceptual development, reflective thinking, advocacy, leadership, and research.

**Course Materials and Resources**

**Required:**

*You are required to have access to previous *Catalyzing Change* book and *The Math Pact* book for your grade band of focus, as well as Making Sense of Mathematics for Teaching book for your grade band of focus.*


Additional research and practitioner articles will be provided by the instructor.

*****

Zoom: Because this course will be synchronous remote, Zoom will be used for our “real time” class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and appear on the course calendar. Check course agendas in the modules for links and password.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom/. You may choose to use Zoom on your mobile device (phone or tablet), although a laptop or desktop is strongly recommended.

Things to Know About Zoom:

- The Zoom sessions may be recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at https://cdl.ucf.edu/support/webcourses/ if you have any technical issues accessing Zoom.

**Suggested:**


**Professional Organizations**

- National Council of Teachers of Mathematics
  - https://www.nctm.org
- Association of Mathematics Teacher Educators
  - https://www.amte.net/
- National Council of Supervisors of Mathematics
  - https://www.mathedleadership.org/
- Florida Council of Teachers of Mathematics
  - https://fctm.net
- Florida Association of Mathematics Supervisors
  - https://fctm.net/county-affiliates/fams/about-fams/

**References**


**Course Requirements**

**Participation: (140 points total)**

Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time.

Strong course participation involves the following:

- Commitment to critical examination of teaching and learning: Demonstrated effort to apply multiple lenses to analyze teaching and learning and to engage in evidence-based reasoning
- Commitment to the class community: Demonstrated effort to contribute to community efforts to solve problems and build understanding by sharing ideas, raising questions, and constructively pressing others to explain and elaborate their perspectives
- Commitment to productive discussion skills: Demonstrated effort to engage in active listening and responding, and to engage others with professional courtesy
- Commitment to extending professional network: Demonstrated effort to grow, reach and connect with other professionals in K-8 mathematics education leadership within and beyond the program.

**Video Autobiography & Introduction: (10 pts total)**
This assignment will provide a way to become familiar with each student, their identity and their passions; and learn about their professional and personal journey including the pursuit of a doctoral degree.

“Spiral” Action Plan: (50 pts total)
Students will describe the a spiral action plan that demonstrates reflection, enhancement and extension of ideas related to content, pedagogy, equity, professional practices and policies in the K-8 mathematics program.

This assignment will be discussed in further detail in class and a detailed rubric will be provided.

Professional Leadership Village Assignment & Video Presentation: (50 pts total)
Students will introduce an article or resource that has helped them to broaden their “professional leadership village”. This assignment and subsequent recorded video presentation will include:

• Introducing an article and/or resource to aid in mathematics education professional leadership.
• Describing the people and/or organizations that play in role towards the aforementioned goal.
• Leveraging the work of such people/resources in their own professional leadership village
• Recording a short 5-7 minute video summarizing the reasoning behind the selection as well as potential next steps.

This assignment will be discussed in further detail in class and a detailed rubric will be provided.

Final Presentation: (50 pts total)
This is a reflective presentation encompassing ways to leverage the knowledge of content, methods, professional practices and policies explored and discussed in the mathematics education program. During class time near the end of the semester, this assignment will be discussed in more detail. Students missing the final presentation due to illness/emergency must notify the instructor and the reason for the absence. The instructor will then determine if and the format for a make-up final to be given. The format of make-up final is at the discretion of the instructor.

Grading:

<table>
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<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Video Autobiography &amp; Introduction</td>
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<tr>
<td>“Spiral” Action Plan</td>
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<tr>
<td>Professional Leadership Village</td>
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<tr>
<td>Final Presentation</td>
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<td><strong>TOTAL</strong></td>
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5
Grading Scale:

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<td>240 – 279</td>
<td>B</td>
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<tr>
<td>210 – 239</td>
<td>C</td>
</tr>
<tr>
<td>180 – 209</td>
<td>D</td>
</tr>
<tr>
<td>0 – 179</td>
<td>F</td>
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</table>

+/- grades will not be used in this class

Consult the latest UCF Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Withdraw

Should you decide to withdraw from this course, please be aware that XXXX is the last day to withdraw.

Activity Submissions

All assignments should be submitted via Webcourses@UCF per the directions indicated in each assignment on webcourses.

All submissions should be represented of doctoral graduate-level quality work. All assignments must be neatly word processed using 12 point font, double-spaced, adhere to rules of Standard English grammar, spelling and punctuation. Assignments must be submitted by due dates assigned (see course schedule below).

Additional details regarding assignment expectations will be included within the assignments in Webcourses@UCF.

Electronic Devices

Please be courteous of the instructor and other students by silencing cell phones and reserve technology use for non-class purposes for after class or at designated break times.

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.

Webcourses and Email

Webcourses is the online course management system which will be used as the medium for this course. You will access modules, communicate, and complete and submit assignments through webcourses. Please check your notification settings in webcourses. Be sure to check webcourses and your UCF email at least every 2-3 days for updates.

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

**Assignment Due Dates and Late Assignments**

Assignments are expected to be submitted on time. If you need to submit an assignment late, please let the instructor know ASAP. Late assignments, accepted with PRIOR APPROVAL of instructor, will still be graded. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment. Clear communication from the student is expected, with the knowledge that the instructor will approach with understanding and compassion.

**Documenting Academic Activity**

As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

**University Services and Resources**

**Academic Services and Resources**

A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. [https://www.ucf.edu/services/curation_groups/academic-support/](https://www.ucf.edu/services/curation_groups/academic-support/)

**Non-Academic Services and Resources**

A list of non-academic support and services is also available at [https://www.ucf.edu/services/](https://www.ucf.edu/services/). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [https://www.ucf.edu/online/student-resources/online-student-guidelines/](https://www.ucf.edu/online/student-resources/online-student-guidelines/) for more information about your access to non-academic services.

**Policy Statements**

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:
• **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

• **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

• **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

• **Falsifying or misrepresenting** the student’s own academic work.

• **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

• **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult [https://www.academicintegrity.org/](https://www.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. 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 [https://goldenrule.sdes.ucf.edu/zgrade/](https://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 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) [https://sas.sdes.ucf.edu](https://sas.sdes.ucf.edu) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course
learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Fully online course sections (W, V)

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

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

Sections with face-to-face components (M, RA, RV)

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

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

Deployed Active Duty Military Students

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

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.

Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered
disruptive (please see the https://goldenrule.sdes.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
<th>Readings</th>
<th>Reflections &amp; Extensions</th>
<th>Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reimagining mathematics education leadership</td>
<td>Community Building &amp; Role of Leadership</td>
<td>Video Autobiography &amp; Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Yeh, C., Ellis, M., &amp; Hurado, C. K. (2017). <em>Reimagining the mathematics classroom</em></td>
<td>Reading &amp; Reflection 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Reflections, Enhancements, &amp; Extensions <em>Catalyzing Change</em></td>
<td>Sketchnote Reflection 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Reflections, Enhancements, &amp; Extensions <em>The Math Pact</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Reflections, Enhancements, &amp; Extensions <em>Making Sense of Mathematics for Teaching</em></td>
<td>Professional Leadership Village - Group A</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Reflections, Enhancements, &amp; Extensions <em>Taking Action</em></td>
<td>Professional Leadership Village - Group C</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Moving from Awareness to Taking Action in Leadership</td>
<td>Class Selection Article 1 &amp; 2, TBD</td>
<td>Spiral Action Plan – Final Draft Due</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Class Selection Article 3 &amp; 4, TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Final Exam Presentations</td>
<td>Presentations Due</td>
<td></td>
</tr>
</tbody>
</table>
Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill
K8ME Specialization Coordinator: Juli Dixon

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

The K8ME specialization will be structured as cohorts of graduate students engaged in synchronous learning in a virtual setting. The cohorts are guided by faculty who are nationally recognized experts in the fields of mathematics education and integrated STEM education. “The [CIEDD] program prepares students to engage in the study of practice-based problems in education and data-driven decision making to generate real world solutions. The program builds expertise from a core of courses in learning, development and motivation; data and accountability; leadership; organizational contexts; and research” (CIEDD Handbook, April 13, 2020). The program is designed to be completed in three years and includes 54 credit hours of course work and dissertation hours.

The K-8 Mathematics Education Specialization within CIEDD is designed for teachers, teacher leaders, coaches, and administrators with positions connected to elementary school mathematics who desire to improve the quality of teaching and learning in grades K-8 mathematics. Graduates of this program will be positioned to make long-term impact in schools and districts while supporting teachers in research-informed and effective teaching which will ultimately lead to improved student learning. This program is dedicated to providing all graduates with pedagogical and content knowledge for teaching mathematics, tools for guiding planning and reflecting on instruction, and skills for conducting research and using data to inform decision making related to the purposes, structures, and teaching and learning of elementary/middle school mathematics.

Specialization Courses for K8ME
MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education
MAE 7351 Content Knowledge for Teaching K-8 Mathematics I
MAE 7930 Seminar in K-8 Mathematics Education
MAE 7352 Content Knowledge for Teaching K-8 Mathematics II
MAE 7355 Instructional Coaching in K-8 Mathematics
MAE 7680 Professional Leadership in K-8 Mathematics
<table>
<thead>
<tr>
<th>Semester</th>
<th>Core</th>
<th>Specialization</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '21</td>
<td></td>
<td>MAE 7050 Policies, Practices, and Structures in K-8 Mathematics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7351 Content Knowledge for Teaching K-8 Mathematics</td>
<td></td>
</tr>
<tr>
<td>Spring '22</td>
<td>EDP 7517 Facilitating Learning, Development &amp; Motivation (new section)</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (2 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDF 7457 Data, Assessment &amp; Accountability (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer '22</td>
<td>EDA 7101 Organizational Theory in Education (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDF 7494 Identifying Complex Problems of Practice (new section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '22</td>
<td></td>
<td>MAE 7352 Content Knowledge for Teaching K-8 Mathematics II</td>
<td>Milestone 1: Gap analysis Due last Friday in January</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAE 7355 Instructional Coaching in K-8 Mathematics (Substituted for EDG 7947 Laboratory of Practice (Internship))</td>
<td></td>
</tr>
<tr>
<td>Spring '23</td>
<td>EDF 7478 Analysis of Complex Problems of Practice</td>
<td>MAE 7930 Seminar in K-8 Mathematics Education (1 credit)</td>
<td>Milestone 2: Dissertation prospectus Due last Friday in March</td>
</tr>
<tr>
<td></td>
<td>Restricted research elective Choose one of: EDF 7403, 7463, 7475 or research elective approved by program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer '23</td>
<td>EDG 7985: Proposing and Implementing Data Driven Decisions</td>
<td>MAE 7680 Professional Leadership in K-8 Mathematics</td>
<td>Milestone 3: Dissertation proposal Due last Friday in July</td>
</tr>
<tr>
<td></td>
<td>OR IDS 7500 Research Seminar (taught by math ed faculty or faculty with research interests in math ed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall '23 to Summer '24</td>
<td>Dissertation in Practice 18 hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

3. LAUNCH proposal by clicking \( \text{ } \) in the top left corner.

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

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Community Innovation and Education

Unit / Department / College:* 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:* MAE 7930 Seminar in K-8 Mathematics Education

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

Department Chair Phone Number:* 407-823-3272

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

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

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>MAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number:*</td>
<td>7930</td>
</tr>
</tbody>
</table>

**Course Title:** Seminar in K-8 Mathematics Education

**30 Character Abbreviation:** Seminar in K-8 Math Education

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

**Course Description** *(25 word limit)*
This course addresses requirements of the K-8 Mathematics Education Specialization within the Curriculum and Instruction Ed.D. and supports synthesis of the learning in the program.

**Grading Scheme:**
- ABCDF

**Prerequisite(s):**
- Acceptance into K-8 Mathematics Specialization of Curriculum and Instruction Ed.D.

**Corequisite(s):**

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

---

**Credit Hours:** 1-2

**Instruction Time:** 1-2

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

**Out-of-Class Hours:** 2-4

**Total Engagement Hours:** 3-6

**Variable Credit (0-99):** 1-2

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

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

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

If yes, indicate the total times the course may be used toward completion of the degree.  
3

**Term of Offering**

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

**Intended Utilization of Course**

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

**Materials and Supply Fee**

New Materials and Supply Fees?  
- Yes  
- No

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

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

Students will take the course the first time for 2 credit hours and the second time for 1 credit hour. If a student does not graduate in time, the student can take the course one more time for one credit.

Description of Curriculum and Instruction Ed.D. Specialized in K-8 Mathematics Education (CIEDD-K8ME)

CIEDD Program Coordinator: Michele Gill

K8ME Specialization Coordinator: Juli Dixon

This course is necessary for a new K-8 Mathematics specialization in the EdD in Curriculum and Instruction. There are currently no courses for the specialization as it doesn't exist yet. This proposed course will be used to build this specialization.

The Curriculum and Instruction Ed.D. (CIEDD) is “a professional practice doctorate that is problem-based and designed for individuals who are engaged in the practice of education” (CIEDD Handbook, April 13, 2020). Within the CIEDD, the specialization in K-8 Mathematics Education (K8ME) is focused on supporting individuals to become leaders in elementary/middle school mathematics education with STEM Education. The K8ME specialization is built on the foundational belief that each and every student deserves an education that is equitable, just, and inclusive. These tenets provide the lens through which this entire program was envisioned and built. K8ME graduates will be prepared and positioned with the tools they need to contest injustices in their settings, working as change agents for the systemic restructuring necessary in our schools, districts, and public policies related to elementary/middle school mathematics education.

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MAE 7352 Content Knowledge for Teaching K-8 Mathematics II

MAE 7355 Instructional Coaching in K-8 Mathematics
<table>
<thead>
<tr>
<th><strong>What grad programs/tracks require or recommend this course for graduation?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction Ed.D. Specialization in K-8 Mathematics Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What will be the source of students?</strong> *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originally, graduates from the M.Ed. in K-8 Mathematics and Science, eventually practicing teachers of K-8 mathematics nationally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the estimated annual enrollment?</strong> *</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

There are no perceived duplications. A faculty meeting was held via zoom with all STEM education faculty in the School of Teacher Education to discuss this new specialization. Support and approval were secured from all graduate faculty in mathematics education in the School of Teacher Education.
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

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

---

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

**Attachment List**

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

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

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

**Support from involved units that no duplication exists** □ Duplication support materials attached
MAE 7930: Seminar in K-8 Mathematics Education  
University of Central Florida  
Spring 2022

Instructor: Dr. Juli K. Dixon  
Office Location: ED 123F  
Class Times: TBD  
Office Hours: TBD  
E-mail: juli.dixon@ucf.edu  
Class Location: TBD

Course Description:  
This course addresses requirements of the K-8 Mathematics Education Specialization within the Curriculum and Instruction Ed.D. and supports synthesis of the learning in the program. Prerequisite: Acceptance into K-8 Mathematics Specialization of Curriculum and Instruction Ed.D. (variable, 1-3 semester hours)

Course Goals:  
Students will:  
1. Meet all appropriate requirements and benchmarks of the K-8 Mathematics Education Specialization within the Ed.D. in Curriculum and Instruction  
2. Engage in discussion regarding a synthesis of relevant research to practice in K-8 mathematics.

Course Objectives:  
Students will:  
1. Engage in reflective practice related to the K-8 Mathematics Education Specialization. (b.1.e)  
2. Synthesize learning across courses within the K-8 Mathematics Education Specialization situated within the Ed.D. in Curriculum and Instruction. (FEAP b.1.f)

Key: FEAP = Florida Educator Accomplished Practices

Mode of Instruction:  
This course combines the lecture/group/discussion formats. Emphasis is placed on reflective thinking.

General Procedures/Requirements:

Required Books: N/A
Course Requirements:

Participation: (140 points total)
Attendance and participation are mandatory to meet the expectations of this course. In order to encourage both, students will receive 5 points for every class meeting where they are present and 5 points for being an active participant for the full class time.

Syllabus Quiz: (10 pts total)
This assignment will meet the requirement for documentation of academic activity and will be completed via Webcourses.

Video Reflection: (10 pts total)
This assignment will provide a way for the instructor to begin to become familiar with students’ own reflection of their growth throughout the program and will be submitted via Webcourses.

Homework Assignments: (25 pts each for 200 pts total)
Students will complete 8 homework assignments throughout the semester to demonstrate their ability to synthesize aspects of the K-8 Mathematics Education Specialization within the Ed.D. in Curriculum and Instruction. These assignments will be submitted via Webcourses.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>140</td>
</tr>
<tr>
<td>Syllabus Acknowledgement</td>
<td>10</td>
</tr>
<tr>
<td>Video Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>360</td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>324 – 360</td>
<td>A</td>
</tr>
<tr>
<td>288 – 323</td>
<td>B</td>
</tr>
<tr>
<td>252 – 287</td>
<td>C</td>
</tr>
<tr>
<td>216 – 251</td>
<td>D</td>
</tr>
<tr>
<td>0 – 215</td>
<td>F</td>
</tr>
</tbody>
</table>

 +/- grades will not be used in this class

E-mail:
Students are required to check e-mail and Webcourses between classes for messages and supplementary materials. It is intended that electronic correspondence among members of the class and the instructor will further teaching and learning experiences.

Assignment Due Dates and Late Assignments:
Assignments are due prior to the start of the class on the due date. Late assignments will be accepted up to the beginning of the class following the class during which the assignment was due with a deduction of 50% of the points for the assignment.

Missed Assessments:
If you are unable to attend class on the day of a test, the instructor must be notified before the start of class to determine if you will be able to take a make-up test. No one will be excused from the final examination unless it is an emergency situation.

**Documenting Academic Activity**
As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

**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.

**University Services and Resources**

**Academic Services and Resources**
A list of available academic support and learning services is available "Academic Support and Learning Services" on the right-hand side to filter. https://www.ucf.edu/services/curation_groups/academic-support/

**Non-Academic Services and Resources**
A list of non-academic support and services is also available at n https://www.ucf.edu/services/. Click on "Support" on the right-hand side to filter.
If you are a UCF Online student, please consult the https://www.ucf.edu/online/student-resources/online-student-guidelines/ for more information about your access to non-academic services.

**Policy Statements**

**Academic Integrity**

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

- **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

- **Communication to another through written, visual, electronic, or oral means**: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.

- **Commercial Use of Academic Material**: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
• **Falsifying or misrepresenting** the student’s own academic work.
• **Plagiarism**: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
• **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor.
• **Helping another violate** academic behavior standards.

For more information about Academic Integrity, students may consult https://www.academicintegrity.org/.

For more information about plagiarism and misuse of sources, see http://wpacouncil.org/aws/CWPA/pt/sp/home_page.

**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 https://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 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) https://sas.sdes.ucf.edu (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

**Campus Safety Statement**

**Fully online course sections (W, V)**

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

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

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

**Sections with face-to-face components (M, RA, RV)**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [https://police.ucf.edu/emergencymanagement](https://police.ucf.edu/emergencymanagement).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [https://ehs.ucf.edu/AEDlocations-UCF](https://ehs.ucf.edu/AEDlocations-UCF).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](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://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be](https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be).

**Deployed Active Duty Military Students**

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

**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.

Sexual Harassment Policy

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

(policies below are COVID-19 related, keep if applicable, delete if not)

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the https://goldenrule.sdcs.ucf.edu/ for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.
Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**References:**


<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics / Major Assignments</th>
<th>Readings/ Minor Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Where are we now?</td>
<td>Syllabus Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(due end of week by 5 PM)</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Video Reflection</td>
</tr>
<tr>
<td>Week 3</td>
<td>Homework 1: Reflection</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Homework 2: Reflection</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Homework 3: Reflection</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Homework 4: Reflection</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Homework 5: Reflection</td>
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<tr>
<td>Week 10</td>
<td></td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Homework 6: Reflection</td>
<td></td>
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<tr>
<td>Week 12</td>
<td></td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Homework 7: Reflection</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Exam</td>
<td>Homework 8: Reflection</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

Charles Hartshorne

Learning Sciences & Educational Research

**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:**

Charles Hartshorne

EME

**Code:** 6055
Course Title:* Current Trends in Instructional Technology

30 Character Abbreviation:* Curr Trends in IT

Full Title:* EME 6055 Current Trends in Instructional Technology

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

Department Chair  
Phone Number:* 4078231861

Dept Chair Email* richard.hartshorne@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:* Survey of current trends and issues of importance to the field of instructional technology.

Prerequisite(s):

Corequisite(s):

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

Grading Scheme:

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

**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?  

Charles Hartshorne  

+ No  

☐ Yes ☐ No

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

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

Split-Level Class:*

Charles Hartshorne  

+ No  

☐ Yes ☐ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?  

Charles Hartshorne  

+ Odd Fall  
+ Even Fall  
+ Odd Summer  
+ Even Summer

☑ 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:

Charles Hartshorne  

+ Required Course

☐ Required Course ☐ Elective Course

Justification for Course Revision
<table>
<thead>
<tr>
<th><strong>What is the rationale for revising this course?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Only change is from offering every Fall to every Fall and Summer, due to need for increased course offering due to student enrollments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What grad programs/tracks require or recommend this course for graduation?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If not a major requirement, what will be the source of students?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the estimated annual enrollment?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

**Detail Discussion**
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
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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 Charles Hartshorne
✓ I have completed all relevant parts of the form.

Activity Log
✓ I have completed all relevant parts of the form.

Attached I have attached a course syllabus and rationale.
# EME 6055 - Current Trends in Instructional Technology

**Online Delivery**

<table>
<thead>
<tr>
<th>Instructor: Dr. L.O. Campbell</th>
<th>Co-instructor: Samantha Heller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: Use Webcourses Mail</td>
<td></td>
</tr>
<tr>
<td>Students may text this number: 407-504-7607 for quick questions between 9am-7pm M-Sat. Be sure to identify yourself.</td>
<td>Office Hours: By appointment Virtual Office Hours: By appointment online, by phone, or face to face as needed.</td>
</tr>
</tbody>
</table>

## Required Readings

<table>
<thead>
<tr>
<th>Required Readings</th>
</tr>
</thead>
</table>
ISBN-10: 1138897884 |
| ISBN-10: 1433805626  
ISBN-10: 1138550485 |
| Various journals available through the UCF Library with a UCF library card. |
Description: EME6055 Current Trends in Instructional Technology (3 credit hours)
Survey of current trends and issues of importance to the field of instructional technology. The course provides foundational information about learning theory, theorist, and instructional design models. Delivery modes of instruction including face to face, hybrid, online, and mobile instruction are considered.

Course Topics: The course topics are organized around the following essential questions -
- What are recent trends in instructional design and how are they impacting the field?
- How do learning theories affect instructional design and technology?
- How can an effective instructional design model impact society?
- How are the current changes and new technology influencing instructional design?
- How does the availability of new technologies, delivery mechanisms, and digital resources effect digital course design?

Course Objectives and Major Course Outcomes

The student will:
- **Define** in their own words what they know about the field of Instructional Design and Technology
- **Report** on a top ten list of considerations related to particular institutional culture
- **Investigate** IDT in various workplace settings.
- **Write** five career goals in IDT
- **Compare and contrast** instructional design models.
- **Identify** characteristics of instructional design for online courses through online discussions.
- **Construct** a relationship diagram of assessment, evaluation, and learning analytics
- **Create** a matrix about learning theory and theorists.
- **Synthesize** how learning occurs.
- **Identify** how learning theory impacts instructional design.
- **Research** instructional strategies.
- **Identify** trends and issues in online learning.
- **Discuss** the pros and cons of social media in online learning.
- **Discover** promising practices in online learning.
- **Design** an online active learning activity.
- **Deconstruct** and **Analyze** lessons and learning related to learning theory.
- **Create** a lesson plan following Gagne’s 9 events of instruction.
- **Consider** the impact of academic video on learning.
Professionalism & Professional Disposition - All ID&T students, and all students taking ID&T courses are expected to demonstrate constructive interactions and communications with faculty, staff, students, and peers at all times both in and out-of-class as defined by the ID&T Program Standards for Professionalism and Professional Dispositions. Failure to do so may lead to reduction in course grade, course failure, probation, or program dismissal following the policies and procedures established by the ID&T Program and defined in the Standards.

What are professional dispositions? Professional dispositions are defined as an individual’s values, attitudes, and beliefs that influence one’s interactions with students, colleagues, families, and communities as well as the individual’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as respect, fairness, honesty, responsibility, and social justice (NCATE, 2002).

Why are dispositions important? As a professional educator and instructional designer, your professional dispositions significantly affect how you communicate and interact with others. Due to the highly interactive nature of both professions, dispositions are often just as important, or even more so than an individual’s skills, knowledge, and productivity. Whether in preK-12 and higher education, private industry, or government field, people avoid working with other people who are combative, foster adverse feelings, and display or otherwise communicate a negative, non-professional attitude towards their colleagues or supervisors, completing assignments, receiving feedback, and/or engaging in school or work. Rather colleagues are valued as professionals when they are open and respectful of diverse approaches, abilities, perspectives, and ideas. Demonstrating professionalism and proper professional dispositions is essential to being a successful member of the IDT community. Professional dispositions are fundamental to how the IDT program faculty advises, mentors, and evaluate students.

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 ideas into action. http://academicintegrity.org/

Appeals Policy: To appeal a final grade, e-mail me within two weeks of the grade being posted. Overdue appeals will not be considered.

Communication: Students are responsible for checking Webcourses mail on a daily basis and reading announcements in their entirety. All written communication should be sent through Webcourses regarding class/course concerns, questions, or to provide assignments with the exception of texts. Texting may be utilized (407) 504-7607 to ask a quick question or schedule a time to speak. Course email may not be sent to UCF email rather, when initiating course and class-related communication it should be sent via: Webcourses messages or text. All assignments are to be uploaded to the assignment itself found in Webcourses not email or sent through Webcourse messaging.

Finally, there are times when I may ask you to schedule a meeting with me via phone or Skype to facilitate discourse about your questions, or comments, or even an assignment as this may be the most efficient and clear manner of communication. Typically, these times include when
Webcourses message answer may take over four lines of text or when there is a need for discourse to promote understanding. Not responding or refusing to communicate by phone, through other online means, or face to face would be a violation of professional dispositions.

**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.

**Course Accessibility:** Reasonable Accommodations: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. The 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. 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.

**Course Requirements:** All requirements for the course are posted in Webcourses/Canvas. All course work will be submitted to the instructor via: the Webcourses/Canvas assignment unless otherwise instructed. Assignments will not be accepted if sent by email. If there is a problem with Canvas, do not email the assignment. If the assignment box is closed, please send a mail response through the Webcourses system and if possible, I will reopen the assignment box.

**Deployed or Reserved Active Duty Military Students:** If you are a deployed or reserved 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.

**Due Dates:** All assignments must be turned through Webcourses. The score of a late assignment will be reduced by 10% each day the assignment is late unless otherwise noted. As an example, if a student is 2 days late on an assignment and they earned 75 points out of 100 points, the score will be reduced 20 points. Meaning, they earned a 55. Technology failures are not acceptable reasons for late assignments – as the UCF library or a County Library are readily available. After 9 days of being late on an assignment. The score will revert to a 0 (zero).

**FERPA and Privacy:** As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://www.registrar.ucf.edu/ferpa/welcome.

**Financial Aid Verification:** As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, please complete the introduction academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.”
In-Class Recording Policy: Outside of the note taking 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 note taking and are not authorized to be shared with anyone without the separate written approval of the instructor. In other words, if a recording takes place with permission it is only for the individual who received permission to record. It should not be distributed to anyone else by any means.

Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence as described in the Student Handbook. In any case, for a student to receive an incomplete, he or she must have a passing grade and have successfully completed over 70% of the course.

Plagiarism and Academic Honesty: 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 occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Materials by definition in this context applies to texts published in print and online, to manuscripts, and to the work of other student writers or authors. Students are expected to embrace and uphold the UCF Honor Code. In this course, if an assignment is plagiarized (not citing and or referencing a resource) the student involved may be dismissed from the class at the instructor’s discretion (earning an F in the course). UCF faculty members have a responsibility for your education and the value of a UCF degree. Faculty seeks to prevent unethical behavior and when necessary respond to infringements of academic integrity. At a minimum, the students will earn a zero (0) on the assignment and will not be able to earn above a B in the class even if their grade to date was an A. Typically, the student will earn a failing grade in the course. Further penalty could include 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.

Quality and Type of Work: The quality of turned in work should be that of a graduate student. All work must be completed and submitted digitally. If work submitted is less than the expectations (see each assignment) students will not earn an A. There may be times when students earn a grade less than what they desired to earn. In these instances, the student should reflect on what could have been done to earn the grade they wanted. Self-reflection is a part of acting with professional dispositions.

Requests for Help with Assignments: Students should feel free to talk, email, or text the instructor about any assignment and ask specific questions. However, the student should always make an effort to begin the assignment before asking for help. E-mailing the instructor, the night before a long-term assignment is due is not an optimal time for questions. It will result in a lower grade if the assignment is not complete by the deadline. The instructor may request that the student meet with the student by phone, face to face, or by other online means. Posting in a discussion that an “assignment is too hard” or that you just cannot do it “because the assignment directions are not clear to you” does not reflect professional dispositions.
Revision of Assignment: If the instructor deems an assignment must be revised because it is unsatisfactory, the highest grade that can be earned on that assignment is a “B.” If the student wants to redo an assignment before the due date they may do so without penalty.

Sexual Harassment: The University of Central Florida values diversity in the campus community. Accordingly, discrimination on the basis of race, sex, national origin, religion, age, disability, marital status, parental status, or veteran's status is prohibited. Sexual harassment, a form of sex discrimination, is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when: Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or enrollment; Submission to or rejection of such conduct by an individual is used as the basis for employment or enrollment decisions affecting such individual; or Such conduct has the purpose or effect of substantially interfering with an individual's work performance or enrollment, or creating an intimidating, hostile, or offensive working or academic environment. Sexual harassment is strictly prohibited. Occurrences will be dealt with in accordance with university rules. Employees, students, or applicants for employment or admission may obtain further information on this policy, including grievance procedures, from the Equity Coordinator. The Director of the Office of Equal Opportunity and Affirmative Action Programs is the campus Equity Coordinator responsible for concerns in all areas of discrimination. The office is located on the main campus, in Millican Hall 330, Orlando, FL 32816-0030. The phone number is 407-UCF-1EEO. Policies and guidelines are available online at http://pegasus.cc.ucf.edu/~eeo/.

Substitution of Assignments: If any student believes that completing one or more assignment(s) will not benefit him or her, the student can negotiate with the instructor a substitution of another assignment of equal depth and investment of time at least two weeks prior to the deadline. If the student does an alternative assignment without prior instructor approval, the student will earn an F on the assignment. The instructor will require the student to propose an idea as a starting place to negotiate the substitution of assignments.

Supplemental Resources

UCF Library http://library.ucf.edu
Curriculum Materials Center http://library.ucf.edu/CMC/default.htm

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 materials is in violation of professional dispositions.

Unauthorized Use of Previous Class Notes: Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. These “resources” are detrimental to you and your education. Unauthorized use of previous class materials is in violation of professional dispositions.

Religious Holidays: Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. Since this is web delivered class if an assignment is
due on a religious holiday you observe, please contact me through Canvas to arrange a different due date. Alternative due dates may be in advance of the initially scheduled due date.

**Resubmission of Assignments:** When approved to resubmit an assignment, submit the assignment through the Webcourses assignment so it will trigger that it is submitted. Please do not submit as a comment or send through email, or webcourses messaging. ONLY upload assignments in the initial Webcourse assignment.

**Third-Party Software and FERPA:** During this course you might have the opportunity to use public online services and/or software applications. 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.

**Webcourses Notifications:** When responding to grading or to a post in an assignment, DO NOT respond back in the assignment, I do not receive notifications on assignments. Rather, please send a Webcourses message to alert me of your concern.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes:** To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms ([https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf)). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality:** Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification:** Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)). Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness:** If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement:** Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
Being a UCF graduate student requires commitment to the UCF Creed

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.

---

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Weighting by Module and Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-960 = A</td>
<td><strong>Intro</strong></td>
</tr>
<tr>
<td>959-930 = A-</td>
<td>25</td>
</tr>
<tr>
<td>929-890 = B+</td>
<td>Total points in Module</td>
</tr>
</tbody>
</table>
Discussions require group collaboration and cooperation. They are graded individually. Students will read the assigned chapters and engage in point, counterpoint, and counterpoint discussion related to current trends.

<table>
<thead>
<tr>
<th>Weighting Percent by Module</th>
<th>.025</th>
<th>.155</th>
<th>.205</th>
<th>.23</th>
<th>.155</th>
<th>.18</th>
<th>0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/D/G Points Percent</td>
<td>Individ</td>
<td>Points-900 Percent – 90%</td>
<td>Dyad</td>
<td>Points - 100 Percent - 10%</td>
<td>Group</td>
<td>Discussions are grouped but graded individually</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The course calendar is subject to revision by the instructor.
If a change has to be made to the syllabus due to weather, natural disasters, or unforeseen circumstances, the instructor will notify students through Webcourses.
College of Community Innovation and Education - Grad Course Revision - EME 6062 Research in Instructional Technology

z2020-2021 Graduate Course Revision

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type:* Grad Course Revision

College:* College of Community Innovation and Education

Unit / Department / College:* Charles Hartshorne

Activity Log

Learning Sciences & Educational Research

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:* EME

Code:* 6062
Course Title: Research in Instructional Technology

30 Character Abbreviation: Resrch Instr Tech

Full Title: EME 6062 Research in Instructional Technology

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

Department Chair Phone Number: 4078231861

Dept Chair Email: richard.hartshorne@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:
Critical review and evaluation of landmark research in the areas of educational media, instructional design, and instructional systems.

Prerequisite(s):
EDF 6481.

Corequisite(s):

Does this proposal include revisions to prerequisites? Yes No

Grading Scheme:

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<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:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 3 9

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

Charles Hartshorne

+ Yes  
- No

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

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

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Charles Hartshorne

+ Odd Spring
+ Even Spring
+ Odd Summer
+ Even Summer

☑ 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:

Charles Hartshorne

+ Required Course

☑ Required Course  ☐ Elective Course

Justification for Course Revision
<table>
<thead>
<tr>
<th><strong>What is the rationale for revising this course?</strong></th>
<th><strong>Only change is from offering every semester to every Spring and Summer, due to need for realignment of courses.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What grad programs/tracks require or recommend this course for graduation?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>If not a major requirement, what will be the source of students?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What is the estimated annual enrollment?</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

**Detail Discussion**
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

Charles Hartshorne

Activity Log

I have completed all relevant parts of the form.

I have completed all relevant parts of the form.

Attached

I have attached a course syllabus and rationale.
Course Syllabus

EME 6062 - Research in Instructional Technology

Instructor: Jennifer Twilley
E-mail: Jennifer.twilley@ucf.edu

Course Description:
Web Based Delivery - 3 Credit Hours
During this graduate level course, students will research a hot topic in instructional design and technology and create a literature review describing the information currently available on that topic. Every assignment in the course will progressively lead students through the steps finding scholarly research articles, evaluating the quality of articles, annotating the articles, organizing the information in the articles, and summarizing the current state of information about your topic in a literature review.

Course Objectives:
- Identify current research in the fields of instructional technology and instructional design
- Evaluate the quality of research articles
- Accumulate references that support a specific research topic in instructional design and technology
- Apply the American Psychological Association (APA) guidelines to research papers
- Produce annotated bibliographies that summarize key research articles
- Collaborate with community members (student peers)
- Write literature reviews that synthesize scholarly articles on current ID&T topics
- Construct informational handouts summarizing research topics

Instructor:
The instructor will respond to questions promptly. Please email questions using Webcourses Mail.

Textbooks:

Performance Expectations:
Students should log into Webcourses 2 or 3 times a week and should check e-mail on a daily basis for course related messages.

Students enrolled in this course are expected to meet the high-quality standards expected of graduate students. Attention to detail and strict adherence to the assignment guidelines are expected of every student. Points will be deducted for failing to follow the posted guidelines or the guidelines in supporting handouts.

All course assignments must be submitted on time through Webcourses.
- Assignments may only be submitted through Webcourses.
- Corrections and resubmissions of assignments will receive an automatic 10% grade reduction.
- Late assignments will receive an automatic 10% grade reduction.
- Missed assignments will receive a grade of zero.

Students may email the instructor about any assignment, but should carefully read the assignment guidance and make an effort to begin the assignment before asking for help. The assignment grade will be impacted if students wait to contact the instructor with questions the night before the due date.
Points and Grading Scale:

- A  100 to 94%
- A–  93 to 90%
- B+  89 to 87%
- B   86 to 84%
- B–  83 to 80%
- C+  79 to 77%
- C   76 to 74%
- C–  73 to 70%

There are **1,000 total points** in the course. This includes group projects, individual activities, discussion topics, and the Syllabus Acknowledgement Quiz due in the first week for disbursement of financial aid.

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Acknowledgement Quiz</td>
<td>1</td>
</tr>
<tr>
<td>Introduce Yourself</td>
<td>24</td>
</tr>
<tr>
<td>Live Q&amp;A Session #1</td>
<td>25</td>
</tr>
<tr>
<td>Record Your Search Efforts</td>
<td>25</td>
</tr>
<tr>
<td>Live Q&amp;A Session #2</td>
<td>25</td>
</tr>
<tr>
<td>Create a Reference List</td>
<td>100</td>
</tr>
<tr>
<td>Resource Quality Evaluation (Practice)</td>
<td>100</td>
</tr>
<tr>
<td>Resource Quality Evaluation (Your Articles)</td>
<td>25</td>
</tr>
<tr>
<td>Create an Annotation</td>
<td>50</td>
</tr>
<tr>
<td>Live Q&amp;A Session #3</td>
<td>25</td>
</tr>
<tr>
<td>Group Project: Create an Annotated Bibliography</td>
<td>200</td>
</tr>
<tr>
<td>Group Project: Organize the Literature</td>
<td>50</td>
</tr>
<tr>
<td>Project Group Assessment</td>
<td>25</td>
</tr>
<tr>
<td>Group Project: Conduct a Literature Review</td>
<td>200</td>
</tr>
<tr>
<td>Create a Research Topic Handout</td>
<td>100</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Note that the assignments have different point values, which causes the higher point value assignments to impact the cumulative grade more than the lower point value assignments.

Student Academic Engagement in Webcourses for Financial Aid

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the syllabus acknowledgment quiz by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

FERPA and Privacy

As a student, your educational records are considered confidential. Under the Family Educational Rights and Privacy Act (FERPA), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. Please visit this UCF webpage for more information on FERPA.

Academic Honesty

Plagiarism and cheating of any kind in this course are **prohibited**. Penalties for academic misconduct may include a reduced or failing grade for that assignment, a failing grade in the entire course, and a referral to the UCF Office of Student Conduct for further action. See the UCF Golden Rule for further information. You must cite quoted text and paraphrased ideas using APA style. In group assignments, each group member is expected to contribute equitably. The instructor may run written assignments
through TurnItIn or other plagiarism detection software. Soliciting or recruiting others to complete assignments, for pay or on a volunteer basis, is prohibited and will result in a failing grade in the course and conduct referral. Your instructor and peers expect that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

**Disability Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus will be provided in alternate formats upon request. Students with disabilities who need accommodations in this course should contact the instructor at the beginning of the semester to discuss their needs. Accommodations may not be provided until the student has met or discussed electronically with the instructor. Students who need accommodations should be registered with Student Disability Services before making a request for accommodations from the instructor.

Student Disability Services: Ferrell Commons F7 Room 185, Phone: (407) 823-2371, TTY/TDD only phone (407) 823-2116

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

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**COVID-19 and Illness Notification**

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Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

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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.
**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:**
- Charles Hartshorne
- Learning Sciences & Educational Research

**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:** EME

**Code:** 6417
**Course Title:** Interactive Online and Virtual Teaching Environments

**30 Character Abbreviation:** Inter Online Virt Teach Env

**Full Title:** EME 6417 Interactive Online and Virtual Teaching Environments

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

**Department Chair Phone Number:** 4078231861

**Dept Chair Email** richard.hartshorne@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:**
Explores issues and trends in educational and human to computer interactions theories as applied to virtual and online participatory learning environments.

**Prerequisite(s):**
EME 6507.

**Corequisite(s):**

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

**Grading Scheme:**

---

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<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)

**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?

Charles Hartshorne

+ No

☐ Yes ☐ No

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

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

Split-Level Class:

Charles Hartshorne

+ No

☐ Yes ☐ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Charles Hartshorne

+ Odd Fall
+ Even Fall

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

Intended Utilization of Course

The course will be used primarily as:

Charles Hartshorne

+ Required Course

☑ Required Course ☐ Elective Course

Justification for Course Revision

Due to other course offering changes in ID&T, moving this from Spring to Fall
Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

Course Syllabus Policy

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- 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)
I have aligned this syllabus per the UCF syllabus policy.

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Hartshorne</td>
<td>✓ I have completed all relevant parts of the form.</td>
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</table>

**Attached**

- I have attached a course syllabus and rationale.

**Administration Use Only**

<table>
<thead>
<tr>
<th>Catalog Ownership:</th>
<th>Activity Log</th>
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<tr>
<td>Charles Hartshorne</td>
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</table>

**Course OID** 68398

<table>
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<th>Course Type</th>
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<td>Charles Hartshorne</td>
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</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Charles Hartshorne</td>
<td>Active-Visible</td>
</tr>
</tbody>
</table>

**PeopleSoft**

<table>
<thead>
<tr>
<th>Academic</th>
<th></th>
</tr>
</thead>
</table>
Course Syllabus

EME 6417 - Interactive Online and Virtual Teaching Environments

Dr. Glenda A. Gunter

e-mail: glenda.gunter@ucf.edu

Your instructor will be readily available via email in Webcourses. They will make every effort to respond to emails sent during the week within 48 hours. Emails sent during the weekend or on holidays may not be answered immediately and will normally be returned on the next business day. If you have a question pertaining to upcoming assignments, please be sure to contact your instructor plenty of time ahead of due date for assistance, as they may not be available at the time the submission is due.

Meetings can also be scheduled with your instructor via telephone, in person, or virtually. Please notify Dr. Gunter via email in Webcourses to schedule a session. Be sure to include a variety of options (dates and times) that you will be available so they can accommodate your request.

If you have a question that does not pertain to personal or confidential information, be sure to check the Open Forum for General Discussions. The question may have already been asked by one of your peers, or you can add your question to the forum as others may be looking for the same information.

Class Dates

Online Web course with Web assignments detailed on course schedule.

Prerequisites
Access to a computer, Internet and WWW, and printer for a minimum of 6-8 hours per week. EME 6507 - Multimedia in Education and Training, or C.I.

Required Textbooks


Course Description

Explores issues and trends in educational and human to computer interaction theories and content development as applied to virtual and online participatory learning environments.

Course Goals

This class will cover current communication and learning theories founded in educational theory as applied to virtual campuses, human to computer interaction, online learning theories, Cognitive Load Theory, and communication systems that are necessary to create an enhanced asynchronous and synchronous teaching and learning environment for 21st Century learners. This course covers interactive media theory and provides an understanding of the learning behaviors of today's Web-based and media-centric learners.

Course Objectives

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

- Identify issues and trends, learning theories, and learner preferences in online teaching and virtual environments.
- Explore e-learning theories in a variety of settings; and discuss how constructivist learning theories apply in online environments.
- Discuss online instructional design and create online activities for a community or technical college, university, K-12 school, business, military or corporate training.
- Demonstrates skills in legal, ethical, safe and healthy behavior related to digital use.
- Discuss the implications of these human to computer interaction and the digital generation.
- Discuss social media as a society and in the classroom.
- Create authentic learning activities based on sound theoretical conceptual designs to increase communication in online and virtual learning environments.
• Compare and contrast the theories behind those practices that enhance digital learners' learning experiences and online learning.
• Utilize theoretical knowledge to be able to design and create authentic learning activities.
• Demonstrate the cognitive and psychological fundamentals to meet individual needs of digital learners.
• Design and incorporate instructional strategies to encourage active learning, interaction, participation, and collaboration in the online environment.
• Develop and deliver assessments, projects, and assignments that meet curriculum specific learning goals and assess learning progress by measuring student achievement of the learning objectives.

Modules and Topics

• Module 1: Getting Started and Introductions
• Module 2: History and Overview of Online Learning
• Module 3: Information Fluency: Ethical Use of Digital Resources
• Module 4: Learning Theory in the Online Classroom
• Module 5: Experiential Learning
• Module 6: Engaging Online Learners
• Module 7: Human to Computer Interaction (HCI) and the Media Equation
• Module 8: Using Peer Review for Interactive Assessment
• Module 9: Theoretical Foundations of Assessment and Evaluation on Online Learning
• Module 10: Creating a Holistic Interactive Online Learning Experience
• Module 11: Final Project: Developing a Complete Storyboard for Your Future Course
• Module 12: Final Culminating Reflection and Teamwork Evaluation

Course Activities: (See Course Expectations for more details)

The requirements of the course are as follows:

• Log on and participate in all discussions, assignments and activities online.
• Complete all assignments and examinations on time.
• Complete all online activities/assignments before 11:55 P.M. EST of the due date.
• Responsible for reading and following syllabus, schedule, protocols for course (see other documents).

Group Collaboration

This course is based upon a collaborative model of learning in which students work individually.
and together in collegial groups. Members of the group engage in synchronous, asynchronous discussions and activities designed to build upon the knowledge base presented in video, discussion, text and Web resources, and the required readings. Students are responsible for adding collaboratively to the groups assignments.

Course Evaluation: (See Course Expectations for details)

Students will have the opportunity to perform, or otherwise demonstrate evidence of their knowledge of the course content. The evidence must include online written activities, discussions, projects that are both process and product oriented. Students’ grades are based on the weight and grade of each course requirement. All requirements unless otherwise specified, are evaluated by the instructor according to the stated criteria.

Specific Course Requirements: (See Course Expectations for details)

Course Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments and Participation (points vary by assignment)</td>
<td>580</td>
</tr>
<tr>
<td>First Module with other deliverables for Online Course</td>
<td>150</td>
</tr>
<tr>
<td>Final Project</td>
<td>220</td>
</tr>
<tr>
<td>Final Culminating Reflection</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The following grades are based on a 7% grading scale:

- 1000-930 = A
- 929-860 = B
- 859-790 = C
- 789-720 = D
- Below 719 = F

References
References will be provided within each module and throughout the course readings. Added readings are determined by content in each module. Students are required to read and synthesize this material.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at http://www.registrar.ucf.edu/ferpa (http://registrar.ucf.edu/ferpa).

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at UCF does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the UCF FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail me as soon as possible to discuss your options.

Academic Honesty

Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom and academic dishonesty. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation.

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

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**Academic Engagement**

As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. **In order to document that you began this course, attendance will be recorded in WebCourses@UCF (Canvas).** Failure to attend class will result in a delay in the disbursement of your financial aid.

**Sexual Harassment Policy**

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

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**Other Academic Services and Resources**

A list of available academic support and learning services is available at [https://www.ucf.edu/services/](https://www.ucf.edu/services/) Click on Academic Support and Learning Services on the right-hand side to filter.
Knights Online

[Knights Online](https://cdl.ucf.edu/support/student/knights-online/) provides information that helps prepare students to become successful online students.

Student Academic Resource Center (SARC)

Website: [http://sarc.sdes.ucf.edu/](http://sarc.sdes.ucf.edu/)

Knights Academic Resource Services (KARS)

Website: [http://kars.sdes.ucf.edu/](http://kars.sdes.ucf.edu/)

Student Accessibility Services (SAS)

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Writing Center

The [University Writing Center](http://uwc.cah.ucf.edu/) (UWC) is a campus resource that offers free individual and small group consultations to UCF community members, for any writing in any situation.

Phone: 407-823-2197

Email: uwc@ucf.edu

[University Writing Center](http://uwc.cah.ucf.edu/) is a free resource for UCF students. A trained writing consultant will work individually with you on anything you’re writing (class assignment, personal, or professional), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the [UWC website](http://uwc.cah.ucf.edu/), stop by TCH 109, or call 407.823.2197. Locations: Main Library, Rosen Library & Online.

Tutoring Center

Website: [http://sarc.sdes.ucf.edu/tutoring](http://sarc.sdes.ucf.edu/tutoring)
# Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 28, 2020</td>
<td><strong>Course Expectations Quiz - first Friday of the Semester</strong> (<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659509">https://webcourses.ucf.edu/courses/1358307/assignments/6659509</a>) due by 5pm</td>
</tr>
<tr>
<td></td>
<td><strong>Roll Call and Introductions - NOTE first Friday of the Semester</strong> (<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659509">https://webcourses.ucf.edu/courses/1358307/assignments/6659509</a>) due by 5pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tue Sep 1, 2020</td>
<td>** Module 2: Apply Your Knowledge: Summary</td>
</tr>
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<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659515">https://webcourses.ucf.edu/courses/1358307/assignments/6659515</a>)</td>
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<td>** Module 3: Creating, Sharing Infographic/Peer Review Discussion - Academic/Workplace Integrity Resource (<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659514">https://webcourses.ucf.edu/courses/1358307/assignments/6659514</a>)</td>
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<td>** Module 5: Apply Your Knowledge: Learner Analysis and (<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659515">https://webcourses.ucf.edu/courses/1358307/assignments/6659515</a>)</td>
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<td>Details</td>
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<td><strong>Course Outcomes (ASSURE - A &amp; S)</strong></td>
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<td><strong>Module 6: Apply Your Knowledge: Learner Analysis and Course Outcomes (ASSURE - A &amp; S)</strong></td>
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<tr>
<td>Tue Oct 6, 2020</td>
<td><strong>Module 6: Apply Your Knowledge: Engaging the Learner</strong></td>
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<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659522">https://webcourses.ucf.edu/courses/1358307/assignments/6659522</a>)</td>
</tr>
<tr>
<td></td>
<td><strong>Module 6: Apply Your Knowledge: Syllabus</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659523">https://webcourses.ucf.edu/courses/1358307/assignments/6659523</a>)</td>
</tr>
<tr>
<td>Tue Oct 13, 2020</td>
<td><strong>Module 7: Apply Your Knowledge: Media (ASSURE - S &amp; U)</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659524">https://webcourses.ucf.edu/courses/1358307/assignments/6659524</a>)</td>
</tr>
<tr>
<td></td>
<td><strong>Module 7: Discussion: Collaboration -The Media Equation</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659513">https://webcourses.ucf.edu/courses/1358307/assignments/6659513</a>)</td>
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<tr>
<td>Tue Oct 20, 2020</td>
<td><strong>Module 8: Participatory Peer Review Assignment tool</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6849049">https://webcourses.ucf.edu/courses/1358307/assignments/6849049</a>)</td>
</tr>
<tr>
<td>Tue Oct 27, 2020</td>
<td><strong>Module 9 : Apply Your Knowledge: Assessment (ASSURE - R)</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659525">https://webcourses.ucf.edu/courses/1358307/assignments/6659525</a>)</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tue Nov 10, 2020</td>
<td>** Module 10: Apply Your Knowledge: Course Module**</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659519">https://webcourses.ucf.edu/courses/1358307/assignments/6659519</a>)</td>
</tr>
<tr>
<td>Tue Nov 17, 2020</td>
<td>** Module 11: Final Project**</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659520">https://webcourses.ucf.edu/courses/1358307/assignments/6659520</a>)</td>
</tr>
<tr>
<td>Tue Dec 1, 2020</td>
<td>** Final Culminating Reflection**</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659518">https://webcourses.ucf.edu/courses/1358307/assignments/6659518</a>)</td>
</tr>
<tr>
<td></td>
<td>** Teamwork Evaluation**</td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1358307/assignments/6659526">https://webcourses.ucf.edu/courses/1358307/assignments/6659526</a>)</td>
</tr>
</tbody>
</table>
General Catalog Information

**Read before you begin**

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

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

3. LAUNCH proposal by clicking ⬅️ in the top left corner. 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:**
- Charles Hartshorne
  - Learning Sciences & Educational Research

**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:** EME

**Code:** 6457
**Course Title:** Distance Education: Technology Process Product

**30 Character Abbreviation:** DE: Tech Proc Prod

**Full Title:** EME 6457 Distance Education: Technology Process Product

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

**Department Chair Phone Number:** 4078231861

**Dept Chair Email** richard.hartshorne@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:**

Instruction and how it is delivered at a distance. Examines technologies, processes, and products of distance education with emphasis on e-learning.

**Prerequisite(s):**

EME 6507.

**Corequisite(s):**

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

**Grading Scheme:**

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours: * 3

Instruction Time: * 3

Lab/Studio/Field Work Hours: 0

Out-of-Class Hours: * 6

Total Engagement Hours: * 9

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

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.

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Intended Utilization of Course

The course will be used primarily as:

Justification for Course Revision
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the rationale for revising this course?*</td>
<td>Only change is from offering Fall only to Fall and Spring, due to need for increased course offering due to student enrollments.</td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td></td>
</tr>
</tbody>
</table>

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

Detail Discussion
Course Syllabus Policy

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

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

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

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

---

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

---

**Attachment List**

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

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

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

---

**Administration Use Only**
UNIVERSITY OF CENTRAL FLORIDA
College of Education and Human Performance
EME 6457 - Distance Education

During this course: students and professor will use the Canvas e-mail system for ALL course related communication.

Program communication and questions please send to glenda.gunter@ucf.edu (mailto:glenda.gunter@ucf.edu)

Virtual Office Hours and by appointment.

Class Dates

- Online Web course with Web assignments detailed on course schedule.
- Web course with Web assignments. Virtual/Online office hours or by appointment.
- See Course Schedule for Live Class Session and due dates.
- All course business and communication takes place in the Canvas LMS. Program communication takes places at UCF email.

Prerequisites

Access to a computer, Internet and WWW, and other technology tools for a minimum of 6-8 hours per week. EME 6507 - Multimedia in Education and Training, or C.I.

Required Textbooks

Course readings, Web sites, and other resources will be provided and shared throughout the semester to keep up with trends and issues in distance education.
Course Description

Explores issues and trends in distance education, virtual teaching and learning, and online learning environments.

Course Goals

This class will cover past and current directions in distance education and eLearning. This course provides an understanding of the learning behaviors of today's digital mobile learners.

Course Objectives

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

- Identify issues and trends in distance education, online teaching and learning, and virtual environments.
- Synthesize pros and cons of technologies, processes, and products in the areas of distance education with emphasis on e-learning.
- Develop projects that apply instructional theories and design principles in distance learning.
- Demonstrate production skills and techniques for distance learning applications.
- Identify the needs of learners engaged in distance learning environments.
- Discuss online instructional design and create online activities for a community or technical college, university, K-12 school or corporate training.
- Demonstrate legal, ethical, safe, and healthy use of digital resources.

Modules and Topics

Module 1: Getting Started and Introductions

Module 2: Evolution of Distance Education

Module 3: Enhancing Online Learning with Multimedia

Module 4: Methods of Delivery

Module 5: Implications for Facilitators of Distance Education

Module 6: Web 2.0 Technologies Supporting Distance Education

Module 7: AR/VR (extended reality), Mobile Learning (mLearning), Evaluation and Cybersecurity

Module 8: Social Networking
Module 9: Final Project: Creating Introduction Course Module with Video

Module 10: Gamification, Simulations, and Second Life

Module 11: Final Culminating Reflections

Course Activities: (See Course Expectations for more details)

The requirements of the course are as follows:

- Logon and participate in all discussions, assignments and activities online.
- Complete all assignments and examinations on time.
- Complete all online activities/assignments before 11:55 P.M. EST of the due date.
- Responsible for reading and following all modules.
- Responsible for all information in the syllabus, schedule, protocols for course (see other documents).
- Responsible for working with others in groups.

Course Evaluation: (See Course Expectations for details)

Students will have the opportunity to perform, or otherwise demonstrate evidence of their knowledge of the course content. The evidence must include online written activities, discussions, projects that are both process and product oriented. Students' grades are based on the weight and grade of each course requirement. All requirements unless otherwise specified, are evaluated by the instructor according to the stated criteria.

Group Collaboration

This course is based upon an combination of individualized and collaborative model of learning in which on some assignments students work together in collegial groups. Members of the group engage in synchronous, asynchronous discussions and activities designed to build upon the knowledge base presented in video, discussion, text and Web resources, and the required readings. For this reason, participants are placed into cohort groups of up to 30 students at the time of enrollment with whom they will collaborate.

Specific Course Requirements: (See Course
Expectations for details) Course

Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments and Participation (points vary by assignment)</td>
<td>650</td>
</tr>
<tr>
<td>Final Project: Creating Introduction</td>
<td></td>
</tr>
<tr>
<td>Course Module with Video</td>
<td>300</td>
</tr>
<tr>
<td>Online culminating experience</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The following grades are based on a 7% grading scale:

1000-930 = A  
929-860 = B  
859-790 = C  
789-720 = D<  
Below 719 = F

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without the your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at [http://www.registrar.ucf.edu/ferpa/](http://www.registrar.ucf.edu/ferpa)

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at UCF does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the UCF FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail me as soon as possible to discuss your options.

Academic Honesty

Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with
plagiarism, academic freedom and academic dishonesty. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule (https://webmail.ucf.edu/owa/redir.aspx?C=nuQT61_6Rkix0mcB7Nv2rycBrBHeCtMII4Tv-WapmFALKrOYz6C2oOlrbEMiZ4SuePmdN-ZYFOc.&URL=http%3a%2f%2fwww.goldenrule.sdes.ucf.edu) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**Policy on Academic Misconduct**

Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom, and academic dishonesty. According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation. All acts of dishonesty, in any work, constitute academic misconduct. University policy at http://www.goldenrule.sdes.ucf.edu/ will be followed in the event of such conduct. Students may want to review the Students Rights and Responsibilities at https://osrr.sdes.ucf.edu/ There will be a ZERO TOLERANCE policy for academic misconduct. Academic misconduct may include, but is not limited to the following:

- Plagiarizing someone else's work, which may or may not have a copyright
- Re-using your own work from a previous course without my approval
- Direct use of ideas or language from an exemplar assignment (Exemplars are examples that I provide of another student's work—this means the work belongs to someone else!)
- Cheating or helping a classmate cheat on an assignment

**Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students
with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss their needs. No accommodations will be provided until the student has met with the professor to make the request. Students who need accommodations must be registered with Student Accessibility Services (https://webmail.ucf.edu/owa/redir.aspx?C=nuQT61_6Rki5zmB7Nv2rycBrBHeCtiMi4Tv-WapmFALKrOYz6C2oOlrbEMiZ4SuePmdN-ZYFOc.&URL=http%3a%2f%2fwww.sds.ucf.edu%2f), Ferrell Commons, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before making a request for accommodations from the professor.

Academic Engagement

As of Fall 2014, all faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, attendance will be recorded in Webcourses@UCF (Canvas). Failure to attend class will result in a delay in the disbursement of your financial aid.

Sexual Harassment Policy

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

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**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.

Pages are maintained by Dr. Glenda Gunter (mailto:ggunter@mail.ucf.edu).
# Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 28, 2020</td>
<td><strong>Mandatory Roll Call Due FIRST WEEK of classes-5:00 pm NOTE 5:00 pm (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659498">https://webcourses.ucf.edu/courses/1359353/assignments/6659498</a>) due by 5pm</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Module 1: Multimodal Introductions and Discussion</strong> due by 11:55pm</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Thu Sep 3, 2020</td>
<td><strong>Module 2: Discussion - Evolution of eLearning</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659493">https://webcourses.ucf.edu/courses/1359353/assignments/6659493</a>)</td>
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<tr>
<td></td>
<td><strong>Module 2: Technobiography/timeline</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659499">https://webcourses.ucf.edu/courses/1359353/assignments/6659499</a>)</td>
</tr>
<tr>
<td>Thu Sep 10, 2020</td>
<td><strong>Module 3: Creating A Podcast</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659500">https://webcourses.ucf.edu/courses/1359353/assignments/6659500</a>)</td>
</tr>
<tr>
<td>Thu Sep 17, 2020</td>
<td><strong>Module 3: Discussion - IMPORTANT Post Your Podcast for the entire class - view, discuss the Podcast is due following week</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659495">https://webcourses.ucf.edu/courses/1359353/assignments/6659495</a>)</td>
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<tr>
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<td><strong>Module 4: Course Structure</strong></td>
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<td></td>
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<td>Thu Sep 24, 2020</td>
<td><strong>Module 4: Discussion - Moodle vs. CourseSite vs. Canvas</strong></td>
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<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659494">https://webcourses.ucf.edu/courses/1359353/assignments/6659494</a>)</td>
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<tr>
<td>Thu Oct 1, 2020</td>
<td><strong>Module 5 - IMPORTANT MUST DO --- By October 1st ---- 1st part of Module 5: Select Your Research Article</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659487">https://webcourses.ucf.edu/courses/1359353/assignments/6659487</a>)</td>
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<tr>
<td>Thu Oct 8, 2020</td>
<td><strong>Module 5 - Facilitators Challenge - Groups--- Challenge Collaborating</strong></td>
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<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>Thu Oct 29, 2020</td>
<td><strong>Module 7: topics for Dr. G</strong> (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659488">https://webcourses.ucf.edu/courses/1359353/assignments/6659488</a>)</td>
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<tr>
<td>Mon Nov 2, 2020</td>
<td><strong>Module 7: Upload your Live Presentations for Dr. G as a BACK-UP (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659503">https://webcourses.ucf.edu/courses/1359353/assignments/6659503</a>)</strong></td>
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<tr>
<td>Thu Nov 5, 2020</td>
<td><strong>Module 7 - Do not Submit here - this is for Dr. G's Evaluation of Team Presentations (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659490">https://webcourses.ucf.edu/courses/1359353/assignments/6659490</a>)</strong></td>
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<tr>
<td>Thu Nov 19, 2020</td>
<td><strong>Module 8: Comprehensive Project (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659504">https://webcourses.ucf.edu/courses/1359353/assignments/6659504</a>)</strong></td>
</tr>
<tr>
<td>Fri Nov 27, 2020</td>
<td><strong>Module 9: Discussion - Gamification (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659496">https://webcourses.ucf.edu/courses/1359353/assignments/6659496</a>)</strong></td>
</tr>
<tr>
<td>Thu Dec 3, 2020</td>
<td><strong>Final Culminating Reflection (<a href="https://webcourses.ucf.edu/courses/1359353/assignments/6659497">https://webcourses.ucf.edu/courses/1359353/assignments/6659497</a>)</strong></td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

- **Activity Log**
  - Charles Hartshorne
  - **Learning Sciences & Educational Research**

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

**Prefix:**

- Activity Log
  - Charles Hartshorne
  - ⬇️ EME

**Code:** 6458
Course Title:* Virtual Teaching and the Digital Educator

30 Character Abbreviation:* Virt Teach and Dig Educ

Full Title:* EME 6458 Virtual Teaching and the Digital Educator

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

Department Chair Phone Number:* 4078231861

Dept Chair Email* richard.hartshorne@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:*
Explores practical applications of instructional theories related to virtual and online participatory learning environments.

Prerequisite(s):
EME 6417.

Corequisite(s):

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

Grading Scheme:

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

**Credit Hour Design Options**

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

**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>Charles Hartshorne</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</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:**

<table>
<thead>
<tr>
<th>Charles Hartshorne</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

List undergraduate split-level course:

**Term of Offering**

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

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

**Intended Utilization of Course**

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

- Required Course
- Elective Course

**Justification for Course Revision**

Due to other course offering changes in ID& T, moving this from Summer to Spring
### Detail Discussion

**Course Syllabus Policy**

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- Explicit, public description of the course
- 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
Charles Hartshorne
+ I have completed all relevant parts of the form.
✓ I have completed all relevant parts of the form.

Attached  
✓ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Activity Log
Charles Hartshorne

Course OID  68400

Course Type

Activity Log
Charles Hartshorne

Education: Technology and Media

Education: Technology and Media

Status

Activity Log
Charles Hartshorne

Active-Visible

Active-Visible  Inactive-Hidden

PeopleSoft

Academic
Course Syllabus

EME 6458 – Virtual Teaching and the Digital Educator
Instructor: Dr. Glenda Gunter

Class Dates

- Web course with Web assignments. Virtual/Online office hours or by appointment.
- See Course Schedule for Live Class Session and due dates.
- All course business and communication takes place in the Canvas LMS. Program communication takes places at UCF email.

Prerequisites

EME 6417 – Interactive Online and Virtual Teaching Environments (This course MUST be completed). Access to a computer, Internet and WWW, LMS, minimum of 6-9 hours per week.

Required Textbooks


Course Description

Explores practical applications of instructional theories related to virtual and online participatory learning environments.
Course Goals

This class covers current practices in online teaching, communication strategies, motivation, building online communities, and assessment as applied to virtual campuses necessary to create an enhanced asynchronous teaching and learning environment for 21st Century learners. This course covers applications of media interaction related to today’s media-centric digital adolescents.

Course Objectives

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

- Develop skills to manage instruction to achieve successful achievement in an online environment.
- Demonstrate best practices and skills in online teaching and learning techniques.
- Gain practical, hands on experience with a wide variety of online communication tools and products that students can integrate into the classroom curriculum.
- Demonstrate skills in accessing telecommunications networks, and finding resources that enhance digital learners learning experiences.
- Design and create digital resources for authentic learning activities that result in products that online students can utilize to integrate into their own virtual teaching and training situations.
- Develop and conduct activities to acquaint teachers with existing media, new technologies and their effective utilization in the classroom to meet individual needs.
- Customize activities to accommodate one’s own specific teaching or training responsibilities.
- Develop modules to create an interactive virtual course for students.

Modules and Topics

Module 1: Lessons Learned

Module 2: Online Communication Tools and Skills

Module 3: Online Tools for Creating Instructional Tutorials, Collaborating, and Disseminating Content to Enhance Student Learning

Module 4: Online Interactive Participatory Learning

Module 5: Blended Learning: Methods for Motivating and Retaining Students
Module 6: Assessing Online Learners; Data-driven Decision Making

Module 7: Course Assessment & Evaluation

Module 8: Final Project: Completed course, with modules, extensive content, and activities

Course Activities

The requirements of the course are as follows:

- Attend and participate in all discussions and activities online.
- Complete all assignments and examinations on time.
- Complete all online activities before 11:55 P.M. EST of the due date.
- Protocols for course will be provided to explain student and faculty expectations.
- Follow schedule and posted due dates for assignments.

Group Collaboration

This course is based upon a collaborative model of learning in which students work together in collegial groups. Members of the group engage in synchronous, asynchronous discussions and activities designed to build upon the knowledge base presented in video, discussion, text and Web resources, and the required readings. For this reason, participants are placed into cohort groups of up to 30 students at the time of enrollment with whom they will collaborate.

Course Evaluation

Students will have the opportunity to perform, or otherwise demonstrate evidence of their knowledge of the course content. The evidence must include oral, lab, and written activities that are both process and product oriented. Students' grades are based on the weight and grade of each course requirement. All requirements unless otherwise specified, are evaluated by the instructor according to the stated criteria.

Specific Course Requirements

Course Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Assignments (points vary by assignment)</td>
<td>750</td>
</tr>
<tr>
<td>Completed Modules and Course Content</td>
<td>200</td>
</tr>
<tr>
<td>Online culminating experience</td>
<td>50</td>
</tr>
</tbody>
</table>
The following grades are based on a 7% grading scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-930</td>
<td>A</td>
</tr>
<tr>
<td>929-860</td>
<td>B</td>
</tr>
<tr>
<td>859-790</td>
<td>C</td>
</tr>
<tr>
<td>789-720</td>
<td>D</td>
</tr>
<tr>
<td>Below 719</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: 10% will be deducted per day from the assignment grade for all late assignments.

Policy on Academic Misconduct

Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom, and academic dishonesty. According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation. All acts of dishonesty, in any work, constitute academic misconduct. University policy at [http://www.goldenrule.sdes.ucf.edu/](http://www.goldenrule.sdes.ucf.edu/) will be followed in the event of such conduct. Students may want to review the Students Rights and Responsibilities at [https://osrr.sdes.ucf.edu/](https://osrr.sdes.ucf.edu/) There will be a ZERO TOLERANCE policy for academic misconduct. Academic misconduct may include, but is not limited to the following:

- Plagiarizing someone else's work, which may or may not have a copyright
- Re-using your own work from a previous course without my approval
- Direct use of ideas or language from an exemplar assignment (Exemplars are examples that I provide of another student’s work—this means the work belongs to someone else!)
- Cheating or helping a classmate cheat on an assignment

Academic Honesty

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

**See complete description and resources in the Course Protocols.

Accessability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. belong to Copyright 2010-2016 - Dr. Glenda A. Gunter. All rights reserved. Other 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 any content or 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.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.
In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Deployed Active Duty Military Students

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

© Copyright Glenda A. Gunter, PhD

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Jan 10, 2020</td>
<td>Roll Call Discussion (University policy requires you to complete this before January 10th at 5:00 PM) (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394288">https://webcourses.ucf.edu/courses/1343518/assignments/6394288</a>) due by 5pm</td>
</tr>
<tr>
<td>Tue Jan 21, 2020</td>
<td>Module 1: Attending and Participating in Live Session and Lessons Learned (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394283">https://webcourses.ucf.edu/courses/1343518/assignments/6394283</a>) due by 11:55pm</td>
</tr>
<tr>
<td>Sat Feb 1, 2020</td>
<td>Module 2: Participatory Peer Review 1 of Course Web Site, Syllabus, and 1st module created (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394289">https://webcourses.ucf.edu/courses/1343518/assignments/6394289</a>)</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tue Feb 4, 2020</td>
<td><strong>Module 3: Posting for ONLY Dr G your Online Interactive Content Presentation/Poster</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394296">https://webcourses.ucf.edu/courses/1343518/assignments/6394296</a>)</td>
</tr>
<tr>
<td>Tue Feb 11, 2020</td>
<td><strong>Module 3: Whole Class Sharing and Discussion - Sharing your Online Interactive Content Poster</strong></td>
</tr>
<tr>
<td></td>
<td>(<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394282">https://webcourses.ucf.edu/courses/1343518/assignments/6394282</a>)</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tue Feb 18, 2020</td>
<td>** Module 4: Participatory Peer Review 2** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394291">https://webcourses.ucf.edu/courses/1343518/assignments/6394291</a>)</td>
</tr>
<tr>
<td>Tue Mar 3, 2020</td>
<td>** Module 5: Course Web Site - 2nd Module, 3rd Module, and Schedule** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394292">https://webcourses.ucf.edu/courses/1343518/assignments/6394292</a>)</td>
</tr>
<tr>
<td>Tue Mar 3, 2020</td>
<td>** Module 5: Discussion - Blended Learning and and Live Session Comments** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394285">https://webcourses.ucf.edu/courses/1343518/assignments/6394285</a>)</td>
</tr>
<tr>
<td>Tue Mar 17, 2020</td>
<td>** Module 6: Peer Group Discussion - Assessing the Learner** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394286">https://webcourses.ucf.edu/courses/1343518/assignments/6394286</a>)</td>
</tr>
<tr>
<td>Tue Mar 24, 2020</td>
<td>** Module 6: Whole Group Discussion - Assessing the Learner** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394281">https://webcourses.ucf.edu/courses/1343518/assignments/6394281</a>)</td>
</tr>
<tr>
<td></td>
<td>** Extended -- Module 7: Whole group Discussion - Time and Student Management** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394280">https://webcourses.ucf.edu/courses/1343518/assignments/6394280</a>)</td>
</tr>
<tr>
<td>Sun Apr 5, 2020</td>
<td>** EXTENDED - Module 7: Participatory Peer Review 3** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394293">https://webcourses.ucf.edu/courses/1343518/assignments/6394293</a>)</td>
</tr>
<tr>
<td></td>
<td>** Module 7: Small Group Discussion - Time and Student Management** (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394287">https://webcourses.ucf.edu/courses/1343518/assignments/6394287</a>)</td>
</tr>
<tr>
<td>Tue Apr 14, 2020</td>
<td>** Module 8: Final Project** (<a href="https://webcourses.ucf.edu/courses">https://webcourses.ucf.edu/courses</a>)</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sat Apr 25, 2020</td>
<td><strong>Module 9: Post Live Class Final Culminating Reflections</strong> (<a href="https://webcourses.ucf.edu/courses/1343518/assignments/6394295">https://webcourses.ucf.edu/courses/1343518/assignments/6394295</a>) due by 11:55pm</td>
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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:**
- Charles Hartshorne
- Learning Sciences & Educational Research

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:**
- Charles Hartshorne
- EME

**Code:** 6602
Course Title:* Integration of Technology into the Learning Environments

30 Character Abbreviation:* Int Tech into Learn Env

Full Title:* EME 6602 Integration of Technology into the Learning Environments

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

Department Chair
Phone Number:* 4078231861

Dept Chair Email* richard.hartshorne@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:* Resources, materials, and strategies for systemic achievement of curriculum goals; investigation of innovative and effective technological advances and practices for use in teaching and learning.

Prerequisite(s):

EME 5050, EME 6053, EME 6405, EME 6507 or C. I.

Corequisite(s):

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

Grading Scheme:

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

Credit Hour Design Options

<table>
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<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)

**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.
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:**

<table>
<thead>
<tr>
<th>Charles Hartshorne</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

List undergraduate split-level course:

**Term of Offering**

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

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

**Intended Utilization of Course**

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

- Required Course  
- Elective Course

**Justification for Course Revision**

What is the rationale for revising this course?*  
**EME5050 no longer exists (was removed as a program requirement).**

**What grad programs/tracks require or recommend this course for graduation?**
If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

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

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

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

Attached ☐ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership: Charles Hartshorne

Course OID 68403

Course Type

Education: Technology and Media

Status

Active-Visible

PeopleSoft

Academic Organization

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date
Dr. Victoria Nuss

UCF Program E-mail: victoria.nuss@ucf.edu (mailto:victoria.nuss@ucf.edu)
Program Web site: http://education.ucf.edu/insttech/ (http://education.ucf.edu/insttech/)

Instructor Contact

ALL course correspondence should be sent within Webcourses. Messages about this course sent to a different e-mail address will not be addressed. Your instructor will make every effort to respond to emails sent during the week within 48 hours. Emails sent during the weekend or on holidays may not be answered immediately and will normally be returned on the next business day. If you have a question pertaining to an upcoming assignment, please be sure to contact your instructor in advance (and with ample time ahead of the due date) for assistance, as she may not be available at the time the submission is due.

Meetings can also be scheduled with your instructor via telephone or virtually. Please notify Dr. Victoria Nuss via email in Webcourses to schedule a session. Be sure to include a variety of options (dates and times) that you will be available, so she can accommodate your request.

If you have a question that does not pertain to personal or confidential information, be sure to check the "Open Forum for General Questions" discussion board. The question may have already been asked by one of your peers, or you can add your question to the forum as others may be looking for the same information.

Class Dates

This is an online course with Web assignments detailed on the course schedule.

Catalog Description

Resources, materials, and strategies for systemic achievement of curriculum goals; investigation of innovative and effective technological advances and practices for use in teaching and learning.

Course Description
A graduate course that focuses on trends and issues related to providing students with strategies for integrating digital literacy curriculum tools into all areas of the PK-20 curriculum. Content is based on learning theoretical frameworks and concentrates on developing instructional methodologies and integration techniques for new media, new learning, and new literacies in the field of educational technology.

Prerequisites

Access to computer, Internet/Web, mobile devices and other technologies.

EME 5050 – Fundamentals of Technology for Educators
EME 6053 – Teaching and Learning with Emerging Technologies
EME 6405 – Adapting and Integrating Innovative Technologies in Education
EME 6507 – Multimedia for Education and Training
or Consent of Instructor (C.I.)

Required Textbook


Course Goal

To provide an overview of curriculum frameworks, national and international curriculum standards and guidelines, and state and national goals, and the relationship of integration of educational technology into subject-specific curriculum PK-20.

Course Objectives

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

- Demonstrate skills in using new digital literacies, digital fluency, and current educational technology in instructional settings.
- Identify major sources of curriculum frameworks, state and national standards, and guidelines for all grade levels and subject areas.
- Identify and integrate NETS-T and NETS-S into content-specific integrated lessons.
- Identify instructional strategies to integrate mobile devices in the teaching and learning.
- Demonstrate instructional strategies for integrating technology into the curriculum.
- Identify major technology, informational, and instructional resources in a variety of curriculum areas.
- Identify tools and strategies for utilizing and integrating technology to meet the learning needs of ESE or ESOL students in an inclusion setting and in interdisciplinary instructional settings.
- Select and demonstrate the ability to evaluate current and emerging technologies for the PK-16 classroom.
- Locate, attend, and reflect on a Webinar for professional development in curriculum integration of educational technology.
- Demonstrate the application of Instructional Systems Design components.
• Select appropriate software and hardware to assist students in developing skills or solving problems related to specific learning objectives and standards.
• Develop and design curriculum that effectively integrates technology and digital media.
• Evaluate curriculum and the implementation of technology.

Module and Topics

Module 1: Welcome and Getting Started
Module 2: Developing Your Educational Philosophy and Curriculum Vitae
Module 3: Educational Technology - The Big Picture
Module 4: Storytelling for Learning
Module 5: Storyboarding (DBT)
Module 6: Technology Tools
Module 7: Integration of Mobile Learning
Module 8: Online Resources and Web 2.0 Tools
Module 9: Webinars
Module 10: Curriculum Integration Final Project
Module 11: Final Culminating Experience

Course Activities

The requirements of the course are as follows:

• Log on and participate in all discussions, assignments, and activities online.
• Complete all assigned activities and online activities on time.
• Complete all online activities/assignments before 11:55 P.M. EST on the due date.
• Read and follow syllabus, schedule, and protocols (see other documents).

Course Evaluation

Students will have the opportunity to perform or otherwise demonstrate evidence of their knowledge of the course content. The evidence must include online written activities, discussions, and projects that are both process and product oriented. Students’ grades are based on the weight and grade of each course requirement. The instructor, according to the stated criteria, unless otherwise specified, evaluates all requirements.

Specific Course Requirements
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Philosophy Draft</td>
<td>25</td>
</tr>
<tr>
<td>Curriculum Vitae Draft</td>
<td>25</td>
</tr>
<tr>
<td>AMAZING Cover Letter Draft</td>
<td>25</td>
</tr>
<tr>
<td>Technology Integration Models</td>
<td>50</td>
</tr>
<tr>
<td>Digital Booktalk Storyboard</td>
<td>50</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>50</td>
</tr>
<tr>
<td>ASSURE Model</td>
<td>50</td>
</tr>
<tr>
<td>Educational Philosophy, Cover Letter, and Curriculum Vitae Revisions</td>
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<tr>
<td>Theoretical Framework</td>
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<tr>
<td>Digital Booktalk</td>
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<td>Integration Online Resources</td>
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<td>Webinar Reflection</td>
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<tr>
<td>Online Discussions</td>
<td>125</td>
</tr>
<tr>
<td>Curriculum Integration Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Final Culminating Reflective Exam</td>
<td>50</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>
Grading

The following grades are based on a 7% grading scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>1000-930</td>
<td>A</td>
</tr>
<tr>
<td>929-859</td>
<td>B</td>
</tr>
<tr>
<td>858-788</td>
<td>C</td>
</tr>
<tr>
<td>787-717</td>
<td>D</td>
</tr>
<tr>
<td>716 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

References

References will be provided within each module and throughout the course readings. Added readings are determined by content in each module. Students are required to read and synthesize this material.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at [http://www.registrar.ucf.edu/ferpa](http://www.registrar.ucf.edu/ferpa).

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees, and the FERPA policy at UCF does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the UCF FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail your instructor as soon as possible to discuss your options.

Academic Honesty

Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom and academic dishonesty. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation.
Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule (http://goldenrule.sdes.ucf.edu/) for further information. Your instructor will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or taking them from anyone else. Your instructor will also adhere to the highest standards of academic integrity, so please do not ask her to change (or expect her to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

There will be a ZERO TOLERANCE policy for academic misconduct. Academic misconduct may include, but is not limited to the following:

- Plagiarizing someone else's work, which may or may not have a copyright
- Re-using your own work from a previous course without instructor approval
- Direct use of ideas or language from an exemplar assignment (Exemplars are examples that your instructor provides of another student's work—this means the work belongs to someone else!)
- Cheating or helping a classmate cheat on an assignment

### Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss their needs. No accommodations will be provided until the student has met with the instructor to make the request. Students who need accommodations must be registered with Student Accessibility Services (http://sas.sdes.ucf.edu/), Ferrell Commons, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before making a request for accommodations from the instructor.

### Academic Engagement

As we begin the term, all faculty are required to document students’ engagement during the first week of classes to ensure that all eligible students receive their financial aid in a timely manner. To accomplish this task, a required academic activity has been set up for you to complete in Canvas (WebCourses@UCF). In order to receive the earliest financial aid disbursement, students should complete this action during their first week of class. Later completions will be accepted but will result in later financial aid disbursements.

### Sexual Harassment Policy

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

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Deployed Active Duty Military Students

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

## Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Aug 24, 2018</td>
<td>Module 1: Discussion - Roll Call and Introductions - Mandatory!</td>
<td>11:59pm</td>
</tr>
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<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692793">link</a></td>
<td></td>
</tr>
<tr>
<td>Sun Sep 2, 2018</td>
<td>Module 2: Apply Your Knowledge - AMAZING Cover Letter Draft</td>
<td>11:55pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692819">link</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 2: Apply Your Knowledge - Curriculum Vitae Draft</td>
<td>11:55pm</td>
</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692821">link</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 2: Apply Your Knowledge - Educational Philosophy Draft</td>
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</tr>
<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692823">link</a></td>
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</tr>
<tr>
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<td>Module 3: Apply Your Knowledge - Technology Integration Models</td>
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<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692825">link</a></td>
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<tr>
<td>Sun Sep 16, 2018</td>
<td>Module 4: Apply Your Knowledge - Unit Plan</td>
<td>11:55pm</td>
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<tr>
<td></td>
<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692827">link</a></td>
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</tr>
<tr>
<td></td>
<td>Module 4: Discussion - Storytelling for Learning</td>
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<td><a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692795">link</a></td>
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<tr>
<td>Sun Sep 30, 2018</td>
<td>Module 6: Apply Your Knowledge - ASSURE Model</td>
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<td>Module 6: Discussion - Technology Tools and Integration Strategies</td>
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<tr>
<td>Mon Oct 1, 2018</td>
<td>Module 5: Apply Your Knowledge - Digital Booktalk Storyboard</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------</td>
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<tr>
<td>Sun Oct 7, 2018</td>
<td><strong>AMAZING Cover Letter Revision</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692805">https://webcourses.ucf.edu/courses/1297208/assignments/5692805</a>)</td>
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<tr>
<td></td>
<td><strong>Curriculum Vitae Revision</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692809">https://webcourses.ucf.edu/courses/1297208/assignments/5692809</a>)</td>
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<td>11:55pm</td>
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<tr>
<td></td>
<td><strong>Module 7: Discussion - Integration of Mobile Learning</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692803">https://webcourses.ucf.edu/courses/1297208/assignments/5692803</a>)</td>
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<tr>
<td>Sun Oct 21, 2018</td>
<td><strong>Apply Your Knowledge Digital Booktalk</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692807">https://webcourses.ucf.edu/courses/1297208/assignments/5692807</a>)</td>
<td>11:55pm</td>
</tr>
<tr>
<td>Sun Oct 28, 2018</td>
<td><strong>Module 8: Apply Your Knowledge - Integrating Online Resources</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692835">https://webcourses.ucf.edu/courses/1297208/assignments/5692835</a>)</td>
<td>11:55pm</td>
</tr>
<tr>
<td></td>
<td><strong>Module 8: Discussion: Reflecting on DBT</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692799">https://webcourses.ucf.edu/courses/1297208/assignments/5692799</a>)</td>
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<tr>
<td>Sun Nov 4, 2018</td>
<td><strong>Digital Booktalk Storyboard Revision</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692811">https://webcourses.ucf.edu/courses/1297208/assignments/5692811</a>)</td>
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<tr>
<td></td>
<td><strong>Module 9: Apply Your Knowledge - Webinar Reflection</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692837">https://webcourses.ucf.edu/courses/1297208/assignments/5692837</a>)</td>
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<tr>
<td>Sun Nov 18, 2018</td>
<td><strong>Module 10: Apply Your Knowledge - Curriculum Integration Final Project</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692815">https://webcourses.ucf.edu/courses/1297208/assignments/5692815</a>)</td>
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<tr>
<td>Wed Nov 28, 2018</td>
<td><strong>Module 11 - Final Culminating Reflective Exam</strong> (<a href="https://webcourses.ucf.edu/courses/1297208/assignments/5692817">https://webcourses.ucf.edu/courses/1297208/assignments/5692817</a>)</td>
<td>11:55pm</td>
</tr>
</tbody>
</table>
**Read before you begin**

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

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

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

Charles Hartshorne

Activity Log

Learning Sciences & Educational Research

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:* EME

Code:* 6607
Course Title: Planned Change in Instructional Technology

30 Character Abbreviation: Planned Change in Instr Tech

Full Title: EME 6607 Planned Change in Instructional Technology

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

Department Chair Phone Number: 4078231861

Dept Chair Email: richard.hartshorne@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: In-depth study of the processes of planned change and adoption/rejection of innovations in educational settings.

Prerequisite(s):

Corequisite(s):

Does this proposal include revisions to prerequisites? Yes No

Grading Scheme:

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

Credit Hour Design Options

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</tr>
</thead>
<tbody>
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<td>1</td>
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</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>
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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)

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<td>3 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?

- Yes
- No

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

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

List undergraduate split-level course:

Term of Offering

When will the course be offered?

- Odd Fall
- Even Fall
- Odd Spring
- Even Spring

Intended Utilization of Course

The course will be used primarily as:

- Required Course
- Elective Course

Justification for Course Revision
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the rationale for revising this course?*</td>
<td>Only change is from offering Spring to Fall and Spring, due to need for increased course offering due to student enrollments.</td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td></td>
</tr>
<tr>
<td>Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.</td>
<td></td>
</tr>
<tr>
<td>Detail Discussion</td>
<td></td>
</tr>
</tbody>
</table>
Course Syllabus Policy

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

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

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

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

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

**Attachment List**

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

<table>
<thead>
<tr>
<th>Check</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Hartshorne</td>
<td>✔️ I have completed all relevant parts of the form.</td>
</tr>
<tr>
<td>✔️</td>
<td>I have completed all relevant parts of the form.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Attached</th>
<th>✔️ I have attached a course syllabus and rationale.</th>
</tr>
</thead>
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EME6607
Planned Change in Instructional Technology

PROFESSOR
Dr. Chad Rawls
Send all course e-mail via Canvas
chad.rawls@gmail.com for emergencies only

COURSE INFORMATION

Course Name: EME6607 Planned Change in Instructional Technology
Credit Hours: 3 Credit Hours
Semester/Year: Fall Semester/2020
Location: Online

OFFICE HOURS
I am available by appointment. E-mail me via Canvas to setup a phone con.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

COURSE DESCRIPTION

This course focuses on the diagnosticians’ role of a performance technologists. That is, the application of needs assessment in business & industry, education and other public and private institutions to identify performance problems and select appropriate solutions.

Topics covered include: performance technology, general system theory, needs assessment, change management and systemic change. Students will conduct a needs assessment and prepare a report that documents the process and identifies potential solutions. Students will also conduct in-depth study non-training interventions, as well as processes of planned change and adoption of innovations in alternative settings.
REQUIRED TEXT


You can purchase an electronic copy [HERE](https://play.google.com/store/books/details/Allison_Rossett_Training_Needs_Assessment?id=IWBppwNMC-QC). The link is below:

OPTIONAL TEXT


PERFORMANCE OUTCOMES

Terminal Objective

Given an organization with a perceived performance problem, plan and conduct a needs assessment to identify alternative training and/or non-training solutions for increasing human performance and reducing or eliminating the problem.

Enabling Objectives

- Define Performance Technology
- Compare and contrast Performance Technology with Instructional Technology
- Describe benefits of Human Performance Technology (HPT)
- Identify key attributes of successful HPT implementation
- Describe procedures for conducting a needs assessment
- Classify different types of causes and related solutions for performance problems
- Describe different types of information to be collected for a needs assessment
- Identify a results-oriented performance problem / opportunity
- Determine information requirements for conducting needs assessment
- Identify key sources of assessment data
- Identify 5 basic steps to conducting a Needs Assessment
- Select and develop tools and techniques for collecting relevant needs assessment data.
- Collect and compile needs assessment data.
- Determine the cause(s) of any identified performance discrepancies and recommend alternative solutions.
- Prepare a needs assessment report.
- Compare and contrast alternative needs assessment models.
- Identify and discuss key factors associated with evaluation or ROI studies.
- Select and describe appropriate non-instructional performance interventions (solution system) for reducing and/or eliminating identified performance problems.
- Identify major change theories and theorists.
- Describe attributes of an intervention that may affect its adoption and use.
- Portray processes related to the adoption of innovations.
• Describe key change concepts.

COURSE REQUIREMENTS

The first six weeks include reading six modules and completing an activity (for points see below). All activity directions will be posted in the module.

After completing the modules, there is a midterm exam a few weeks later. The remainder of the term will be spent working on a final project. All project directions can be accessed via the "Final Project" link under Modules menu on the left.

All reading / writing due dates can be viewed on the course schedule accessed via the "Schedule" link on the homepage.

Missed Assignments / Make-Ups

All assignments must be completed by their due date. No late assignments will be accepted.

ASSIGNMENTS

EME6607 Planned Change consists of a series of graded activities and a project. The following list provides a short overview of each assignment and activity. Further details, including assessment rubrics that will be used to grade each project and/or activity, are provided at the end of each module. Due dates for all projects and activities are provided under "Schedule". All projects and activities are due no later than 11:59 PM the day they are due. Do not turn in a project or activity late as it will count against your grade.

• Activities (6 x 25 pts = 150 pts) - There are six modules each with an activity at the conclusion (there may be multiple products to turn in). Be sure to complete each activity on time to receive full credit.

• Midterm Exam - (100 pts) - 25 Question exam based on chapter readings and modules/lessons. Refer to the Quizzes section for more details.

• Final Project - Needs Assessment Report (100 pts) - You will work with your team to prepare a needs assessment report. Your report should provide an overview, performance problem statement, methodology, interventions and results of your needs assessment. Refer to the Final Project: Needs Assessment Report under the Modules section for more details.

• Class Participation (50 pts) - Points for Class Participation are earned by (a) participating in discussions, (b) posting in a positive and engaging fashion, (c) turning in projects / activities on time and (d) filling out the instructor evals - I review all feedback. Points may be deducted for anything negatively affecting your group or the class in general.

• Teamwork Evaluations (100 pts) - After your team completes all projects, you will fill out and submit a teamwork evaluation form for each member of your team, including a rating for yourself. The average of scores assigned by your teammates will be used to calculate your teamwork score. Since this grade is due at the end of
the term, please turn in by due date. Five (5) points will be deducted for every day it's late.

You will receive a confirmation e-mail for all submissions. So if you don't receive one, make sure you follow up with me.

Financial Aid Statement: As of Fall 2014 all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, please complete Syllabus acknowledgement quiz no later than the end of the first week. Failure to do so may result in a delay in the disbursement of your financial aid.

ASSESSMENT

The following evaluation criterion is proposed for determining your grade for this course. We will discuss the point values in class and reach a group consensus on the final criterion. Letter grades will be assigned based on the percentage of total points received (e.g., 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, <60 = F).

<table>
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</tr>
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</tr>
<tr>
<td>Class Participation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Team Work Evaluation (all team based work)</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 pts</strong></td>
</tr>
</tbody>
</table>

POLICIES

E-mail to Instructor

Please use the Canvas e-mail system for all course related correspondence. If you have a question regarding something that is not course related, you may use my regular e-mail address. However, for all course related questions, please be sure to use the Canvas e-mail system.

Submitting / Posting Assignments
Please be sure to e-mail all activities/projects unless otherwise directed. Don't post products to the assignment page as I don't check for submissions there. You can also post assignments/projects to their respective Discussion Topic Thread but it isn't required. Also, ensure that you follow proper naming conventions when e-mailing documents. They will be specified in the directions.

**Teamwork**

Teamwork and related interpersonal skills are essential in the field of Instructional Technology. Virtual teamwork skills are also becoming an important aspect of the field, which this course provides ample opportunities to hone. In short, all course related assignments and activities are to be completed in teams, and significant percentage of your final course grade will be based on your individual contributions to the team and your ability to work with team members.

As such, you should select your teammates wisely, focusing on work and school schedules, as much as common interests. You SHOULD work on developing your virtual teamwork skills throughout the course.

If, for any reason, a problem occurs within your team, you should first work with team members to resolve the problem. Then, if the problem is not resolved, then you should contact the instructor for assistance. DO NOT leave issues unresolved. It's important to learn how to resolve team issues in an amicable manner.

*DO NOT post anything negative about anyone. If you do, you will lose significant class participation points.*

*Also, failure to contribute to your team will result in a significant team evaluation point reduction.*

**Attendance**

This is no attendance policy since this class is online.

**Academic Honesty**

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UCF.

**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes**

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms ([https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.
Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

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Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

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

5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.

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

7. Helping another violate academic behavior standards.

8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

Course Accessibility Statement

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [https://ehs.ucf.edu/automated-external-defibrillator-aed-locations](https://ehs.ucf.edu/automated-external-defibrillator-aed-locations).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [https://my.ucf.edu](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](https://youtu.be/NIKYajEx4pk)).

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

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

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

**Deployed Active Duty Military Students**

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

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

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

**Religious Observances**

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

Activity Log

Charles Hartshorne

Learning Sciences & Educational Research

**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:** EME

**Code:** 6613
**Course Title:** Instructional System Design

**30 Character Abbreviation:** Instr Sys Des

**Full Title:** EME 6613 Instructional System Design

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

**Department Chair Phone Number:** 4078231861

**Dept Chair Email:** richard.hartshorne@ucf.edu

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

**Course Description:**

This course focuses on the systematic analysis and design of instruction, including task, learner, and context analyses, objectives and learner assessments, media selection, flowcharting and storyboarding.

**Prerequisite(s):**

Graduate standing or C. I.

**Corequisite(s):**

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

Yes ☐ No ☐

**Grading Scheme:**

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

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</table>

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.
If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

<table>
<thead>
<tr>
<th>Split-Level Class:</th>
<th>Charles Hartshorne</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

List undergraduate split-level course:

<table>
<thead>
<tr>
<th>Term of Offering</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odd Fall</td>
<td></td>
</tr>
<tr>
<td>Even Fall</td>
<td></td>
</tr>
<tr>
<td>Odd Spring</td>
<td></td>
</tr>
<tr>
<td>Even Spring</td>
<td></td>
</tr>
</tbody>
</table>

Intended Utilization of Course

The course will be used primarily as:

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

Justification for Course Revision
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the rationale for revising this course?*</td>
<td>Only change is from offering Fall to Fall and Spring, due to need for increased course offering due to student enrollments.</td>
</tr>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td></td>
</tr>
</tbody>
</table>

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

Detail Discussion
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

Charles Hartshorne

I have completed all relevant parts of the form.

I have completed all relevant parts of the form.

Attached

I have attached a course syllabus and rationale.
Course Description

Systematic design is an orderly process for creating instructional solutions to performance problems based on based practices, research, and theory. It is systemic in that it views organizations and human performance as a system; a set of interrelated components that must work together to achieve a common purpose. It is systematic in that it follows an orderly and iterative process of analysis, design, development, implementation and evaluation (Figure. 1).

EME 6613 Instructional Systems Design provides graduate coursework on the initial two phases of systematic instructional design process. Specifically, you will work with classmates and the instructor to analyze and design a unit of instruction/training by applying the tools and techniques associated with instructional systems design (ISD).

EME 6226 Instructional Development and Evaluation (offered during Spring terms) addresses two other phases of the systematic process--Development and Evaluation and is required by everyone in the Instructional Systems track, and recommended for everyone in other (e-Learning and Ed Tech) tracks as well as other degree programs. Implementation is typically left to educators and trainers and thus is not covered in the two part course sequence (but is addressed in other EME courses, such as EME6458 Virtual Teaching and the Digital Educator).

Instructional solutions might include, but are not limited to instructor-led training (with instructor's guides and student materials), self-instructional print, instructional videotapes, computer-based training and instruction, web-based training and instruction, and interactive television (ITV).

The instructional design tasks completed during analysis and design are basically the same across delivery systems. Significant differences typically occur during development depending
on delivery system. This course concentrates to the design of web-based instructional materials. Depending on the course project, you may be asked to design either self-instructional web-based instructional materials (requiring no interactions from a teacher or other students) or web-based instructional materials for an instructor-led course or training program that should enable a qualified trainer/educator to effectively facilitate learning using your work. If, however, you are interested in generating alternative forms of instruction, you may do so with the instructor's approval.

For the course project (and the majority of course assignments), you will go through the Analysis and Design phase of the systematic instructional design process by working with assigned teammates to select a course goal, and completing an analysis report, treatment plan, and flowcharts and storyboards. One of your teammates OR someone outside of class must serve as your "client" and "subject-matter expert." The Web and Mixed mode sections of the course are identical in terms of contents and required course assignments and activities. The only difference is that there is a scheduled face-to-face (f2f) class session scheduled for the mixed mode section every other week.

**Contact Information**

**Instructor of Record**

Atsusi "2c" Hirumi, PhD  
Professor  
Instructional Design & Technology  
University of Central Florida  
Orlando, FL  
FL 32816-1250  
407.823.4880 fax  
atsusi.hirumi@ucf.edu

**Office Hours:**

Tue & Thu 8:00am-4:00pm  
Room 409D  
College of Medicine  
Lake Nona

Wed 2:00pm - 5:00pm (EST)  
Room 320F  
Education Building  
UCF Main Campus

Meeting by phone or video conference available throughout week by appointment.

**Webcourses Technical Support**

Online Learning Support  
Center for Distributed Learning  
University of Central Florida

**Office Hours:**

M: 9am-12n (EST)
Required Resources

Time

Time on task is so important, it is again emphasized under required resources. Like other graduate courses, this course is designed to take approximately 150hrs - 180hrs to complete. Those who spend 10-15hrs/week on course related activities tend to do much better than those who do not. "A" students typically read and synthesize the information provided online and in the course textbook, work actively with others to complete all assignments and activities, and take the initiative to pose questions and respond to inquiries from the instructors and fellow students. "B" students typically access and read through the online course information and work with teammates to complete the assignments and activities. "C" Students who do not read or keep up with posted deadlines often drop or fail the course.

Textbooks

(Required)


(Optional but highly recommended)


(Optional)


Hardware & Software Requirements

It is important that you prepare your computer to operate in the Webcourses@UCF environment. Please go to http://learn.ucf.edu/support/computer-setup-2/ and make sure you have the necessary hardware and software, and your computer is set up properly to work with Webcourses. If you have any questions or need any help setting up your computer to work with Webcourses, please contact UCF Online Support at http://learn.ucf.edu/support/.

Target Audience

This course is designed for graduate students in the Instructional Systems, e-Learning and the Educational Technology tracks within the Instructional Technology program at UCF. This course is also required by students earning a graduate certificate in e-Learning or Instructional Design for Simulations. As such, the course addresses the application of systematic design concepts and principals as they are applied in business and industry, higher education and PreK-12 settings. Graduates of the program become trainers, training developers, media specialists and training managers in business and industry. In higher education, graduates often work as Instructional Technologists, helping faculty to design and develop technology-based instructional materials. In PreK-12, graduates either return to the classroom as more proficient computer using educators, take on roles as district instructional technology specialists or support staff, or with some additional training in management and computer network administration, obtain jobs as district technology directors or coordinators.

Course Objectives

1.0 Self-assess prior knowledge of systematic design

1.1 Characterize systematic design process, noting key concepts, steps, inputs and products
1.2 Identify benefits associated with systematic design
1.3 Identify limitations associated with systematic design
1.4 Recognize related fields of study
1.5 Distinguish the relationship between systematic design and related fields of study

2.0 Analyze an instructional situation

2.1 Generate and classify an instructional goal statement
2.2 Identify major steps necessary to achieve goal by conducting a goal analysis
2.3 Identify relevant subordinate skills and entry level behaviors by conducting an subordinate skills analysis
2.4 Identify key characteristics of the target audience by conducting a learner analysis
2.5 Identify key factors associated with learning and performance setting by conducting a context analysis

3.0 Systematically design a unit of instruction
3.1 Generate learning objectives based on goal and instructional analyses
3.2 Determine learner assessment method and prepare assessment items and instruments that are aligned to specified learning objectives
3.3 Generate an instructional strategy for achieving objectives
3.4 Select media to support the delivery of instructional unit

4.0 Create flowcharts and storyboards

4.1 State purpose of flowcharts and storyboards
4.2 Identify components of flowcharts and storyboards
4.3 Create a flowchart for an instructional unit based on standard flowcharting conventions
4.4 Create storyboards for each frame of instruction based on basic storyboarding conventions

5.0 Generate an instructors' guide

5.1 Distinguish and design instructional events to be facilitated in-class by an instructor
5.2 Distinguish and design instructional events to be facilitated online
5.3 Design and develop instructional materials for use by the instructor
5.4 Generate an instructors' guide

6.0 Demonstrate effective teamwork and interpersonal communication skills

6.1 Communicate and work effectively with clients, including subject matter experts
6.2 Communicate and work effectively with classmates in (virtual) teams
6.3 Collaborate with teammates to clearly define team norms and expectations
6.4 Foster diversity, inclusion, and social justice

Assignments & Activities

To demonstrate achievement of specified course goals and objectives, you are to work in teams to complete a series of course assignments and activities. Additional details, along with performance criteria for each assignment are provided under "Assignments" (accessible under the left-hand navigation menu).

Course Assignments (400pts total). Your are to work with assigned team members to complete three major course assignments, including an analysis report (100pts), an instructional treatment plan (100pts), flowcharts and storyboards (100pts), and an instructor guide (100pts).

Individual Drafts of Course Assignments (200pts). To facilitate and ensure equitable contribution to teamwork, everyone is required to complete and post an individual draft of all assignments by the "post" date specified in the online course calendar (prior to working with teammates). Your individual drafts will be graded as complete (50pts), partially complete (25pts), and incomplete (0pts). Individual drafts must also be unique to receive full credit. Individual drafts that appear to be copies of another teammates work will be grade as partially or incomplete.
Teamwork. Teamwork, interpersonal skills, and professional disposition (as defined by the Collaborative Skills Assessment Form posted under Assignments) are essential for Instructional Designers working in all settings. You are expected to contribute equitably to all team assignments, complete individual and team drafts by specified due dates, and communicate regularly and positively with teammates and the instructor throughout the term. Teamwork will not be graded per se but interpersonal skills and professional disposition (as defined by the ID&T program standards for professionalism) are expected.

If for any reason, one or more of your teammates do not meet defined expectations or otherwise demonstrate professionalism and effective teamwork, please attempt to work it out among yourselves first. Focus your attention on the process and the tasks at hand. Do not point fingers and try not to blame individuals for problems. For example, rather than saying "why are you messing up," try "how can we improve what we are doing to make sure everyone completes their tasks on time and with quality?" If problems persist, please contact the instructor for assistance.

Autobiography and Educational Philosophy. You are to generate a brief autobiography that provides background information and describes your prior ISD knowledge and experiences.

Online Quizzes. There are a total of 7 online quizzes; one associated with each instructional unit contained in the course. All quizzes are optional. I encourage you to complete them to monitor your own knowledge of key facts and concepts.

Bulletin Board Discussions. A Discussion Topic will be set up for each unit covered in the course to facilitate learning of key design concepts and principles. Participation in the discussions is optional. However, you are strongly encouraged to contribute. You may choose to respond to posted comments and questions and/or originate your own thread by composing an original message. NOTE: The online Discussion Form is also used extensively to communicate very important information. Please be sure to check postings on a regular basis (e.g., minimum 2-3 times per week).

Grading

- A01. Individual Draft - Goal Analysis (20pts)
- A01. Individual Draft - Subordinate Skills Analysis (20pts)
- A01. Individual Draft - Learner and Context Analyses (20pts)
- A01. Team Analysis Report (100pts)
- A02: Individual Draft - Learner Assessment Alignment Table (20pts)
- A02: Individual Draft - Instructional Strategy (20pts)
- A02: Team Instructional Treatment Plan (100pts)
- A03: Individual Draft - Flowcharts and Storyboards (20pts)
- A03: Team Flowcharts and Storyboards (100pts)
- A04: Individual Draft - Instructor Guide (20pts)
- A04: Team Instructor Guide (100pts)
- Activity A - Autobiography and Self-Assessment
- Activity B - Online Quizzes
- Activity C - Online Discussion
TOTAL 540pts

Grades will be assigned based on the percentage of total points you receive on course assignments and activities.

A 94-100%
A- 90-93%
B+ 87-89%
B 84-86%
B- 80-83%
C+ 77-79%
C 74-76%
C- 70-73%
D 60-69%
F <60%

**Final Exam**

According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. The final exam may be completed in class or online during the official UCF final exam period depicted in the course calendar.

**Schedule of Key Events**

Specific dates and times for required events, assignments and activities are posted on the online Webcourses course calendar. All dates and times are based on USA Eastern Standard Time (EST). Please BE SURE to access and follow the online Webcourses course calendar. Please refer to the official University Calendar Of Important Dates for all other scheduling questions.

**Policies & Procedures**

**Professionalism & Professional Disposition**

All ID&T students, and all students taking ID&T courses are expected to demonstrate constructive interactions and communications with faculty, staff, students, and peers at all times both in and out-of-class as defined by the ID&T Program Standards for Professionalism and Professional Dispositions. Failure to do so may lead to reduction in course grade, failure, program probation, and program dismissal following the policies and procedures established by the ID&T Program and defined in the Standards.

**Class Attendance**

All students enrolled in the mixed mode section of EME6613 are expected to attend all scheduled f2f sessions. Failure to do so will lower your course grade. If you are registered for the totally online section of the course, you are encouraged to attend the f2f sessions but attendance is not required. I will also do my best to enable people to participate in f2f sessions using the
Webcourses Conferencing system, but attendance online does not fulfill requirements to attend in person if you are registered for the mixed mode section of the course.

All faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please **BE SURE to complete the short 1 item Syllabus Quiz** (found under Quizzes) by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 24. Failure to do so will result in a delay in the disbursement of your financial aid.

**Completing and Submitting Assignments**

Instructional design is a team-oriented field. The vast majority of design work is completed by teams of designers, project leaders, and artists. As such, all graded assignments are to be completed as a team to facilitate the development of essential teamwork skills. As in most real life situations, you will also be assigned to a team to complete all teamwork. **Be sure to contact team members asap and establish team expectations, meeting dates, and communication protocols.**

We will use the Webcourses bulletin board system to post and submit assignments. I will set up an private group discussion topic for each team to share your individual work among team members. I will also set up specific public discussion topic for each major assignment where teams are to post initial and final copies of each assignment generated by teams for review and a grade. The specified title for each discussion topic will let you know where to post specific assignments.

In the online course calendar, you will see both "Post" and "Due" dates for each assignment. If your team posts a draft of your assignment on or before the "Post" date, you will receive feedback on the assignment during the next scheduled f2f class session OR during a schedule phone or videoconference (see Feedback below for further details). Of course, all assignments are to be posted by midnight (EST) on "Due" date (no exceptions).

**NOTE:** Instructional Designers are expected to know how to (a) conduct goal, subordinate skills, learner and context analyses; (b) generate, cluster and sequence measurable objectives; (c) determine learning assessment methods, define learner assessment criteria, and design learner assessment instruments; (d) formulate and instructional strategy; (e) select media; and (f) generate storyboards and flowcharts.

As such, everyone should work on developing their analysis and design skills by preparing an individual draft of each assignment and each assignment component BEFORE working with team members. Failure to do so will lead to reduction in teamwork evaluation points. In addition, the instructor reserves the right to request and review individual drafts of each assignment. Failure to provide an individual draft when asked may lead to a reduction in points earned on course assignments and the course project.

Teamwork and course evaluations are the only assignments to be submitted using email. Please be sure to compile all teamwork evaluations for a particular assignment into one document so I
only have to download one file. Be sure to keep a backup copy of all team and individual draft assignments and communications.

Class Communications

If you have any questions regarding class assignments or activities, be sure to post your comments in the designated area in the online discussion area. DO NOT email assignment or activity related questions. If you have a question, chances are others in class may as well. Posting such questions in the discussion area will greatly facilitate communications and instructor's ability to respond.

If you do want or need to email me, PLEASE use Webcourses email system for all such communications. I receive a lot of email every day. Keeping all course related communications within Webcourses helps me manage the messages.

Feedback

Optional (preliminary) feedback on draft assignments and activities will be given during the scheduled face-to-face sessions held every other week and/or during scheduled phone/videoconferences. If you would like feedback on draft assignments, please post them under the specified Assignment discussion topic with DRAFT in the subject line and either inform the instructor that you will be attended the scheduled f2f session for feedback or want to schedule a phone or videoconference.

Grading

An "A" represents truly superior performance on all criteria. Work is professionally prepared and represents a high conceptual level of understanding and content, over and above basic requirements. Breadth and depth of coverage, comprehensiveness, and accuracy of direct applications are outstanding, including new perspectives and original thought. Work consistently meets or exceeds "Exemplary" levels of performance as defined by the assessment rubrics for each assignment.

A "B" demonstrates achievement of stated performance objectives and content mastery appropriate for master's level study.

A "C" or below falls short of meeting minimal course standards. The student is usually given an opportunity for a rewrite.

Please note that revising work is a "given" in professional writing for anybody, no matter how experienced. Students should not feel that they have failed if they are asked to rewrite; rather they should view this as an opportunity for professional growth. Rewrite of Assignments You and your team can rewrite unsatisfactory assignments (< B-) at the instructors' discretion. You must have the instructors' permission to resubmit an assignment for a re-grade. The highest possible score following a rewrite is B+. Remember, you and your team may submit an assignment prior to the due date to obtain feedback and to revise your assignment before you are
given a grade. Be sure to give your instructors at least a week to provide feedback on all submitted assignments.

No assignments will be accepted after the posted "Due" date.

Addressing Technical Issues

For all technical questions related to the use of Webcourses, please contact UCF's Online Support by accessing and submitting questions at http://learn.ucf.edu/support/. There will also be a Discussion topic set up to address technical issues. You can post questions there and please help address technical questions if you know the correct answers.

Academic Integrity http://academicintegrity.org

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.

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.

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 note-taking 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 note-taking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

**Course Accessibility**

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

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

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

This page was last updated on August 21, 2019
Pages are maintained by Atsusi "2e" Hirumi, PhD
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**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

**Prefix:** EME

**Code:** 6705
**Course Title:** Administration of Instructional Systems

**30 Character Abbreviation:** Admin of IS

**Full Title:** EME 6705 Administration of Instructional Systems

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

**Department Chair**
- **Phone Number:** 4078231861
- **Dept Chair Email:** richard.hartshorne@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:**
Provides opportunities for students to examine parameters, problems, and areas of importance in the management of instructional systems.

**Prerequisite(s):**
- EME 6613.

**Corequisite(s):**

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

**Grading Scheme:**

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

Credit Hour Design Options

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

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

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

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

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

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

**Term of Offering**

**Intended Utilization of Course**

**Justification for Course Revision**
<table>
<thead>
<tr>
<th>What is the rationale for revising this course?*</th>
<th>Only change is from offering Occasionally to every Fall, due to need for increased course offering due to student enrollments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What grad programs/tracks require or recommend this course for graduation?</td>
<td></td>
</tr>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td></td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td></td>
</tr>
</tbody>
</table>

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

**Detail Discussion**
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

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Hartshorne</td>
</tr>
</tbody>
</table>

I have completed all relevant parts of the form.

Attached

I have attached a course syllabus and rationale.
Course Background

The field of instructional design has tremendously evolved in recent years and as a result, Instructional designers can be found holding a wide array of positions in institutions, corporations, agencies, and many other organizations that require training and/or educational programs. To ensure the success of a career path in instructional systems design, it is critical to understand the training acquisition process and the management and administration of instructional projects, in addition to ISD competencies.

This course is designed for students in the Instructional Systems, Educational Technology and e-Learning tracks within the Instructional Design and Technology program at UCF. As such, the course addresses basic management concepts and principles as they are applied to the business of instructional systems design in the areas of government, industry, and higher education.

Course Objectives

Upon successful completion of this course, you will be able to demonstrate skills in the following areas as it pertains to the acquisition process and management of training/educational products:

- **Overview of Project Management**
  - Definition and scope of a training product
  - Review of development models in context of management
  - Life cycle of a project
  - Project requirements that affect the scope of a training product
• **Project Management Concepts**
  - What is a project?
  - What is project management?
  - Profile of a project manager

• **The Proposal Process**
  - The bidding process
  - Tips to write a winning proposal
  - Content of a proposal response

• **Project Planning Procedures**
  - The Kick-Off Meeting
  - The management plan
  - The schedule
  - The budget
  - Staffing the project and the interview process

• **Project Monitoring Procedures**
  - Monitoring techniques
  - Quality and risk mitigation

• **Project Close-out Procedures**
  - Contractual and administrative closures
  - Final project records
  - Lessons learned
  - Team transition

**Resources**

No textbook is required. The course materials include seven comprehensive online self-paced modules with supplemental reading excerpts that are provided by the instructor. For more information, please review Module 1.
Instructional Strategies Used in the Course

This course was designed to step the student through the life cycle of an instructional project starting with the proposal process and ending with a proposed design solution for the project. As such this course includes the following strategies:

- Self-paced Online Modules (Web Only)
- Threaded Discussion and Observations
- Role Play for Group Assignments
- Collaboration

Performance Measures

You cannot receive an A in this course until all assignments have been submitted and approved by the instructor. Time on task is very important and as other graduate courses, this course is designed to take approximately 150—160 hrs. to complete. Those who spend 10-15 hours/week on course related activities tend to do much better than those who do not. "A" students typically read and synthesize the information provided online, work actively and collaboratively with others to complete all assignments and activities, and take the initiative to pose questions and respond to inquiries from the instructor and fellow students through the module discussion bulletins. "B" students typically access and read through the online course information and work with teammates to complete the assignments and activities. "C" Students who do not read or keep up with posted deadlines, is not willing to effectively collaborate and often drop the course.

**ALL assignments must be satisfactorily submitted by midnight on the due date to receive credit for the course.**

**Note: (+ and - grades will not be used in this course)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Course Points Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>315 points or above</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>280 to 314</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>245 to 279</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>210 to 244</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
<td>Below 210</td>
</tr>
<tr>
<td>Assignments</td>
<td>Points</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Assignment 1: My Profile/Scavenger Hunt</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Module Discussion Bulletins (10 pts. each)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Assignment 2: Team Company Profile &amp; Proposal List of Questions</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Assignment 3: Team Proposal Response</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 4: The Design Solution</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Active collaboration and group participation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Rules of the Road**

Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida’s Student Handbook.

(See [http://www.goldenrule.sdes.ucf.edu](http://www.goldenrule.sdes.ucf.edu) for further details). All behavior standards as outlined in the Golden Rule apply in this course. Academic dishonesty is defined as:

- **Cheating**, whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments, papers or projects, is prohibited. The unauthorized possession or use of examination or course related material shall also constitute cheating.
- **Plagiarism**, whereby another’s work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own, is prohibited. Any student failing to properly credit ideas or materials taken from another has plagiarized.
- A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

The University of Central Florida has an account with turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s report to billions of web sites, as well as an enormous database of student papers that grows with each submission. After submission of the paper, instructors receive a report that states if and how another author’s work was used. Papers written for this course, at the discretion of the instructor, may be processed through the turnitin.com plagiarism software.
Course Assistance

Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with me, preferably during the first two weeks of class.

Online Modules

The learning content for this class are based on real-world management principles specifically applied to the business of instructional system design. The seven modules that are the main teaching mechanism of the course are specifically designed for this course by the instructor. Each of the modules is self-paced and augmented by additional references and reading assignments. Completion of each module needs to be by the deadline to receive credit for that module. Late completion will be graded accordingly.

Information on Team Assignments

This course will require you to work in teams and role play for team assignments 2-4. These assignments are threaded assignments that reflect the acquisition cycle and life cycle of a training project to include the process for developing a winning proposal response, and designing an overall solution based on that response. This is exactly what you will be asked to do in the real world as an instructional designer.

Note: For more detailed information about the components of the course, events and structure, please review Module 1.

Module Discussions Bulletins

The course includes seven discussions bulletins based on the self-paced modules. These informal module discussions will be used as collaborative boards where you can post your observations, questions, and responses to threaded discussions regarding the module. You will be evaluated only on your level and quality of participation with your peers.

Feedback

I will strive to respond to all inquiries as soon as possible. However, depending on the scope and nature of the inquiry, it may take a while to respond. Detailed feedback on course assignments may require up to ten days depending on the number of course participants.
Teamwork

In business and industry, and increasingly in K12 and higher education, teams are often formed to design and develop instruction. Enhancing your teamwork skills and your ability to collaborate online (virtual teamwork) are included in the course goals. Teams will be randomly assigned prior to Assignment 2. Portion of your total grade relies on your active participation with your assigned team.

Guidance on Effective Teamwork

To facilitate teamwork, clearly define each member’s roles and responsibilities. Define tasks and due dates, and make sure everyone understands who is responsible for what and when. Use chat, the bulletin board system, email, phone or any other means to communicate with each other. Share all relevant contact information as soon as possible and be sure to communicate any special needs and/or concerns early.

If you do experience problems working as a team, please first attempt to work it out amongst yourselves. Focus your attention on the process and the tasks at hand. Do not point fingers and try not to blame individuals for problems. For example, rather than saying "why are you messing up," try "how can we improve what we are doing to make sure everyone completes their tasks on time and with quality?" If you feel you’ve made a sincere effort, but feel there is still a significant problem, be sure to contact your instructor about the situation.

If for any reason, the majority of team members feel that a team member is not making a significant contribution to the group project, the team may choose to leave their name off particular assignments. However, be sure that the instructor is aware of the situation before going to such extremes. At the end of the course, each team member will be asked to complete a teamwork evaluation form for each member. Evaluations for each team member will be averaged for assignments 2-4 to determine his/her score for the assignments.

Technology Requirements

<table>
<thead>
<tr>
<th>Technology</th>
<th>Expectations for Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/ Internet</td>
<td>Most students prefer to use their own computer and download trial versions of software. This course requires access through a high-speed Internet connection and an up-to-date personal computer. UCF provides access to computers in a</td>
</tr>
</tbody>
</table>
| **Webcourse** | The majority of the interactions between and among students and instructor will take place online in the Webcourses management system. There are specific online assignments throughout the course, but you will find it in your best interest to develop a *habit* of logging in regularly (preferably *once per day* but no less than once every two days).  

Note: The Announcements tool will be used to post information of a general nature to everyone in the class. Get in the habit of checking the Announcements each time you log-in. |
| **UCF Email** | Webcourses email will be used for messages from your instructor. Please check your email regularly. Response to email messages sent to your instructor will be as quickly as possible but not immediately. |
| **Word Processing** | Word processing documents created for this course *must* be saved as Microsoft Word documents (*.doc or .docx) unless otherwise specified in the assignment. Keep copies of any documents you submit in case the Webcourse server goes down. You might also find it helpful to compose text information postings offline in your word processing program before submitting them. |
| **Microsoft PowerPoint** | Several assignments require the use of PowerPoint. Please contact your instructor if you have issues using this application. |
| **Virus Protection** | Please maintain an up-to-date virus protection software program on your computer. There are... |
free programs available online. One such program is available at [http://www.avast.com/eng/avast_4_home.html](http://www.avast.com/eng/avast_4_home.html)

**About Me**

I have over thirty years of experience in the application of the Instructional Systems Design (ISD) process in applied research and product development for Government and Education. I am currently Sr. Operations Manager and Director of General Dynamics Information Technology’s Learning Center of Excellence and have been working for the same company for the past 24 years.

I have been fortunate to be involved in the design and management of a wide variety of training solutions for a multitude of government, defense, and commercial clients. I have been a full-fledged program manager since 1999 and have managed large-scaled efforts involving conducting job/task analysis, learning objective development, instructional and performance-centered design for various training platforms, such as web-based, classroom-based, or blended deliveries, conducting test reliability and validity procedures, conducting individual and small group trials and sequential validation procedures, to include usability testing for Section 508 compliance and SCORM conformance. Most recently, I have been managing curriculum development effort for several types of government and DoD clients.

I used my technical and project management experience as the basis of for designing and developing the content of this course. The information I will share comes from not only my expertise in this field, but also what I know as a practitioner in the field.

Previously, I was a Foreign Language Professor for about 10 years. While teaching at UCF and Seminole State College, I participated in pioneering the first extensive Computer-Based Training foreign language training program with voice recognition capability. I have published work on cultural and linguistic diversity in American schools as well as various Government publications on cost and training effectiveness analysis.

Recently, I presented at the Society of Applied Learning Technologies: Improving Managerial Decision-Making Skills: Use of Cognitive Analysis to Develop a Modeling and Simulation Tool, and Avatar Technology Production Process to Enhance Learning and Performance. I was also part of the Education Subcommittee of the Interservice/Industry Training, Simulation and Education Conference (I/ITSEC) for three years. In the last few years, I presented a paper at IITSEC in 2015 on courseware validation, in 2016, my paper on Micro-Learning was nominated for Best Paper in the education category, and in 2019, I presented another paper on current curriculum development work in the area of security operations.

I have thoroughly enjoyed my journey as an instructional designer because the work is challenging and rewarding. I hope you will find this class useful in preparing you for the field, and
if you are already in the field, I hope the content of this course will strengthen your expertise for a great career as an ISD and/or potential manager.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.
Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.
Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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

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

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

**Deployed Active Duty Military Students**

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

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

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

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

<table>
<thead>
<tr>
<th>Activity Log</th>
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<tbody>
<tr>
<td>Charles Hartshorne</td>
</tr>
<tr>
<td>Learning Sciences &amp; Educational Research</td>
</tr>
</tbody>
</table>

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

**Prefix:** EME

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Charles Hartshorne</td>
</tr>
<tr>
<td>EME</td>
</tr>
</tbody>
</table>

**Code:** 6940
Course Title: * Theory into Practice in Educational Technology

30 Character Abbreviation:* Pract in Ed Tech

Full Title:* EME 6940 Theory into Practice in Educational Technology

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

Department Chair Phone Number:* 4078231861

Dept Chair Email* richard.hartshorne@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:* Practicum in facilitating the utilization of instructional media and information technologies.

Prerequisite(s):
Completion of all core courses in educational technology.

Corequisite(s):

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

Grading Scheme:

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

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<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 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)

**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?

Charles Hartshorne

+ No

Yes  No

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

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

Split-Level Class:

Charles Hartshorne

+ No

Yes  No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Charles Hartshorne

+ Odd Summer
+ Even Summer

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:

Charles Hartshorne

+ Required Course

Required Course  Elective Course

Justification for Course Revision

Currently, there is no specific semester offering for EME6940. So, this revision is to
provide some additional clarity to students.

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

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

What is the estimated annual enrollment?

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

Detail Discussion

Course Syllabus Policy

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

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

- Information from the official Schedule of Classes
- Instructor and/or GTA contact information
- 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
Charles Hartshorne
+ I have completed all relevant parts of the form.
✓ I have completed all relevant parts of the form.

Attached
☐ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:
Charles Hartshorne

Course OID 68409

Course Type
Charles Hartshorne
Education: Technology and Media

Status
Charles Hartshorne
Active-Visible

PeopleSoft

Academic
EME 6940 - Theory into Practice in Educational Technology Practicum/Internship

Dr. Glenda A. Gunter
glenda.gunter@ucf.edu

Course Description

This is a capstone graduate course in the Instructional Design and Technology masters in the eLearning, educational technology, Instructional Systems tracks designed to acquaint students with theories and practices for encouraging the utilization of instructional design, media and information technologies into the practical experiences related to the area of study. Emphasis will be techniques for peer coaching, modeling, and shadowing in real life situations as well as a review of the relevant research literature. Course goal is to acquaint students with current theories and techniques for encouraging the use of instructional media and technologies and equip them with strategies for implementation into the work setting.

Prerequisites

Completion of all core classes and comprehensive exam or C.I.

Textbook

There is no required textbook for this class.

Course Objectives

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

- Identify issues and trends, learning theories, and learner preferences in authentic learning environments.
- Explore instructional design and technology modules and theories in a variety of settings.
- Demonstrate online instructional design and create online activities for a community or technical college, university, K-12, education, business, industry, or corporate training.
- Create authentic learning activities based on sound theoretical conceptual designs to increase learning.
- Demonstrate skills in legal, ethical, safe and healthy behavior related to digital use.
- Demonstrate Instructional Design & Technology skills in the areas of Educational Technology and eLearning.
- Create an ePortfolio with artifacts created in the internship experiences and throughout the program.
- Create opportunities to develop and test students interest in a particular career before permanent commitments are made.
- Develop skills in the application of theory to practical authentic work experiences and situations.
- Examine students aptitude for a particular career before permanent commitments are made.
- Develop skills and techniques directly applicable to future careers.
- Provide students the opportunity to develop attitudes conducive to effective interpersonal relationships.
- Develop and acquire good work habits.
- Provide students with the opportunity to earn an experience while pursuing educational goals.
• Develop employment records/references that will enhance employment opportunities.
• Develop in-depth knowledge of the formal functional activities of a participating organization.
• Demonstrate informal organizational interrelationships.

Course Evaluation

The evaluation of the course are as follows:

Students will have the opportunity to perform, or otherwise demonstrate evidence of their knowledge of the course content and skills developed throughout the ID&T program. The curriculum for this course is based on the International Society for Technology in Education (ISTE) recommended foundations in technology for all teachers and Association for Educational Communications and Technology (AECT) for Instructional, Design and Technology. The evidence must include written and online activities that are both process and product oriented. Students' grades are based on the weight and grade of each course requirement. The instructor evaluates all requirements according to the stated criteria unless otherwise specified.

Due dates for assignments are outlined on the schedule. **NOTE: Assignments will have 20% of points deducted for each day late - after six days assignments will not be accepted. The final portfolio and other items will NOT be accepted after its due date.**

Grading

The following is based on a 10% grading scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>500 - 450</td>
<td>A</td>
</tr>
<tr>
<td>449-400</td>
<td>B</td>
</tr>
<tr>
<td>399-350</td>
<td>C</td>
</tr>
<tr>
<td>349-300</td>
<td>D</td>
</tr>
<tr>
<td>299 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Academic Requirements

• Develop a proposal for practical internship experiences.
• Read professional publications.
• Access online professional support materials.
• Create an electronic professional portfolio.
• Develop professional training materials for training others in the field of instructional/educational technology.
• Locate sources for personal professional development in mentoring, coaching, shadowing, and adult learners.
• Integrate program content into a independent learning component through authentic experiences.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf) for student...
behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

**Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* [https://goldenrule.sdes.ucf.edu/]. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

Course Accessibility Statement

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

Campus Safety Statement

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

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

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

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

Campus Safety Statement for Students in Online-Only Courses

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

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

Deployed Active Duty Military Students

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

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4.401.pdf>.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>. 
College of Community Innovation and Education - Grad Course Revision - ESE 6256 Critical Issues in Secondary Education

2021-2022 Graduate Course Revision

**General Catalog Information**

**Read before you begin**

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

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

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

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

Proposal Type:*

Janet Andreasen

+ Grad Course Revision

Grad Course Revision

College:*

College of Community Innovation and Education

Unit / Department / College:*

Janet Andreasen

+ School of Teacher Education

School of Teacher 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.
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:

Examination of critical issues in secondary education including topics such as classroom and behavior management, technology, and current issues.

Prerequisite(s):

ESE 6935 EDG 6415.

Corequisite(s):

Graduate Internship.

Does this proposal include revisions to prerequisites?*  Yes

Activity Log

Janet Andreasen
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)
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?  
Janet Andreasen  
+ No  
☐ Yes ☐ No

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

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

Split-Level Class:  
Janet Andreasen  
+ No  
☐ Yes ☐ No

List undergraduate split-level course:

Term of Offering

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

Intended Utilization of Course

The course will be used primarily as:  
Janet Andreasen  
+ Required Course  
☐ Required Course ☐ Elective Course
### Justification for Course Revision

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

The program has had three one-credit courses including this course which was taken twice. The program changes being submitted move revise this to a three variable credit course that can be offered in 1, 2 credits, or 3 credits taken with the final internship. The variable credits will allow the course to be offered for both the newly revised program and for students in the prior catalogs.

<table>
<thead>
<tr>
<th>What grad programs/tracks require or recommend this course for graduation?</th>
<th>All tracks of the MAT Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not a major requirement, what will be the source of students?</td>
<td>40 30</td>
</tr>
<tr>
<td>What is the estimated annual enrollment?</td>
<td>40 30</td>
</tr>
</tbody>
</table>

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

**Detail Discussion**

No duplicates or conflicts
Course Syllabus Policy

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

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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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

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

---

**Check**

Janet Andreasen

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

☑️ [ ] I have completed all relevant parts of the form.
I have attached a course syllabus and rationale.

<table>
<thead>
<tr>
<th>Attached</th>
<th>Activity Log</th>
</tr>
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<tbody>
<tr>
<td>Janet Andreasen</td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>☑ I have attached a course syllabus and rationale.</td>
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### Administration Use Only

#### Catalog Ownership:

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<tbody>
<tr>
<td>Janet Andreasen</td>
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<tr>
<td>School of Teacher Education</td>
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#### Course OID

<table>
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<td>Education: Secondary</td>
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#### Status

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<tr>
<td>Janet Andreasen</td>
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<td>Active-Visible</td>
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### PeopleSoft

<table>
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<tr>
<td>Academic Organization</td>
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<td><strong>Academic Group</strong></td>
<td>College of Community Innovation and Education</td>
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<tr>
<td>Career</td>
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<tr>
<td>Print in Catalog</td>
<td></td>
</tr>
<tr>
<td>Effective Date</td>
<td></td>
</tr>
</tbody>
</table>
Department: School of Teacher Education
Program: Master of Arts in Teaching (MAT)
Course Title: Critical Issues in Secondary Education
Course Number: ESE 6256
Course Credit: 1 - 3 semester hour per semester
Course Meetings: Selected Wednesdays, 6:00 pm – 8:50 pm

Course Description: PR: EDG 6415, CR: Graduate Internship. Examination of critical issues in secondary education including topics such as classroom and behavior management, technology, and current issues.

Course Objectives:
The following objectives meet the standards established for the following:
   FEAP - Florida Educator Accomplished Practices
   PEC - Professional Education Competencies
   ESOL - English for Speakers of Other Languages

The candidate will:
1. Examine classroom and behavior management and its application into the classroom (FEAP A.2.a, A.2.b, A.2.e, A.2.h, A.3.i);
2. Explore current educational technologies and their application into the classroom (FEAP A.2.g, A.2.i, A.3.g, A.4.f);
3. Research and reflect upon contemporary critical issues in secondary schools (FEAP B.1.e);
4. Demonstrate appropriate professional conduct and ethical behavior (FEAP B.2)

Sample Textbook (not required):

Course Requirements:
A. Academic Requirements:
1. **Syllabus Quiz:** Complete this 10-question quiz about the syllabus and class activities. It is required for Federal Financial Aid Regulation. See tentative schedule at the end of the syllabus for due date.

   **Federal Financial Aid Regulation:** As of Fall 2014 all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 10. Failure to do so may result in a delay in the disbursement of your financial aid.

2. **Behavior Management Modules:** You began your exploration of behavior management in ESE 6935. In this course, we will continue that exploration. Candidates will complete the online two behavior management modules (check the ones for 1st semester or 2nd semester students below) housed in WebCourses@UCF.

   **Behavior Management Modules for 1st Semester Students:**

      


      The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

      **Assessment Activities for Addressing Disruptive and Noncompliant Behaviors Part 2: Behavioral Interventions:** Please complete the items below. If you have difficulty, go back and review the Perspectives & Resources pages in this module.

      1) Why is a special education teacher a good resource to help deal with student behavior problems?
      2) Explain how high-p requests work and why they increase the probability that a student will comply with a teacher’s request.
      3) Imagine that you have a student in your class who acts out during independent math activities. Would you use high-p requests or choice making with this student? Explain your answer.
      4) For what types of behaviors would you implement a DRL procedure? Give one example.
      5) List a consideration for teachers who implement DRI.
      6) Mary Jo often spends time talking to her table group about topics not related to the instructional task. Design a DRO procedure to decrease non-instructional talk and to increase instructional talk.
b. **Classroom Management Part 2: Developing Your Own Comprehensive Behavior Management Plan (1st Sem. Students)** (50 points):
http://iris.peabody.vanderbilt.edu/module/beh2/


This module—a revision of You're in Charge! Developing Your Own Comprehensive Behavior Management Plan—reviews the major components of classroom management (including rules, procedures, and consequences) and guides users through the steps of creating their own comprehensive behavior plan. The module is a companion to Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

**Assessment Activities for Classroom Management Part 2: Developing Your Own Comprehensive Behavior Management Plan:** Please answer the questions below. If you have difficulty answering them, go back and review the Perspectives and Resources pages in this module.

1) At the beginning of the school year, you created a classroom behavior management plan, and for the most part it has been working well. Lately, however, you’ve noticed a number of students eating candy and chewing gum during class. List two changes that you could make to your behavior plan to address this increasingly problematic behavior.

2) Most teachers create procedures for routine activities (e.g., walking in the hallway, going to the restroom). Just as important are procedures for less-frequent activities (e.g., attending an assembly, responding to a fire or tornado drill). Select a less-frequent activity and write out a new procedure to address it.

3) You developed a step-by-step crisis behavior plan to address serious problem behaviors that might arise in the classroom. Now consider what you would do if a behavior crisis occurred while your students were a) in an assembly or b) on the playground. Create a separate crisis plan to address one of these situations.

4) You created an action plan to effectively implement your behavior management plan. Midway through the school year, though, two new students are assigned to your class.
   a) How would you introduce these students to your classroom behavior management plan?
   b) How would you introduce their parents to the classroom behavior management plan?

5) To complete the following activity, you will need to revisit (though not change) your classroom behavior management plan. Watch the student behaviors depicted in the movie below and decide how you would address them (time: 1:53). Note: You might find it easier to play the entire movie once and then replay it using the pause button as you work through the scenario. Use the worksheet below to complete this question.
   - **Worksheet (option 1)**—Click here to open a version of the worksheet you can complete online. Print it out once you have finished.
   - **Worksheet (option 2)**—Download the worksheet as an MS Word file.
3. **Technology Module**

You began your exploration of technology in education in ESE 6935. In this course, we will continue that exploration. Candidates will complete the online educational technology module (part two for 1st semester, or part three for 2nd semester) housed in WebCourses@UCF.

**Tech Module Part 2 (1st semester group). It includes the following topics:** Computer Basics, Traditional Technological Application, Digital Media. **Complete the Tech Module Part 2 Quiz.** This quiz will focus on the content explored in Module 1. To begin, access the quiz below. You will only have 1 opportunity to take this quiz for a period of 60 minutes once you begin.


Individually, each candidate will choose a critical/contemporary issue in secondary education from the provided list. Each individual will research the issue and provide a 3-4-page double-space research paper outlining the chosen issue, both pro- and con-sides. The person or groups can choose topics off the provided list with approval from the instructor.

- **Restrict the entire paper to 3 – 4 typewritten double-spaced pages, 12-point Times New Roman font, 1-inch margins.**
- **Provide paraphrasing, citation and at least one direct quote from the selected article in your review.**
- **Use at least 3 peer-reviewed articles from professional journals. You may also use other sources as appropriate (such as professional websites and books).**
- **All citation, paraphrasing and direct quotes must be references using correct APA style.**
- **Please note, you are responsible for ensuring the APA formatting is correct – do not assume that online databases indicate APA formatting correctly.**
- **No need to provide a Title Page for the Journal Article Review.**

Sample list (will have different list each semester – must do different presentation in each semester):

- Teacher Performance Assessments
- Common Core State Standards
- Literacy in the Classroom
- Art and Music in Schools
- Merit Pay
- Class Size
- Inclusion and Co-teaching
- Student Performance Assessment
- Flipped Classrooms
- Blended Learning
- Extended School Year
- Digital Textbooks
- Online Secondary Education Courses
- For Profit Education
- Preparing Students for the Future
- Dropout and Graduation Rates

Use APA style to write the complete bibliographic or reference list information at the end of the review. **Useful web-sites:**
Teacher Work Sample (TWS): Capstone Project

**ViaLiveText Capstone Project**:

It is a reflective documentation of a unit of instruction.

**It is all about:**

- paying attention to how you plan,
- assessing student learning,
- analyzing your results, and
- reflecting on your practice.

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Evaluation and Reflection

Drafts of each component content will be reviewed during the semester (see schedule for deadlines). You will find a more detailed description, guidelines and rubric for this project at the end of this syllabus.

**Via LiveText STUDENT INFO**

- **Use ONLY FireFox or Chrome to access Via**
- **Accessing Student Via Accounts:**
  - **Site:** www.vialivetext.com
  - **Email:** Knights.UCF.edu account
  - **Password:** UCF ID (the last 7 numbers of PID)*

* If needed, use the “Forgot my password” link on the webpage to have a link sent to your official email address to reset your password.

**NEW Students must wait until the Monday after Add/Drop to log in to their accounts for the first time.**
5. Teacher Work Sample Presentation
Individually, candidates will complete a Teacher Work Sample. Each individual will provide a complete report. This presentation will accompany a PowerPoint or other method or presentation, and a 10-minute presentation involving the Teacher Work Sample (allow for possible questions and discussion after the presentation). The presentation should include a summary of the seven components of the TWS.

- Your presentation should demonstrate clear and acceptable oral and written communication skills (FEAP a.2.e).
- **Professional Development and Life-long Learning:** You need to include one slides describing your commitment to your professional development and life-long learning. You need to include comments about how you are planning to continue professional development and life-long learning (FEAP b.1.e)
- **Format:** Presentations will be presented in either PowerPoint, Prezi, or FlipChart format.
  It will not be submitted to ViaLiveText.
- **You must upload the PowerPoint file via together with the TWS final report.**

6. Final Exam:

One of the goals of the School of Teacher Education is that our graduates become reflective practitioners. Research shows that the traditional “memorize and regurgitate” method of teaching and evaluating students leads to little gain in knowledge of teaching or change in teaching methods. We often hear educators say, “We teach the way we were taught.” Therefore, at the end of the semester, you will reflect on your learning in this seminar. By doing this, you will be reviewing your work in this course and identifying for yourself what was new, what was important, what is valuable to you as a teacher. You should be able to cite sources or references to support your ideas. Throughout the semester, you should think about how all of the issues “fit” together. Synthesize what you have learned throughout the semester (assimilate, accommodate, compare, contrast) in this course as well as other courses in your program. This reflective opportunity will be submitted online. You must include direct quotes and paraphrasing using APA style, and include a section for **References** using APA style.

- **Restrict the entire paper to 2 – 3 typewritten, 12-point Times New Roman font, double-spaced pages, 1-inch margins.**
- **Provide paraphrasing, citation and direct quotes from the readings in your review.**
- **All citation, paraphrasing and quotes must be in APA format.**
- **Please note, you are responsible for ensuring the APA formatting is correct – do not assume that online databases indicate APA formatting correctly.**
- **Include a reference list using APA style.**
- **Upload file to the Assignment section in Webcourses.**
- **This reflective opportunity will be submitted online.**
B. Administrative Requirements:

**E-mail Communication:** We will use Webcourses (Canvas) and knights e-mail systems to communicate. No other e-mails systems will be used.

**Class Participation/Attendance:** Regular attendance, promptness, and active participation are expected during all class activities. Attendance is required. Students are expected to complete all assignments on time. Unexcused late assignments will receive 10% grade reduction per every 24-hour period. Absences and expected tardiness will be excused if the instructor is contacted by e-mail or phone call prior to the beginning of class.

According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.

**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.

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 referral to the Student Issues Committee.

**Course Accessibility Statement**
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Make-up Exam Policy:** No one will be excused from exams unless it is an emergency situation. Upon presentation of appropriate documentation, missed exams may be taken within one week of the originally scheduled examinations.

**Documenting Academic Activity**
As of Fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, a graded discussion post will be assigned in the first week in Canvas (WebCourses@UCF). Failure to complete this assignment will result in a delay in the disbursement of your financial aid.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
• If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)

• To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu 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.

**Make-Up Assignments for Authorized University Events or Co-curricular Activities**
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

**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.

**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.

**Technology**
Students will be expected to have access to a computer since all writing assignments must be typed. Please let the instructor know if you have an earlier version of Microsoft Word so that adjustments can be made when uploading documents. If you do not own a computer, there are computers accessible to you in all UCF's computer labs.

**Required Statement Regarding COVID-19**

• To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf).
  o Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations).
Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

- Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

- **COVID-19 and Illness Notification** – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

- Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

- Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

- **In Case of Faculty Illness** – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

- **Course Accessibility and Disability COVID-19 Supplemental Statement** – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

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**Using Zoom Remote Instruction Statement**

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

- Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/> . You may choose to use Zoom on your mobile device (phone or tablet).

- Things to Know About Zoom:
  - You must sign in to my Zoom session using your UCF NID and password.
  - The Zoom sessions might be recorded.
  - Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
  - You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

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**C. Evaluation Procedures:**
Points will be assigned to the following list of assignments. Maximum points for each are noted (same amount of points per semester).

- Syllabus Quiz 10 points
- Technology Module 50 points
- Behavior Management Modules
  - Addressing Disruptive and Noncompliant Behaviors Part 2 50 points
  - Classroom Management Part 2 50 points
- Teacher Work Sample 70 points
- Teacher Work Sample Presentation 30 points
- Participation 50 points
- Final Exam 50 points

Total: 360 points

Grades will be assigned according to the following scale:

- 90 – 100% A
- 80 – 89% B
- 70 – 79% C
- 60 – 69% D
- 0 - 59 F

** +/- grades will not be assigned in this course
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment Due Online (Webcourses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Zoom Introduction and Syllabus</td>
<td>• Complete Syllabus Quiz:</td>
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<td></td>
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<td></td>
<td>Due Aug. 28 (due online)</td>
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<tr>
<td>2</td>
<td>9/2</td>
<td></td>
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<tr>
<td>3</td>
<td>9/9</td>
<td>Overview of Teacher Work Sample</td>
<td></td>
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<tr>
<td>4</td>
<td>9/16</td>
<td></td>
<td>• Complete Technology Module:</td>
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<td></td>
<td></td>
<td></td>
<td>Part two: 1st Semester Students (due online)</td>
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<tr>
<td>5</td>
<td>9/23</td>
<td>Foundation Issues 1</td>
<td></td>
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<td>6</td>
<td>9/30</td>
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<td>7</td>
<td>10/7</td>
<td>Zoom Learning Theories and Diversity 1</td>
<td>• Complete 1st Behavior Management Module:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Addressing Disruptive and Noncompliant Behaviors</td>
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<td></td>
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<td></td>
<td>Part 2: 1st Semester Students (due online)</td>
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<td>8</td>
<td>10/14</td>
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<tr>
<td>9</td>
<td>10/21</td>
<td>Assessment and Technology 1</td>
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<td>10</td>
<td>10/28</td>
<td></td>
<td>• Complete 2nd Behavior Management Module:</td>
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<td></td>
<td></td>
<td></td>
<td>Classroom Management Part 2: 1st Semester Students (due online)</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td></td>
<td>• TWS Due online – Upload files to Via</td>
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<tr>
<td>11/11</td>
<td></td>
<td>Veterans Day: No Classes</td>
<td></td>
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<tr>
<td>12</td>
<td>11/18</td>
<td>Current Issues in Secondary Schools</td>
<td></td>
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<tr>
<td>13</td>
<td>11/25</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>12/2</td>
<td>Zoom TWS Presentations</td>
<td>• Presentations in class</td>
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<td></td>
<td></td>
<td></td>
<td>• Upload presentation file (PowerPoint and handout) to WebCourses (do not upload to Via) (due</td>
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<td>15</td>
<td>12/9</td>
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- **Final Exam Due** (due online) WebCourses: 1st Semester Student


College of Community Innovation and Education - Grad Course Continuation - ADE 6678 The Socio-Historical Context of Adult Education

2021-2022 Graduate Course Continuation

General Catalog Information

**Read before you begin**

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

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

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

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

Proposal Type:* Grad Course Continuation

College:* College of 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 Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ADE  
Code:* 6678

Name:* The Socio-Historical Context of Adult Education

Full Title:* ADE 6678 The Socio-Historical Context of Adult Education

Course Description:* Graduate standing or C.I. An overview of adult education examining the historical and philosophical roots, the current social context and the multiple disciplinary perspectives that inform the field.
Credit Hour Information

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

Credit Hour Design Options

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

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

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

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

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

Justification for Course Continuation
What is the rationale for continuing this course?*

The Higher Education program plans to use this course in a newly created Adult Education certificate program that is still being developed.

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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

I have aligned this syllabus per the UCF syllabus policy.

---

Attachment List

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

---

I have completed all relevant parts of the form.
The Socio-Historical Context of Adult Education
Dr. Thomas D. Cox

PURPOSE:

This course will provide participants an overview of adult education examining the historical and philosophical roots, the current social context and the multiple disciplinary perspectives that inform the field. More specifically, we want --

1. to familiarize you with the breadth, the variety and the deep roots of adult education in North America and overseas;

2. to help you create or strengthen your own foundations for practice, whatever form or venue that practice takes -- in other words, the understandings of the history, philosophy, research, policy and professional conduct of adult education that inform and support our work; and

3. to help each of you identify the other areas of study that you may wish to pursue in order to further reinforce these foundations, to relate the topics examined here to other bodies of knowledge and experience you may already have or other courses you have already taken.

The course experience is not intended solely for majors in adult education. Adult education and training constitute a vital associated part of many other fields of study and professional practice, from public administration to health, athletics administration, and from higher education to business and criminology, and community education to name a few. Anyone concerned with teaching, training, and motivating adults in the broadest sense of those terms is by definition also concerned with adult education activities, because they constitute a critical means for public outreach. This course is therefore intended as well to provide grounding in the field to people from this wider audience.

In this course -- and our graduate degree area -- “adult education” is an umbrella term that covers the many programs and efforts designed to facilitate continuing learning by adults in the workplace, the community and the home as well as during those times when they return for new sequences of formal education. It includes, therefore, human resource development (HRD), continuing professional education (CPE), adult basic education and literacy (ABE), educational gerontology, public health education, adult higher education (AHE), distance learning for adults (DL), community education/community development (CD), religious adult education, residential learning and a number of related activities. To some degree, all these endeavors share a common concern with promoting lifelong learning among people who occupy the status of adults in their society and are no longer pursuing their initial formal education; and certain elements of the foundations of the field are common to all.

DIVERSITY POSITION

In adult learning and educational agencies and institutions, government, social services, and corporate settings, race, class, gender, language, gay/lesbian/bisexual, and other forms of group difference are having a material impact on policies and practices that affect learners and the wider public. Adult education leaders are required to develop both awareness and competency in facilitating learning environments and planning programs and developing policies that are effective within a context where diversity is evident.

What are the ways in which adult educators have conceptualized diversity? What approaches to diversity are appropriate, effective? What strategies are available for adult educators, organizations, and activists to respond to issues of the pernicious effects of racism, sexism, ethnocentrism and other systems of domination?
These and other key questions form the core content of this course. Adult educators are challenged to understand and to effectively engage issues of diversity in their research, practice, as well as personal lives. The contexts in which we engage issues of diversity are multiple including organizational, political, educational, as well as moral contexts. It is incumbent upon adult educators to understand and be prepared to respond to issues of diversity in both their practice, and in their advocacy for constituents they serve. This course is intended to initiate or to facilitate that preparation.

**COURSE COMPONENTS:**

To accomplish this central purpose, we will examine five critical topics:

I. The NATURE OF THE FIELD of adult education and human resource development (as broadly defined above) at the present time;

II. The HISTORICAL AND PHILOSOPHICAL ROOTS of that field;

III. The DISCIPLINARY PERSPECTIVES used by adult education practitioners to diagnose problems and understand the dynamics of adult learning. These include –
   - the **psychology** of adult human development and learning,
   - the **sociology** of provision and participation,
   - the “**anthropology**” of cultural adaptation of curricula and cross-national comparison of strategies,
   - the **politics** of legislation and policy, and
   - the **economics** of investment in -- and returns to -- different kinds of programs;

IV. The TECHNICAL TOOLS that they apply to solving problems and promoting adult learning; and

V. The PROFESSION of Adult Education and Human Resource Development

The fifth topic is really the culminating one – the sum of all the others. The underlying goal of the course is therefore that you come out at the end of the semester with a clearer sense of the elements that will go to make up your own foundation as a professional in the area adult education – or as a person that will draw on this realm of experience and practice in her or his future professional work.

**LEARNING OBJECTIVES:**

For each of these components of the course, there is a specific learning objective. Taken together, those objectives could be enumerated as follows:

(a). FIELD: Become familiar with the breadth, scope and diversity of adult education activities and of the various ways in which they are organized;

(b). ROOTS: Recognize and appreciate the main movements by which adult education has developed into its present forms, some of the key actors in that drama, and the principal philosophies that have guided their work;

(c). DISCIPLINES: Improve the participant’s facility at using psychological, cultural, sociological, economic and political perspectives to analyze how adult education programs work as well as an appreciation for what insights from these academic disciplines have to offer the adult education practitioner or policymaker;
(d). TOOLS: Gain increased familiarity with some of the tools and methods most used by adult educators of different kinds to promote adult learning and some of the newest techniques available in this realm;

(e). PROFESSION: Examine trends currently shaping the profession of adult education and analyze the career opportunities now opening up and the factors that determine their nature and abundance.

**COURSE MATERIALS:**

**Required Texts:**


(b.) Other readings as assigned-web links in the syllabus. Some may not work if the websites have moved or been deleted since I created it.

**CLASS ASSIGNMENTS:**

Learning in a course like this arguably involves at least three activities: (a) acquiring new information, (b) processing it in order to fully understand it and integrate it with what we already know, and then (c) applying it to practical uses in our life. To these we could add a fourth – (d) producing something concrete with our new knowledge in order to consolidate it and to assess how well we have mastered it. These four terms indicate how we will go about our work this semester.

**Readings and Discussion Boards**

We will acquire new information through our reading and our research, and also through exchanges among class members. You may process that information in a variety of ways, but a principal method that we will use is online discussion. Discussion Boards represent, in an online course, the equivalent of classroom participation and interaction in a face-to-face environment. Since we will not all be present at the same time in the same place, we carry on our exchange via the Discussion Board facility of our CANVAS website. Discussions there are largely asynchronous: that is, class members log into the Board at different times during the week (from early morning to late at night depending on their availability), they read what has been posted and they offer their own comments, reactions and analysis.

There is nonetheless a time-bound element in Discussion Board posting. For one thing, entries on any week’s Discussion Board must be made before the end of the week. For another, you will usually want to post your initial comments at one time within this weekly timeframe, then return at another to see what people have said since – including what they have said about your own posting – in order to offer further reflections or a rejoinder. In fact, though the time scale is different, this is much like what happens in a face-to-face class, where I make a comment, next someone else “piggy-backs” on that to raise a related issue, then a third person responds to the two remarks just made and I may come back once again to add another opinion.

**Activities and Exercises**

Next comes application. It will take three forms in this course: (a) journal critiques; (b) database research; and (c) field observation or interviews. The three will alternate from week to week.

The journal critiques are assignments for which you choose, or are given, an academic research article on some topic related to the course and then take responsibility for reading it carefully, analyzing what it has to say, evaluating the quality of the argument and writing up briefly your assessment and what you have learned from the task.

“Database research” refers to work you do investigating a topic by turning up references and sources of interesting information concerning it on the web, in the library or in computerized
Fieldwork designates work you do – largely away from the computer (!) though sometimes with an assist from email – to observe actual instances of adult education work in your environment or to interview knowledgeable people about it.

The type of applied work expected each week is briefly indicated in the course outline to follow.

Finally, the exercises or products that you will accomplish basically include research papers and tests – specifically, one term paper, a concluding brief statement on your personal foundations in adult education/HRD, a mid-term examination and a final examination. Each is more thoroughly described in the Course Outline. Both examinations are obviously of the take-home variety and must be completed within two days’ time of its reception. Examinations are composed of a combination of short answer objective items and longer-answer essay questions.

The course outline below specifies briefly, for each week of the course, the readings, discussion board work, other activities and test or paper exercises to be accomplished during that time period.

## COURSE SCHEDULE

### UNIT I: UNDERSTANDING THE FIELD

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Adult Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Readings:</strong> (26 pages)</td>
<td></td>
</tr>
<tr>
<td>2. Dr. Jenny Grill’s summary of alternate definitions of adult education, available at <a href="http://www.fsu.edu/~adult-ed/jenny/Definitions.html">http://www.fsu.edu/~adult-ed/jenny/Definitions.html</a> (4 pages) You may need to copy and paste these links into your browser if clicking on them doesn’t work.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Activities:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Become familiar with the course syllabus and website.</td>
<td></td>
</tr>
<tr>
<td>2. Explore the Blackboard User Manual to learn about our online course system, if you are unfamiliar with it.</td>
<td></td>
</tr>
<tr>
<td>3. Post your introduction and brief bio in the cyber café.</td>
<td></td>
</tr>
<tr>
<td><strong>Tests and Papers:</strong></td>
<td></td>
</tr>
<tr>
<td>Nada! We’re just starting, so no need to break a sweat (yet).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Issues of Provision and Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Readings:</strong> (65 pages)</td>
<td></td>
</tr>
<tr>
<td>3. The material you locate for yourself on a type of adult education or HRD with which you are not familiar (see instructions under activities below</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Readings</strong> (more enrichment!)</td>
<td></td>
</tr>
<tr>
<td>Look at INFED’s interesting pages on informal and nonformal education. Available at -- <a href="http://www.infed.org/">http://www.infed.org/</a> ; or Marcia Conner’s site on informal learning: <a href="http://agelesslearner.com/intros/informal.html">http://agelesslearner.com/intros/informal.html</a></td>
<td></td>
</tr>
</tbody>
</table>
### Key Activities:
1. Post answers and comments regarding this week’s questions in the discussion board.
2. Research online one type of adult education or HRD with which you are unfamiliar—and recall one with which you have had a good deal of experience. Write up briefly the results of your work.

### Tests and Papers
Bone up on APA (American Psychological Association 5th Edition) format, which is the one you will need to use for your papers, journal critiques and all citations of references and bibliography preparation. See Study Guide for details.

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### UNIT II: APPRECIATING OUR ROOTS

#### Week 3

**Philosophical Perspectives: Why Do We Educate?**

**Core Readings:** (57 pages)

   Available at [http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html](http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html)

**Optional Readings** (more enrichment)

**Key Activities:**
1. Post answers and comments regarding this week’s questions in the discussion board.
2. Look at the website of philosophical orientation in adult education ([http://www.fsu.edu/~adult-ed/jenny/philosophy.html](http://www.fsu.edu/~adult-ed/jenny/philosophy.html)) then consider the Discussion questions and enter the debate in the discussion board.

**Tests and Papers:**
Start thinking (if you haven’t already) about *a topic that you would like to research* for the term paper.

#### Week 4

**Historical Perspectives: Where do we come from?**

**Core Readings:** (49 pages)
3. History of the Highlander Research and Education Center (a series of six webpages).
   Available at [http://www.highlandercenter.org/a-history.asp](http://www.highlandercenter.org/a-history.asp) (10 pages)
4. History of the Mechanics’ Institutes. Available at --
   [http://www.milibrary.org/hist.html](http://www.milibrary.org/hist.html)

**Optional Readings** (more enrichment!)
2. Valvo, P. “Grundtvig and the Danish Folks School Movement.” Available at --
   [http://www3.nl.edu/academics/cas/ace/resources/nfsgrundtvig.cfm](http://www3.nl.edu/academics/cas/ace/resources/nfsgrundtvig.cfm)
the Movement for Education of Rural African-Americans” Available at http://www.nps.gov/bowa/btwbio.html

**Key Activities:**
1. Post answers and comments regarding this week’s questions in the discussion board.

**Tests and Papers:**
Term paper proposal due next week! Complete work.

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**UNIT III: BUILDING A CRITICAL PERSPECTIVE**

**Week 5**

**The Psychology of Learning and Adult Development**

**Core Readings:** (62 pages)
2. Read the section on “Adult Learning” on Dr. Jenny Grill’s website: http://www.fsu.edu/~adult-ed/jenny/learning.html (14 pages)

**Optional Readings** (more enrichment!)
1. Read over Marcie Conner’s pages on andragogy. Available at -- http://agelesslearner.com/intros/andragogy.html

**Key Activities:**
1. Post answers and comments regarding this week’s questions on the discussion board.
2. Time for your first Journal critique!

**Tests and Papers**
Finalize your term paper proposal for submission at the end of the week and include a tentative reference list.

**Week 6**

**Cultural Understandings of Practice**

**Core Readings** (47 pages)

**Key activities**
1. Post answers and comments regarding this week’s questions in the discussion board.
2. This is the week for your first “field” activity: interview or observation.

**Test and Papers**
Time to prepare for midterm, just two weeks away.

---

**Week 7**
**Socio-Political Perspectives**

**Core Readings:** (57 pages)

**Optional Readings** (more enrichment !)

**Key Activities:**
1. Post answers and comments regarding this week’s questions in the discussion board.
2. This is the week for your second database research activity.
3. You should also prepare the tentative reference list for your term paper this week to hand in by the end of the week.

**Tests and papers:**
Mid-term exam coming up next week. All hands on board!

---

**Week 8**
**The Economic Viewpoint**

**Core Readings** (26 pages)

**Optional Readings** (more enrichment)
2. Look at the home page of *LineZine* -- the web journal on “Learning in the New Economy.” Available at http://linezine.com/

Key Activities:
Post answers and comments regarding this week’s questions in the discussion board.
Nothing else in order to allow you to give “quality time” to the midterm!

Tests and Papers:
up – it’s that time. **Mid-term test this week.** See specifications in the Study Guide and break a leg!

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# UNIT IV: SHARPENING OUR TOOLS

## Week 9

**Instructional Design and Program Development**

<table>
<thead>
<tr>
<th>Core Readings: (57 pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Dr. Jenny Grill’s overview of Program Development in Adult Education. Available at <a href="http://www.fsu.edu/~adult-ed/jenny/program.html">http://www.fsu.edu/~adult-ed/jenny/program.html</a> (15 pages)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Readings: (more enrichment!)</th>
</tr>
</thead>
</table>

**Key Activities**
Post answers and comments regarding this week’s questions in the discussion board.

2. This is the week for your second journal critique.

**Tests and Papers**
Time to submit the draft version of your term paper (by the end of the week).

## Week 10

**Methods of Teaching Adults and Delivering Instruction**

<table>
<thead>
<tr>
<th>Core Readings: (61 pages)</th>
</tr>
</thead>
</table>
5. Fidishun, D. Andragogy and Technology: Integrating Adult Learning Theory as we Teach with Technology. (http://www.mtsu.edu/~itconf/proceed00/fidishun.htm) (5 pages)

Optional Readings (more enrichment!)

Key Activities
1. Post answers and comments regarding this week’s questions in the discussion board.
2. Your second field observation or interview activity comes due at the end of this week. Check the Study Guide.

Tests and Papers
1. Term paper due at the end of next week. Time for the big push!
2. Final exam coming up in three weeks’ time.

Week 11 Evaluating Programs and Researching the Dynamics of Practice

Core Readings: (54 pages)

Optional Readings (more enrichment!)

**Key Activities**
1. Post answers and comments regarding this week’s questions in the discussion board.
2. No other special activities except tending to all the stuff to complete by the end of the semester!

**Tests and Papers**

*Term Paper due at the end of this week*
Final Exam and Personal Foundations Statement due dates just two weeks off. When the going gets tough, the tough get going.

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**UNIT V: DEVELOPING THE PROFESSION**

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Policy and Trends: Where is the Field Going and What is Pushing it There?</th>
</tr>
</thead>
</table>
| **Core Readings:** (33 pages) | 1. Cervero, R.M. (2000), “Trends and issues in continuing professional education.” *New Directions for Adult and Continuing Education*, 86, pp. 3-12.  
[www.fsu.edu/~elps/ae/download/ade5080/Cervero.pdf] (10 pages)  
4. [www.fsu.edu/~elps/ae/download/ade5080/Wellner.pdf](http://www.fsu.edu/~elps/ae/download/ade5080/Wellner.pdf) (7 pages)  

**Key Activities**
1. Post answers and comments regarding this week’s questions in the discussion board.
2. Spend the rest of the time meditating on all the wonderful things you have learned this semester!

**Tests and Papers**

*The Grand Finale is just around the corner: Final Exam and submission of Personal Foundations Statement next week!*

<table>
<thead>
<tr>
<th>Week 13</th>
<th>The Profession of Adult Education: Defining Our Future and Our Foundations</th>
</tr>
</thead>
</table>
| **Core Readings** | 1. Merriam, S. & Brockett, R. (2007). Chapter 9 Adult education as a developing profession, 217-238. (21 pages)  
Key activities:
1. Post answers and comments regarding this week’s questions in the discussion board.
2. Prepare yourself to go out there and change the world with your newfound knowledge of adult education!

Tests and papers:
Crunch time: Final exam and submission of Personal Foundations Statement this week.

ONGOING ACTIVITIES:

Regular weekly activities include reading, writing, and participating in discussions. Below are some frequently asked questions about participation in discussion boards, followed by some guidelines for writing.

How often should I log on to the Discussion Boards?
Attendance and online presence are required for this class. Students are expected to log on at least four times per week and to contribute to class discussions online. Simply saying "hello," "I agree" or "no way" is not considered a substantive contribution. Students must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won’t be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade.

What is a post?
A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be?
A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is half a page of writing (125 to 150 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message (just use the preview button to check for any inconsistencies with transfers of symbols like dashes and apostrophes). The main idea here is that the discussion board should be a discussion! In other words, it’s okay, and quite natural, to make short and long posts.

What is "netiquette"?
Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:
1. Check the discussion frequently and respond appropriately and on topic.
2. Focus on one subject per message and use meaningful subject lines when beginning new messages.
3. Use appropriate sentence case and capitalize additional words only to highlight a point.
4. Capitalizing otherwise is known as shouting.
5. Be professional and respectful in your online interaction.
6. Cite all quotes, references, and sources—this way everyone can have access to good information.
7. Ask permission before forwarding a class message to someone outside of the class.
8. It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as :-) or ;-) will let others know when you are being humorous.
9. The class discussion area is not an appropriate place for forwarding ads, chain letters, or other
unrelated e-mail.

**How are Posts Evaluated?**
To know what a "good" post is, please read the next section below. In terms of evaluation, however, points are **not** docked for getting things "wrong." The point of our discussions is to work through the materials in our course in a thoughtful manner. You may not understand new items when you first encounter them—this is fine! If you knew everything about this course to begin with, you wouldn't have to take it. You may also find that you completely disagree with some of the authors you read and/or with the instructor—also fine. Remember the course objectives listed at the beginning of this syllabus? Note that nowhere in the objectives does it state that learners must agree with the instructor, nor should they feel that they must read the instructor's mind in order to produce "right" answers. A "correct" response in this course is any idea, muddled thought, or opinion that is fully supported. "I don't get it," is a perfectly acceptable response to new learning, it is true. However, on the discussion boards, please explain **why** you find a particular reading or issue confusing—by doing so, you will allow others to enter into a conversation with you (and hopefully attain some clarity).

Another point about the evaluation of postings: You can do the minimum that is expected of you and get a good grade, but making an extra effort will earn you points towards a better final grade. For example, if you are required to post two or three times by certain dates for one week; do this and you will get all the points. If, however, you consistently enter the discussion beyond the basic requirements and contribute appropriately, this will also be recorded throughout the semester and will help to boost your final grade, should it need any boosting.

In this class, the participation grade is worth 20 points. Each week (Weeks 2 – 13) you can earn up to 1.5 points. Fractions of points are taken off for posting late, submitting too few postings, and for poor quality of postings. We also may add some points in at the end of semester (and notify you to that effect) if the overall consistency and quality of your contributions are particularly good.

**What Constitutes a Good Online Discussion Response?**
The following factors have been identified as necessary for a good response in online discussion, in an online forum, or as a post to a bulletin board. Please keep these factors in mind when composing your posts; posts should be:
1. Substantial (relates to the course material)
2. Concise (one screen may be the ideal message length)
3. Provocative (encourages others to respond)
4. Hermeneutical or interpretative (expands concepts or connects ideas in new ways)
5. Timely (occurs in a reasonable time frame - when the topic is under discussion)
6. Logical (supports point of view with reasons and evidence)
7. Grammatical (is well written).

**WRITTEN ASSIGNMENTS**
Below are some guidelines for writing. before reading them, however, you need to understand my personal philosophy about writing. Writing is not something that you learned in sixth grade and "got" once and for all (though you may have improved your handwriting a lot at that point!) Writing is a *craft* and an important skill; and learning to write well is an ongoing process for all of us. In other words, there is always room for improvement. **Please view writing as a professional skill that can always benefit from additional practice.** There is no need to fear writing in this course! I will provide opportunities for feedback and revision in written assignments—good writing is not about "getting it right the first time;" good writing is about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Many people have been led to believe that academic writing never uses the word "I." This is true in some cases, but we will be doing a lot of work that draws on personal experience, so the "I"s have it! Academic writing should not be overly formal for formality's sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper's content. Correct
grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.

6. A quality written assignment generally meets the following criteria:
   - Includes the title, name of the author, date, course number (FED 6334), and the instructor's name on a title page at the beginning of the paper.
   - Clearly identifies the question being addressed or the purpose of the paper.
   - Provides an overview of the structure and organization in the introductory section of the paper.
   - Defines key terms, concepts and slogans.
   - Gives examples when they enhance the understanding of the concept being discussed.
   - Applies theory from the assigned readings or elsewhere.
   - Demonstrates the ability to self-reflect and discover core values and beliefs.
   - Considers implications and/or consequences.
   - Provides a strong summary or conclusion.

This Semester's Written Assignments:
A. Discussions (20 points) Weeks 2-13

B. Database research activity (2@3 pts each = 6 points) Weeks 4 and 7

C. Field Work Exercises (2 @ 3 pts each = 6 points) Week 6 and 10

D. Journal Critique (1 ½ - 2 pages/375 - 500 words, 2 @ 4 pts each = 8 pts.)
   For journal critiques, all class members should use the following outline with the headings indicated:
   1. Complete citation. Note that most, if not all, of the scholarly journals in education will be formatted according to requirements established by the American Psychological Association (APA). A complete citation will often be found in the top or bottom left hand corner of the first page of the article. An example of a complete citation is:
   2. Research Question. Summarize the research objectives or research hypotheses in your own words. What is the problem, issue or question that is being researched?
   3. Methodology. How was the study conducted? Who were the subjects or participants (How were they obtained, and how many?) How was data collected? What procedures were used (quantitative, qualitative, or mixed methods?)
   4. Results. What were the results? This section of a research study reports the empirical findings of the study. Oftentimes, results are reported with tables or graphs of statistical information with a text discussion.
   5. Discussion. What points were raised in the discussion? This section is more of a nontechnical discussion of the results section in which the author(s) explain their findings. May also include references to existing theory from the literature and discuss the results in more practical terms. Often will reference the need for additional research and may suggest additional research questions.
   6. Impact on Your Practice and Relationship to Course. End the critique with a reflection on how the research may impact its particular niche within adult education (e.g., HRD, higher education, etc.), and discuss the findings within the context of this course. How do the research findings potentially enrich your practice of training or education?

E. Mini Term Paper (8 pages/2000 words, 20 points)
   The term paper is meant to be an exercise in which students practice scholarly investigation, reading and writing; expand their awareness of part of the foundations of the field; and demonstrate their ability to research topics of interest to their practice and to present the results in an acceptable format.
   Topic example
   A higher education student in this course could write about the establishment of land grant
universities. To further tailor this topic to the particular foundational slant of FED 6334, he or she could examine the philosophical underpinnings and historical significance of the movement, the instructional delivery strategies and/or technologies used or the economic benefits realized. Any of these angles would give the writer a little “purchase” to examine the impact of the movement on adult education and training in this country. Students will demonstrate their skill in the use of research tools and APA style, their understanding of the language of inquiry, and ability to evaluate research materials through the completion of an exploratory review of the literature on a selected topic in adult education or human resource development. This paper should include a minimum of ten references at least one of which will be an informative website. At least five of the sources referenced will be from peer-reviewed journals.

Steps along the way: A variety of shorter exercises will lead up to turning in a final draft of this paper. These short exercises include:
1. Topic proposal (Week 5) 5 points
2. Creation of a(n initial) reference list (Week 7) 5 points
3. Submission of first draft paper (Week 9) 5 points
4. Correction of first draft and submission of final draft (Week 12) 5 points

Our purpose in scheduling the completion of the term paper in this staged-out fashion is to give you an opportunity to build up your research effort and then to revise and correct it on the basis of a first round of feedback. As you’re doubtless aware, revision is an essential component of good writing, and it is perhaps the best way to improve one's writing skills.

F. **Personal Foundations** (2 pages/500 words, 10 points)

In this short paper, due near the end of the semester, you are asked to express clearly and concisely what you now take to be the elements of the foundations of adult education/HRD that seem the most important for your own future work. You may find it helpful to review the work done earlier in the semester on various philosophical approaches to education, on specific historical movements or eras that you feel a connection to and on psychological, social, cultural and economic views of education. Additionally, you may want to skim through some of your discussion board postings to get an overall feel for how your opinions and attitudes have been shaped over the semester. View this paper as a way of pulling together the thinking you’ve done throughout the semester. Make the effort to be as genuine as you can with your opinions and beliefs, and explain what has led you to have these beliefs. As an added professional benefit, this paper will make an excellent addition to a portfolio of your work as a graduate student and/or for future job searches.

G. **Examinations** (15 points each)

Two examinations are given in the course of the semester – a mid-term near the end of Week 7 and a final examination near the end of Week 13. In each case, the exam will be made available to you electronically. As mentioned above, each exam will include a mix of short-answer items and longer essay-type questions designed to prompt you not just to recall but to make connections among the various materials covered in the course. The exam itself should take at least one hour but no more than two to complete, though no time limit is set, other than the submission deadline.

### Grading

<table>
<thead>
<tr>
<th>Assignment Activity</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussion Boards (1.5 points each)</td>
<td>Continuous Weeks 2-13</td>
<td>20 points</td>
</tr>
<tr>
<td>Application activities: 2 journal critiques (4 pts each) 2 database searches (3 pts each) 2 fieldwork exercises (3 pts each)</td>
<td>6 -during Weeks 2 – 10</td>
<td>20 points</td>
</tr>
</tbody>
</table>
### Papers:
- Mini Term Paper: Week 11, 20 points
- Personal Foundations Statement: Week 13, 10 points

### Examinations:
- Mid-term: Week 8, 15 points
- Final: Week 13, 15 points

### Total Points: 100

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>82-92</td>
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<tr>
<td>C</td>
<td>70-81</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and Below</td>
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</table>

### Academic Integrity and Ethics


According to Section 1, “Academic Misconduct,” students are prohibited from engaging in:

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

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

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule [https://goldenrule.sdes.ucf.edu/]. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary.

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

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.
Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

**Course Accessibility Statement**

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

**Emergency Procedures and 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>].
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- 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>).

**Active Military students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
**Read before you begin**

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

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

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

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

**Proposal Type:** Grad Course Continuation

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

**Unit / Department / College:** Department of Criminal Justice

**Prefix:** CCJ

**Code:** 7747

**Name:** Hierarchical Linear Modeling in Criminal Justice Research

**Full Title:** CCJ 7747 Hierarchical Linear Modeling in Criminal Justice Research

**Course Description:** Overview of techniques of hierarchical linear modeling with an emphasis on application in criminal justice research.
Prerequisite(s):
Admission to Criminal Justice Ph.D. program and CCJ 7708.

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

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<thead>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
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<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>
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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.

Credit Hours: * 3
Instruction Time: * 3
Lab/Studio/Field Work Hours: *
Out-of-Class Hours: * 6
Total Engagement Hours: * 9
Justification for Course Continuation

What is the rationale for continuing this course?

Students in the Criminal Justice doctoral program have expressed interest in more quantitative courses. The program would like to keep this class on the books and an option for a future offering.

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

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

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.
**Check**  ☑ I have completed all relevant parts of the form.

**Attached**  ☑ I have attached an updated course syllabus.

---

### Administration Use Only

**Catalog Ownership:** Department of Criminal Justice

**Course Type:** Criminology and Criminal Justice

**Status**  ☑ Active-Visible ☐ Inactive-Hidden
CCJ 7747 Hierarchical Linear Modeling in Criminal Justice Research
Professor: Dr. Jacinta Gau
Office: HS1
Contact: Jacinta.Gau@ucf.edu

Course Description: Overview of techniques of hierarchical linear modeling with an emphasis on application in criminal justice research. Emphasis will be placed on the practical use of MM in criminal justice research. The final project will involve the writing of a manuscript using MM to address a research question or hypothesis in each student’s specialized area of study.

Learning Objectives: By the end of the semester, students will:
• Understand, and be able to explain to others, what MM is and why it is useful
• Understand the basic MM equation
• Know how to run MM models in HLM and STATA, and how to interpret the output
• Be able to write a publishable manuscript using MM

Expectations: The most important expectation for this course is that all students have solid backgrounds in quantitative methods. You must understand basic descriptive statistics (e.g., variances, covariances, means), bivariate inferential tests (e.g., correlations), and more advanced methods for testing multivariate relationships (e.g., ordinary least squares regression). Without this foundation, you will be unprepared to tackle MM-level work.

My other expectations include:
• Attendance at every class period
• On-time arrival to every class period
• Full preparation for each class period, including thorough reading and comprehension of the assigned materials
• High-quality writing that is appropriate for the graduate level and displays proper grammar, sentence structure, and paragraph format

Use of cell phones, tablets, and other electronic devices that do not pertain to the course is prohibited. When you are in class, you are listening to and following along with the lecture.

Required Readings:

Assessments: Final grades in this class are based on attendance, a final term paper consisting of an application of MM and written in the form of a publishable manuscript (actual submission or publication is not required), and a presentation of the final paper.
Final papers are to be between 20 and 25 pages in length and use as many scholarly references as appropriate for a publishable paper in the chosen field of study. Papers will be written in APA format using 12-point font, double-spaced lines, and one-inch margins; a format other than APA may be used if you know that you will be submitting your paper to a journal that uses a different style. Proper headings and subheadings are required, as is an abstract and title. Grades will be based on the paper’s quality and originality, its apparent contribution to the field, and the accuracy and creativity of the analyses.

The last two weeks of the class will consist of student presentations. Each student will use PowerPoint to present the research question/hypothesis under study, summarize the existing literature, and give an overview of the proposed methodology. Grades will be based upon how well students convey the purpose, originality, and contribution of their study. Presentations will be 10 – 15 minutes long.

**Make-Up Work, Late Work, and Extra Credit:** There will be no make-up or late work permitted except in the instance of a genuine emergency for which documentation is provided. Emergencies are serious circumstances such as hospitalizations during the time in which an assignment is due.

**Academic Integrity:** Students should familiarize themselves with UCF’s Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/](https://scai.sdes.ucf.edu/student-rules-of-conduct/). According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

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

**Grading Totals and Scheme**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Final Paper</td>
<td>150</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94+</td>
<td>A</td>
</tr>
<tr>
<td>90 – 93</td>
<td>A-</td>
</tr>
<tr>
<td>86 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 – 85</td>
<td>B</td>
</tr>
<tr>
<td>80 – 83</td>
<td>B-</td>
</tr>
<tr>
<td>76 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 – 75</td>
<td>C</td>
</tr>
<tr>
<td>70 – 73</td>
<td>C-</td>
</tr>
<tr>
<td>66 – 69</td>
<td>D+</td>
</tr>
<tr>
<td>64 – 65</td>
<td>D</td>
</tr>
<tr>
<td>60 – 63</td>
<td>D-</td>
</tr>
<tr>
<td>59 and lower</td>
<td>F</td>
</tr>
</tbody>
</table>
## Course Schedule

### Week, Topic, and Required Articles

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction and Course Overview</th>
<th>Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Nested Data and how it violates the Assumptions of the General Linear Model</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Overview of MM: Its uses and Advantages over traditional Regression</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>The MM Equation: Evolution of the Means-as-Intercepts Model</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>The MM Equation, continued</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Variance Components</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>The Software: Introduction to HLM and STATA</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Estimation Methods</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Running MM Models and Interpreting Output</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Random Effects and Cross-Level Interactions</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Imputation Methods for Missing Data</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Special Topics: Three-Level MM</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Special Topics: MM for Time Series Data</td>
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</tr>
<tr>
<td>Week 14</td>
<td>Summing up</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>Class Presentations and Final Papers Due</td>
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Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:**
Grad Course Continuation

**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 Graduate Catalog by clicking ➔ in the top left corner of the form. Do **not** type the course prefix and code.

**Prefix:**
EDH

**Code:**
6655

**Name:** Athletics in the American University

**Full Title:** EDH 6655 Athletics in the American University

**Course Description:**
An examination of the historical and contemporary role of athletics in the American University with explicit focus on the student athlete and student support services of athletes.
Prerequisite(s):
  Graduate standing or C.I.

Corequisite(s):

Credit Hour Information

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

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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.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9
Justification for Course Continuation

What is the rationale for continuing this course?* This course is in the Student Athlete Support Services Graduate Certificate program that became active in 2019. The courses have not been offered yet.

Course Syllabus Policy

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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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

I have aligned this syllabus per the UCF syllabus policy.

Attachment List

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

[Check] I have completed all relevant parts of the form.
Course number, section: EDH 6655.XXX
Course name: Athletics in the American University
Semester and year
Meeting dates, times, and place(s)
Instructor Name:
Instructor Contact:
Office Hours:
Office Location:

Course description
An examination of the historical and contemporary role of athletics in the American University with explicit focus on the student athlete, student support services for athletes and social context of university of athletic programs at the institutional level.

Pre-Requisites: Graduate Standing

Course Outcomes
Upon completing this course the successful student will be able to:

1. Describe the evolution of collegiate athletics to current state.
2. Critically analyze strengths and weaknesses of the current system.
3. Understand the dual role of students who participate in intercollegiate athletics.
4. Identify and evaluate the support services provided for student athletes.
5. Describe contemporary college athletics as a interactive product of numerous social forces.

Required Texts:

Class expectations:
1. Attendance Policy
   Attendance is mandatory! If for some reason you must miss one of the face-to-face classes, email the instructor as soon as possible. Given that it is not feasible for you to submit any make-up work from the face-to-face sessions, you should expect your participation grade to suffer as a result of your absence.
2. **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.

3. **Turnitin.com**
   In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).
   The class ID for the course is: XXXXXXXX   The password is: XXXXXXXX
   You are responsible for setting up your own student account!

4. **Grading**
   Your grade will be based on three main components: class activities, examinations and a research paper. Each will be worth 100 points.
   - **Class participation** will be assessed through short multiple choice quizzes on assigned readings. These will be worth 5 points each and will be weekly with the exception of week one, eight, fifteen & sixteen. The remaining forty points will be divided evenly between attendance (each absence reduces your grade by 5 points) and classroom participation.
   - **Examinations** will take place during week 8 and week 16. Both will cover all of the material covered in the class up until that point. The mid-term (week 8) will cover the first 7 weeks of class and will be worth 40 points. The second (week 16) will cover the entire course and will be worth 60 points.
   - **Research paper** will be the aggregate of four separate yet related assignments. The first will be the proposal with a partial bibliography, the second a literature review on you chosen topic and the third will be a rough draft. These will each be worth 20 points. The final paper, the corrected, revised and extended rough draft, will be for 60 points.

   The grading scale will be as follows:

<table>
<thead>
<tr>
<th>Grade %</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 93-100%</td>
<td>279-300</td>
</tr>
<tr>
<td>A- 90-92</td>
<td>269-278</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>260-268</td>
</tr>
<tr>
<td>B 83-86</td>
<td>248-259</td>
</tr>
<tr>
<td>B- 80-82</td>
<td>239-247</td>
</tr>
<tr>
<td>C+ 77-79</td>
<td>230-238</td>
</tr>
<tr>
<td>C 73-76</td>
<td>218-229</td>
</tr>
<tr>
<td>C- 70-72</td>
<td>209-217</td>
</tr>
<tr>
<td>D 60-69</td>
<td>179-208</td>
</tr>
</tbody>
</table>
   | F Below 59<| 178

   **Course schedule readings and assignments** (all readings and assignments must be completed prior to the assigned class):
Week One  
Course introduction, no assigned readings

Week Two  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) About Us: Who we are
Sailes Chap 1-3
Flowers article

Week Three  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) About Us: What we do
Sailes Chap 4-6
Horton article

*Paper proposal due – 1 page abstract with 10 citations (20 points)*

Week Four  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) About Us: Resources 
Sailes Chap 7-9
Holsendolph article

Week Five  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) About Us: Resources: Media Center: News 
Duderstadt Pts I-II
AAUP Article

Week Six  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) Students Athletes: Current 
Duderstadt Pts II-IV
Ferris article

*Literature review for paper due – 6-8 pages with minimum 20 citations (20 pts)*

Week Seven  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) Division 1: Division 1
Sciarraba article

Week Eight  
Midtem Examination – 40 points

Week Nine  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) Division 2: Division 2 
Howard-Hamilton Chap 1-3
Arvan article

Week Ten  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) Division 3: Division 3 
Howard-Hamilton Chap 4-6
Burns article

*Rough draft of paper due – 20 points*

Week Eleven  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) About Us : Resources: Media Center: News 
Denny Article
Melendez article

Week Twelve  
NCAA (found at [www.ncaa.org](http://www.ncaa.org)) Division 1: Finances: 2004-2012 Rev & Expenses 
Kamusoko aticle
Wolverton article
Week Thirteen
NCAA (found at www.ncaa.org) Division 2: Finances: 2004-2011 Rev & Expenses
Ting article
Shurts article

Week Fourteen
NCAA (found at www.ncaa.org) Division 3: Finances: 2004-2011 Rev & Expenses
Umbach article
Kissinger article
Final paper due – 40 points

Week Fifteen
NCAA (found at www.ncaa.org) About Us : Resources: Media Center: News

Week Sixteen
Final Examination – 60 points

Articles


Arvan, A. (2010, January 1). Perceptions of Collegiate Student-Athletes' Programming Needs Based on Gender, Ethnicity, and Academic Class. ProQuest LLC,


**Academic Integrity and Ethics**

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1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
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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.
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value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

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

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

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Emergency Procedures and Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Active Military students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
College of Community Innovation and Education - Grad Course Continuation - EDH 6656 Academic Success and the Student Athlete

2021-2022 Graduate Course Continuation

**General Catalog Information**

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⏩ in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:** Grd Course Continuation

**College:** College of Community Innovation and Education

**Unit / Department / College:** Department of Educational Leadership & Higher Education

**Prefix:** EDH  

**Code:** 6656

**Name:** Academic Success and the Student Athlete

**Full Title:** EDH 6656 Academic Success and the Student Athlete

**Course Description:**

This course will examine the factors related to academic success including issues related to the organization and structure of athletic support services.
Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>1</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formal) Instruction Time - Class Hours or Online Module, etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lab/Studio/Field work</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Out-of-Class (homework, course readings, group work, online posts, etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total Course Engagement</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

<table>
<thead>
<tr>
<th>Credit Hours:*</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Time:*</td>
<td>3</td>
</tr>
<tr>
<td>Lab/Studio/Field Work Hours:*</td>
<td>0</td>
</tr>
<tr>
<td>Out-of-Class Hours:*</td>
<td>6</td>
</tr>
<tr>
<td>Total Engagement Hours:*</td>
<td>9</td>
</tr>
</tbody>
</table>

Justification for Course Continuation
What is the rationale for continuing this course?*

This course is in the Student Athlete Support Services Graduate Certificate program that became active in 2019. The courses have not been offered yet.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy* ✓ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ✓ I have completed all relevant parts of the form.
Course: EDH 6656

Title: Academic Success and the Student Athlete

Section: XXX

Day/Time XXX
Room XXX

Faculty
XXXX

Office Hours
XXX

Faculty Contact: Email...

Course Description
The challenges and opportunities associated with participation in college athletics are well documented in the scholarly literature on this population. However, less is known about those best practices that support the academic success of athletes. This course will examine the factors related to academic success including issues related to the organization and structure of athletic support services, best practices in designing programs and the exploration of policies which promote moving these students from retention to graduation.

Catalog Description: This course will examine the factors related to academic success including issues related to the organization and structure of athletic support services.

Pre-Requisites: Graduate Standing

Required Texts


RECOMMENDED:


Objectives/Student Learning Outcomes
- To develop a general knowledge on the variables that impact the success of college students with particular focus on the student-athletes.
- To become familiar with the scholarly literature on the best practices and programming related to academic success.
- To develop a perspective on strategies related to developmental issues, growth and stagnation, within the context of persistence and graduation rates.

Turnitin.com (I refer to Turnitin as tii)
In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report (‘an index’) from turnitin.com that states if and how another author’s work was used in the assignment. These indices do not reflect Turnitin’s assessment of whether a paper has or has not been plagiarized. The Similarity Index is simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted.

Make up Exam and assignment policies and procedures will follow University Guidelines, including those regarding participation in university activities and religious holidays (See UCF Policy 4-401.2 and Regulation 5.020.)

For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com

YOU MUST COMPLETE THIS TRAINING BY CLASS SESSION XX

After you access tii:
The ID number for this class is TBA
The Class Enrollment password is TBA
Click on Name of the Course

Course Requirements
What do you expect from students in the areas of participation, reading, writing, relations among themselves, etc. That is, what type of culture do you want to establish in your classroom, between you and students and among the students per se? This is a brief statement on how you conceive your teaching and their learning.

What would be the Evaluation Criteria for each of the factors you will consider in the grade? You need to provide a brief description plus a numerical value:

Class participation:
Midterm:
Final Examination or Project:
Are these tests in-class or take-home OR a combination?
Are there any group projects?
Etc, etc, etc. What tasks do you want to include that you think will enhance learning and will assist you in determining their grade?

Weekly Assignments:
Questions for Discussion. For each reading assignment, develop two questions. Do you want objective or essay questions?
Article Presentation: Find an article related to the support services offered to student athletes. Present ___ minute summary of the findings and implications of the article. Are these scholarly articles or newspapers or magazines or internet?
Consider these questions in your presentation: How are the findings similar or different to the general student body? How? Given the results in what way should student services for athletes be modified? What is the author’s assumptions about student athletes? Are the recommendations practical or feasible? Can you interpret the results any differently?

Final Project: Select a policy on student-athletes in an area discussed in class. You can find policies by searching the website of different colleges and universities. For example: ballstatesports.com/fls/14200/media/pdf/student-athletehandbook.pdf. Your paper must follow the structure described on page, ____ of this syllabus. Note that you will present your analysis and recommendations to class on _____.

Translation of Points
100-90=A  89-80=B  79-70=C  69-60=D  59 and less=F

• One late work=deducted 1-3 points;
• Two late works=not being able to obtain an “A”; and,
• Personal tardiness twice or absent two times= jeopardy of not obtaining an “A”

The Curriculum Committee will take a very close look at this area and how it matches the section on Course Requirements.

Class Sessions
Week 1-2
INTRODUCTION
Discussion of syllabus
Developing a common vocabulary
The context of higher education and the student athlete
The Economics of Persistence – Is it worth it?
Student-Athletes, are they a “special” population?

Week 3-4
PERSISTENCE Cont’
What is persistence? What is retention?
Is there a difference: Pushed-out, cooled out, dropped out, silenced?
Bowen and Levin – Academic experience of student athletes

Week 5-6
STUDENT DEPARTURE
Overview of Student Departure Models (Tinto, Bean, Braxton) (Weeks 3-4)
Student Athlete Retention Models (Comeaux & Harrison, 2011; Rivera, 2004) (Weeks 4-5)
Bowen and Levin – Academic experience and pre-college characteristics of student-athletes

Week 7
What is a policy? The evaluation and implementation of policy?
Elements of exemplary policies
Preliminary analysis of a policy
Selecting a policy for your final paper

THIS SESSION SHOULD PREPARE THEM TO BE ABLE TO COMPLETE THE FINAL PAPER YOU HAVE ASSIGNED. THERE IS NO NEED TO REQUIRE AN ASSIGNMENT OR PROJECT FOR WHICH THEY HAVE NO BASIC KNOWLEDGE ON HOW TO DO IT TO BE SUCCESSFUL.

NCAA POLICY
Who graduates and who doesn’t? (Fed Rate, GSR, APR Rates, NCAA Reports)
NCAA Current Initiatives to Promote Retention and Graduation
Articles:


Week 8
STUDENT ENGAGEMENT: An introduction
History Evolution of Student Engagement Theory

Week 9
Midterm

Week 10-11
Distribution of test scores and comments on performance
Continuation, Student Engagement Theory, Kuh
Student Athletes vs. General Student Engagement Literature. Are they a special population?)

Week 12
Difference in Engagement (Student Athletes vs. General Population, By Sport Type, By Gender, By Division)

**Articles:**


Week 13
Case Study: *Backboard and Blackboards*
Barriers to Engagement
Barriers to Success (Knight Commission Reports)
Role of the Coach (Ridpath, 2002; Ridpath 2006)
Role of Peer Group
Role of Family
Role of Campus Involvement
Role of Commercialization
Student Presentations (Last names A-M)

Week 14
BEST PRACTICES
Advising
  FYE, Seniors
Orientation
Residence Life
Other traditional services function and the student-athlete
Programming (Scholarballer, Lowe’s Senior Class Award, Etc.)
Innovative Movements
Student Presentations (Last names N-Z)

WRAP-UP: (Week 15)
Final Comments and Summary
Final Project Due
Guidelines

Preliminary Critique of a College Student-Athlete Policy

I. The Topic
   a. Summary of the policy. What is the thesis of the policy? Assumptions?
   b. Significance and Justification. Explain why the topic is an important area of investigation; why does your issue deserve or merit attention?

II. Literature Review
   a. Provide a brief summary of 5 scholarly articles addressing the topic of the policy.

III. Elements and critic of the policy
   I. Who are the stakeholders of the policy?
   II. What factor are the drivers of the policy?
   III. What are the challenges and opportunities?
      Academic
      Programmatic
      Financial
      Stakeholders
      Etc

IV. Conclusions and Recommendations
   i. The paper should end with a conclusion that draws together your points into a coherent whole. The conclusion should be more than a summary that just restates your points. This is not the place to introduce new ideas or concepts.

V. References

Your final paper will follow the order outlined above, but note that the first three pages should be: Title page, Table of Contents and Abstract.

FOR CURRICULUM REVIEW PURPOSES YOU NEED TO ADD A 1 ½ PAGE OF REFERENCES TO THIS SYLLABUS

Preliminary References
You need to include 10-15 references from your dissertation—general AND include 3-5 on student services and academic affairs. The Curriculum Committee will try to assess how is this course based on scholarship and how recent or old your resources are.
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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>.
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- 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>).

Active Military students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms <https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>. 
Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

**Notifications in Case of Changes to Course Modality**

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

**COVID-19 and Illness Notification**

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: [https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

**In Case of Faculty Illness**

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

**Course Accessibility and Disability COVID-19 Supplemental Statement**

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

**Proposal Type:** Grad Course Continuation

**College:** College of Community Innovation and Education

**Unit / Department / College:** School of Public Administration

**Prefix:** PAF

**Code:** 7510

**Name:** Seminar in Policy Evaluation and Performance Measurement

**Full Title:** PAF 7510 Seminar in Policy Evaluation and Performance Measurement

**Course Description:**
Applies quantitative methods to policy evaluation and performance measurement, particularly related to national and global policy changes for human development and growth.
Prerequisite(s):

Admission to Public Affairs Ph.D. Program or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF’s accreditation with SACSCOC, we are required to have a formal model of credit hour designsations. 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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Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 3

Total Engagement Hours:* 9
**Justification for Course Continuation**

With PAF moving into the School of Public Administration, the program is adopting a more policy-driven curriculum focused on scholarly research. This course demonstrates a clear doctoral-level policy offering for the program.

**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:

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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)

Policy Statements to copy/paste can be found at: [https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/)

---

**Course Syllabus Policy**

I have aligned this syllabus per the UCF syllabus policy.

---

**Attachment List**

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.
Check  ☑️ I have completed all relevant parts of the form.

Attached*  ☑️ I have attached an updated course syllabus.

**Administration Use Only**

**Catalog Ownership:**

**Course OID**

**Course Type**

**Status**  ☐ Active-Visible  ☐ Inactive-Hidden
PAF 7510 Seminar in Program Evaluation and Performance
College of Health and Public Affairs

1. **General Information**

Instructor: E. Douglas Beach, PhD, Adjunct Professor  
Semester: Spring 2014  
Day: Wednesday  
Time: 6:00 PM - 8:50 PM  
Classroom: HPA-I 213  
Office: HPA-I 220 D  
Office Hours: Wednesday 4:00-6:00 pm/ or by appointment  
Phone: (321) 277-7243  
E-mail: dbeach@coaia.org

2. **Course Description**

Government agencies and private non-profit organizations have implemented programs designed to moderate specific social problems or address unmet needs. These same agencies, philanthropic institutions and policy makers are increasingly interested in the accountability and performance of public and/or philanthropic resource use. Program evaluation covers areas of public policy and affairs including welfare, environment, health, defense, housing, economy, business, science and technology.

This course is designed to train students on the methods used to evaluate various policies and programs including needs assessment, monitoring social programs, and assessing the effectiveness, efficacy and efficiency. Both quantitative and qualitative methodological issues and social, political and ethical perspectives in program evaluations will be discussed. Various disciplines including organizational design, management methods, statistics and economics will be used to address the perspectives used by program evaluators, funders, program staff and stakeholders.
3. **Learning Objectives**

At the completion of this course, students will be able to:

A. Understand the purposes and logic of program evaluations;
B. Apply principles and methods of research design to evaluation practice;
C. Explore and evaluate quantitative and qualitative data collection used in program evaluation;
D. Analyze the theoretical and methodological process of evaluation research;
E. Critically evaluate program evaluation research, design, measurement and practice in applied settings.

4. **Academic Integrity**

Students should familiarize themselves with UCF’s Rules of Conduct at [https://scai.sdes.ucf.edu/student-rules-of-conduct/](https://scai.sdes.ucf.edu/student-rules-of-conduct/). 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.
H. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

5. Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further
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7. **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.

8. **Credit Hours:**
This course will be offered for 3 semester credit hours.
9. **Required Texts**

Books and Required Material:


10. **Other Readings**

Selected Journals Specifically Oriented to Program Evaluation

- Journal of Policy Analysis and Management
- Journal of Program Evaluation
- Nonprofit Management and Leadership
- Governing
- Nonprofit and Voluntary Sector
- Quarterly Public Productivity and Management Review Academy of Management Review
- Evaluation and Program Planning
- American Journal of Evaluation

11. **Course Requirements, Assignments & Grading:**

Four modes of instruction will be used:
A. Lectures by instructor to describe and review concepts and techniques and their applications.
B. Review, discussions and critique of the assigned articles.
C. Discussions of case studies.
D. Practical projects based on the interests of students.

• Class Attendance, Preparation and Participation (10% of final grade)
  ▶ Class attendance - student regularly attends class on time
  ▶ Preparation - when called upon, student demonstrates a familiarity with the assigned readings, key concepts and questions to be considered.
  ▶ Participation - student contributes to the class discussion, makes relevant points, asks relevant questions and otherwise makes a valuable contribution to the group learning experience.

• National Institute of Health (NIH) Certification (20% of final grade)
  ▶ Each student should successfully complete the National Institute of Health (NIH) on-line course "Protecting Human Research Participants" [http://phrp.nihtraining.com]. Student submits, by the due date, a copy of his/her NIH certificate.

• Case studies (30% of final grade)
  ▶ Each student chooses a case study of program evaluation and leads the discussion of the class to evaluate the case materials based on the theories, processes, measurement, practices we addressed in the textbook and reading materials.
The case studies should be a complete program evaluation performed by the governments, non-profit agencies, foundations, or even for-profit organizations.

Please distribute your case study to your classmates and myself one week before your discussion. The quality of your case study and discussions will be the major criteria for evaluation.

- **Research Paper (40% of final grade)** - Student submits a research paper of acceptable doctoral level quality that:
  - Conducts an analysis of an existing program evaluation or performance measurement study addressing a public affairs issue.
  - Details a proposal to conduct an evaluation of, or create a performance measurement system, for a public policy or a public program.

Each student presents their research paper during the last class in PowerPoint format. Each presentation should be no more than 15 minutes. The presentation accounts for 30% of the research paper grade and the final hardcopy of the research paper accounts for 70% of the research paper grade.

12. **Grading: Scale**

Grade scale: grades are based on the following point

A= 90-100      A-= 87-89
B = 80-86  B- = 77-79
C = 70-76  D = 60-69
F = Below 60

Students with Disabilities

Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require University of Central Florida to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the appropriate campus. After meeting with the Coordinator, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Class Attendance:

• Many studies have shown that class attendance and grades tend to be positively correlated. Therefore, from the standpoint of the individual students' own self-interest, class should be attended at all costs except in case of extreme illness or emergency.

• If students have obligations and have to miss a class, they should borrow notes from someone who attended class, in order to maintain continuity when reviewing the subject.

• Class lectures and electronic seminars will begin promptly as scheduled. Associates are expected to attend all class meetings and under no circumstances will associates be permitted to miss the final examination. In no case will an individual who has missed more than three classes be awarded a grade higher than B.

• Students must accept the responsibility for making up any missed work during their absence. **THIS IS NOT THE RESPONSIBILITY OF THE PROFESSOR!**
Precautionary Disclaimer:

The above schedule and procedures for grading in their course are subject to change in the event of extenuating circumstances. If changes must be made, you will be notified. Notice given in class is considered proper notice.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READING ASSIGNMENT</th>
<th>PROJECT SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/08</td>
<td>Session I: Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/15</td>
<td>Session 2: Definition and Scope of program evaluation</td>
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<tr>
<td>01/22</td>
<td>Session 3: Planning and evaluation</td>
<td>Posavac, Chapter I, 2 Rossi, Chapter I, 2</td>
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<td>01/29</td>
<td>Session 4: Ethics and professional standards</td>
<td>Posavac, Chapter 5</td>
<td>NIH Certificate</td>
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<tr>
<td>02/05</td>
<td>Session 5: Assessment of need</td>
<td>Posavac, Chapter 6 Rossi, Chapter 3, 4</td>
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<tr>
<td>02/12</td>
<td>Session 6: Theory use in program evaluation</td>
<td>Posavac, Chapter 3 Rossi, Chapter 5</td>
<td>Case Study</td>
</tr>
<tr>
<td>02/19</td>
<td>Session 7: Measurement Issues in implementation and outcomes</td>
<td>Posavac, Chapter 4, 7 Rossi, Chapter 6, 7</td>
<td>Case Study</td>
</tr>
<tr>
<td>02/26</td>
<td>Session 8: Assessing Program Impact</td>
<td>Rossi, Chapter 8, 9</td>
<td>Case Study</td>
</tr>
<tr>
<td>03/05</td>
<td>Spring Break</td>
<td></td>
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</tr>
<tr>
<td>03/12</td>
<td>Session 9: Outcome evaluation designs</td>
<td>Posavac, Chapter 9, 10, 11 Rossi, Chapter 6, 7</td>
<td>Case Study</td>
</tr>
<tr>
<td>03/19</td>
<td>Session 10: Interpreting program effects</td>
<td>Posavac, Chapter 13 Rossi, Chapter 10</td>
<td>Case Study</td>
</tr>
<tr>
<td>03/26</td>
<td>Session 11: Economic evaluation</td>
<td>Posavac, Chapter 12</td>
<td>Case Study</td>
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<tr>
<td>Date</td>
<td>Session</td>
<td>Resource Details</td>
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<td>--------</td>
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<tr>
<td>04/02</td>
<td>Session 12:</td>
<td>Measuring efficiency Rossi, Chapter I, 2</td>
<td></td>
</tr>
<tr>
<td>04/09</td>
<td>Session 13:</td>
<td>Class presentations None Presentations</td>
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</tr>
<tr>
<td>04/16</td>
<td>Session 14:</td>
<td>None Research Paper due</td>
<td></td>
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General Catalog Information

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Course continuations must be accompanied by justification and an updated course syllabus.

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**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Graduate Catalog by clicking ‌ in the top left corner of the form. Do not type the course prefix and code.

<table>
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<tr>
<th>Prefix: *</th>
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<td>7757</td>
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<tr>
<th>Name: *</th>
<th>Seminar in Global Governance and Policy Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title: *</td>
<td>PAF 7757 Seminar in Global Governance and Policy Research</td>
</tr>
</tbody>
</table>

Course Description: *

Comparative analysis in Public Affairs from global perspective examining and comparing U.S. Public Affairs and International Global areas.
Prerequisite(s):

Admission to Public Affairs Ph.D. program or C.I.

Corequisite(s):

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What is the rationale for continuing this course?*

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Course Syllabus Policy* ✔️ I have aligned this syllabus per the UCF syllabus policy.

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**Course Type**

**Status**  
- Active-Visible  
- Inactive-Hidden
### Description of Course

This course provides an in depth study of global and comparative governance and policy systems and processes. It examines the governmental, administrative, and political systems of both developed and developing countries with a focus on political systems and their manifestation in administrative systems. It sets out to introduce students to the structures, behaviors, and processes of governance in a comparative perspective. Throughout the course we will place particular emphasis on exploring the role of public management systems within the wider political and democratic frameworks in which they function.

### Ethical Principles and Values

This class in an elective class for multiple degree programs, including the Public Affairs Doctoral Program. The Public Affairs (PAF) Doctoral Program is governed by ethical principles and values that direct professional behavior and guide the
curriculum to align with the UCF Golden Rule. Each doctoral student is expected to uphold these principles and values. (See end of syllabus)

**Course Objectives**

- Evaluate how different governments are structured to address variations in purpose of government
- Analyze the effectiveness of governance processes in various environments
- Analyze how globalization affects structure and purpose of governments
- Evaluate what administrative reforms are being used to respond to globalization and their implications for public managers in the U.S.
- Compare and contrast different perspectives on governance reforms from different countries
- Compare and contrast the basic elements of governance systems in various world governments/organizations, with particular focus on Europe

**Academic Integrity/Plagiarism:**
The PAF and SPA programs hold students to high standards of integrity. Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Acts of cheating include, **but are not limited to**, copying another student’s paper or answers, using a "cheat sheet", handing in another’s paper as your own, or copying a paper or any other information on an exam or assignment.

Students may not submit a paper to this class that has been previously submitted to another class or that is being submitted to a class in the same semester. It might be appropriate for a paper to address the same issue, use the same theories, etc., but the writing must be original for each class submission. If a student wants to use some or all of another assignment, they must obtain written approval from the professor.

Plagiarism includes, but is not limited to, not acknowledging sources of information appropriately and in accordance with APA guidelines, "copying and pasting" without putting into your own words (even if a citation is used), and any other instance where one person utilizes the words or ideas of another without giving proper credit. Note that plagiarism does not have to be intentional in order to be penalized—even inadvertent instances will subject a student to punishment. You must cite often in each paragraph. Citing once at the end of a paragraph is not acceptable. Students who observe others violate this policy are expected to report this to the instructor.

University policies on academic integrity will be strictly enforced (see the UCF Golden Rule for further information). Cheating or plagiarism may result in a failing grade for the assignment and/or a failing grade in the class and potential removal from the program. In all cases, a report will be filed with the Office of Student Conduct.
Your professor may use Turnitin.com for course assignments. Turnitin.com is an online system which determines if work has been copied from another source. For a more detailed look at this process, please visit http://www.turnitin.com

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Faculty are not required to retroactively provide accommodations unless notified by Student Disability Services regarding an extenuating circumstance. It is therefore strongly encouraged that students provide the Accommodation Letters to faculty at the beginning of the semester. As a student you are able to register for classes in upcoming semesters in advance, and once you register the accommodation letters are sent out to the instructors by Student Disability Services.

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.

1. In case of an emergency, dial 911 for assistance.
2. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
4. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
5. To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
6. Students with special needs related to emergency situations should speak with their instructors outside of class.
7. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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.

**Enrollment Verification**
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 brief online questionnaire on the course website by Thursday, August 27. Failure to do so will result in a delay in the disbursement of your financial aid.

**Course Requirements**
- **APA Style** is required for all written assignments and papers as part of the Public Affairs PhD program.
- Participation in and preparation for each class session. Participation may include using the online discussion board.
- Timely submission of assignments
- Check webcourse site frequently for updates and discussions
- All assignments must be submitted online through the webcourse assignments section for this course.

**Methods of Evaluation**
All assignments are expected to be proof-read and professional in style and format. If you have any questions on what this means, please consult the APA Style manual.

There are 100 points in course, divided across 6 categories of assignment:

1. **Country Profile**: 20%
2. **Policy Memo 1**: 20%
3. **Policy Memo 2**: 20%
4. **Critical Book Review**: 15%
5. **Final Examination**: 15%
6. **Summary Tables**: 10%

Details of each assignment are listed at the end of the syllabus.

**Makeup Exam / Assignment Policy**
All assignments must be completed in order to receive a grade for the course. Assignments are expected to be turned in on time. Unless there is a documented excuse for being late, all late assignments will receive 5% deduction per day that it is late. No assignments will be accepted after the grades due date unless an Incomplete grade for the
course has been granted by this professor. If the course has not been completed, the student will receive an F grade for the course.

Grading System

GRADING POINTS Using (+ -)

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</table>

Disclaimer Statement:
Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.
Course Outline

August 24 – Introduction to Course

Read

Franz Kafka’s *In the Penal Colony* prior to class. It is available online at [http://records.viu.ca/~johnstoi/kafka/inthepenalcolony.htm](http://records.viu.ca/~johnstoi/kafka/inthepenalcolony.htm).

August 31 – Purpose and Methods of Comparison

Read

Jreisat: Chapters 1-4  
Liebert et al: Chapters 1 & 15  
Raadschelders & Vigoda-Gadot: Appendices 1 & 2 (available on course website)

September 7 – Introduction to European Cases

LABOR DAY

September 14 (online) – Lithuanian Case Part 1

Read

Nakrosis, Vilpisauskas, and Jahn. “Sustainable Governance Indicators: 2015 Lithuania Report” (available on course website)

Liebert et al: Chapter 7

September 21 (online) – Lithuania Case Part 2

Read

Nakrosis, “Evolution of Administrative Accountability: The Lithuanian Case” (available on course website)

Nakrosis, “Measuring Systematic Performance of the Lithuanian Government” (available on course website)

Randma-Liiv, Nakrosis, and Hajnal, “Public Sector Organization in Central and Eastern Europe: From Agencification to De-Agencification” (available on course website)

Nakrosis and Martinaitis, “Sunrise and Sunset of Lithuanian Agencies”

**September 28 (online) – Political and Economic Reform; Summary Table Due**

Read

Liebert et al, Chapters 2-14, each section of the chapter addressing this topic.

**October 5 (online) – Human Resource Management; Summary Table Due**

Read

Liebert et al, Chapters 2-14, each section of the chapter addressing this topic.

**October 12 (online) – Financial and Budgetary Management; Summary Table Due; Summary Table Due; UCF/KTU Assignment Part 1 Due**

Read

Liebert et al, Chapters 2-14, each section of the chapter addressing this topic.

**October 19 (online) – Accountability and Corruption; Summary Table Due**

Read

Liebert et al, Chapters 2-14, each section of the chapter addressing this topic.

**October 26 (online) – Civil Society; Summary Table Due**

Read

Liebert et al, Chapters 2-14, each section of the chapter addressing this topic.

**November 2 (online) – Technology and e-Government**

Read

Go to [http://www.opengovpartnership.org/topics](http://www.opengovpartnership.org/topics). Visit the case studies page, and select any ten case studies to read and report on.
November 9 (online) – South Korean Case; UCF/KTU Assignment Part 2 Due

Read

To Be Announced

November 16 (online) – Critical Book Review Due, Online Presentation

Read

No reading this week. Complete the book review assignment.

November 23 – Comparative cultures and systems for citizen participation and transparency

Read

Dalton and Welzel, Chapters 1-7

November 30 – Citizen participation and transparency (cont.)

Read

Dalton and Welzel, Chapters 8-12

December 7 – Conclusion and Course Review; Country Profile Due and Presentations

Read

No reading. Prepare final country profiles and presentation material.

December 14 – Final Exam
Assignment Descriptions

Country Profile (20%), Due December 7

Each student selects one country, not including the United States. Throughout the semester, the student will monitor online newspapers or other media that reports on the government, society, or public administration of the selected country. The media can be in any language so long as the student understands the language.

The final profile is a 10-page, single spaced paper, including graphs and tables but not including references, that describes the public administration of the selected country and the context of the political and cultural context of the administration. The emphasis of the paper is left to the discretion of the student but must include at least three topics. The media articles, at least two per week, should be discussed in the final paper and included as an appendix to the paper.

Additionally, students should include a country analysis using data from http://www.freedomhouse.org/.

Your profile will be graded on a 20-point scale, based on (a) overall response to the questions, (b) grammar and overall quality of writing, and (c) logic of presentation.

Policy Memo 1 (20%)/Policy Memo 2 (20%), Due October 12 and November 9, respectively

Students at the University of Central Florida (United States) and Kaunas University of Technology (Lithuania) are studying comparative governance in the same term. This assignment is developed to facilitate interaction between students as they explore and analyze different approaches to designing administrative and governance systems and institutions. (NOTE: This is an example; the partner institution is subject to change).

Assignment Part 1

Students will form groups of a size deemed appropriate by the instructor at each university so that there will be an equal number of groups in each class.

Students at UCF will write a policy memo of 750-1000 words that answers the following question:

Based on your reading about the administrative and governance structures of Lithuania (national or local) and your knowledge of administrative and governance structures in the United States (national or local), present three recommendations for improving administrative and governance structures in the United States using lessons from Lithuania.
In writing your recommendations, cite relevant literature, clearly explain the rationale for each recommendation, and identify the potential cultural, political, or institutional barriers to successfully implementing each recommendation.

Students at KTU will write a policy memo of 750-1000 words that answers the following question:

Based on your reading about the administrative and governance structures of the United States (national or local) and your knowledge of administrative and governance structures in Lithuania (national or local), present three recommendations for improving administrative and governance structures in Lithuania using lessons from the United States.

In writing your recommendations, cite relevant literature, clearly explain the rationale for each recommendation, and identify the potential cultural, political, or institutional barriers to successfully implementing each recommendation.

Assignment Part 2

After completion of Part 1, student groups at UCF and KTU will be paired and will exchange memos. Each group will then prepare a 750-1000 word response to the recommendations of their peers. The responses will be shared with the peer group. The response should answer the following questions:

- Do the recommendations demonstrate an accurate understanding and application of lessons from the United States/Lithuania? Explain why or why not, providing citations to relevant literature.
- What are the unique cultural, political, or institutional characteristics of the United States/Lithuania that might prevent adaptation of administrative or governance structures within the other country? Cite relevant literature to substantiate your argument.
- What alternative or additional recommendations would you make for administrative or governance structures in the United States/Lithuania? Briefly explain why you make these recommendations, citing relevant literature.

Each memo will be graded on a 20-point scale, based on (a) overall response to the questions, (b) grammar and overall quality of writing, and (c) logic of presentation.

Critical Book Review (15%), Due November 16

In a 2-page single spaced memo, students will critically assess a book of their choosing, using the list of books found below. Students are responsible for purchasing or otherwise acquiring the book on their own. All books are available through online book retailers and may be available in ebook format on various devices. The essay should address the following questions:
1. What is the central thesis of the book?
2. What is the relevance of the book for the study of comparative public administration and governance?
3. What findings or lessons from the book do you think you will be able to apply in your future career?

Your memo will be graded on a 15-point scale, based on (a) overall response to the questions, (b) grammar and overall quality of writing, and (c) logic of presentation.

Students may choose from the following books:


**Final Examination (15%), In Class December 14**

The final exam will consist of three handwritten essays. It will be closed book. Questions will be drawn from all readings and discussions completed during the semester.

Your exam will be graded on a 15-point scale, based on (a) overall response to the questions, (b) grammar and overall quality of writing, and (c) logic of presentation.

**Summary Tables (10%), Due September 28-October 26, one/week**

Over five weeks during the semester, students will complete brief summaries of the weekly topics. A spreadsheet template will be provided for this purpose, and students must use the template to complete each weekly assignment.

Your summaries will be graded on a 2-point scale, based on (a) overall response to the questions, (b) grammar and overall quality of writing, and (c) logic of presentation.
**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.

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**General Catalog Information**

College: College of Community Innovation and Education

Unit / Department / College: Department of Criminal Justice

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

Prefix: CCJ

Code: 5934

Course Title: Criminal Justice Investigative Process

Full Title: CCJ 5934 Criminal Justice Investigative Process

Course Description:

Credit Hours: 1

Class Hours: 1

Lab and Field Work: 0
**Contact Hours:** 1

**Prerequisite(s):**
Graduate standing or C.I. Advanced seminar providing students with a broad view of how the criminal justice investigative process operates. Focus on the roles and responsibilities of agents as investigators. May be used in the degree program a maximum of 3 times only when course content is different.

**Corequisite(s):**

**Graded S/U?**
- Yes
- No

**Split-Level Class?**
- Yes
- No

**List undergraduate split-level course:**

**Term of Offering**

When was the course offered?
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

**Utilization of Course**

The course was a:
- Required Course
- Elective Course

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

**Is this course a required course for graduation or prerequisite for another course?**
- Yes
- No

If yes, have all relevant units been informed of the deletion?
- Yes
- No

If not, explain:
Notes:

Course has not been offered in years with no plans to offer again. It was once used for 1 day seminars that we no longer offer

Attachment

Supporting documents from impacted units of the deletion* Yes No

Impact Report attached:* Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type Criminology and Criminal Justice

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
**Impact Report for CCJ 5934**

**Source:** (Working COPY) 2021-2022 Graduate Catalog

**Full Course Title**
CCJ 5934 - Criminal Justice Investigative Process
**Read before you begin**

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**General Catalog Information**

**College:** College of Community Innovation and Education

**Unit / Department / College:** Department of Criminal Justice

**Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** CCJ

**Course Title:** Death Penalty

**Full Title:** CCJ 6362 Death Penalty

**Course Description:** Examines death penalty policies throughout the U.S., their administration, and deterrent issues.

**Credit Hours:** 3

**Class Hours:** 3
### Lab and Field Work

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### Contact Hours

| 3 |

### Prerequisite(s):

Admission to Criminal Justice graduate program or C.I.

### Corequisite(s):

<p>| |</p>
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</thead>
</table>

### Graded S/U?

- [x] Yes  
- [ ] No

### Split-Level Class?

- [ ] Yes  
- [x] No

### List undergraduate split-level course:

<p>| |</p>
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</thead>
</table>

### Term of Offering

#### When was the course offered?

- [ ] Odd Fall  
- [ ] Even Fall  
- [ ] Odd Spring  
- [ ] Even Spring  
- [ ] Odd Summer  
- [ ] Even Summer  
- [ ] Every Semester  
- [x] Occasional

### Utilization of Course

- The course was a:
  - [x] Required Course  
  - [ ] Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

#### Is this course a required course for graduation or prerequisite for another course?

- [ ] Yes  
- [x] No

#### If yes, have all relevant units been informed of the deletion?

- [ ] Yes  
- [ ] No

If not, explain:
### Notes:
Course has not been offered in years. There are not plans to offer the course again.

### Attachment
- Supporting documents from impacted units of the deletion: Yes
- Impact Report attached: Yes

### Administration Use Only
- Catalog Ownership: Department of Criminal Justice
- Course OID: 011720
- Course Type: Criminology and Criminal Justice
- Status: Active-Visible

### PeopleSoft
- Academic Group: College of Community Innovation and Education
- Career
- Print in Catalog
- Effective Date
- Lab Fee
- CRSE_ID: 011720
Impact Report for CCJ 6362

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  
CCJ 6362 - Death Penalty
College of Community Innovation and Education - CCJ 6406
Research and Technology Implementation

2021-2022 Graduate Course Deletion

General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

2. FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⬇️ in the top left corner.

College:* College of Community Innovation and Education

Unit / Department / College:* Department of Criminal Justice

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

Prefix:* CCJ

Code:* 6406

Course Title:* Research and Technology Implementation

Full Title:* CCJ 6406 Research and Technology Implementation

Course Description:
Changing roles of social and physical sciences as related to the objectives and administration of public safety agencies.

Credit Hours: 3

Class Hours: 3
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<td>Corequisite(s):</td>
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<td>Graded S/U?</td>
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<td>Split-Level Class:</td>
<td>Yes, No</td>
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**Term of Offering**

- When was the course offered?
  - Odd Fall, Even Fall, Odd Spring, Even Spring, Odd Summer
  - Even Summer, Every Semester, Occasional

**Utilization of Course**

- The course was a: Required Course, Elective Course

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course? Yes, No
- If yes, have all relevant units been informed of the deletion? Yes, No
- If not, explain:
### Notes:

Course has not been offered in years with no plans to offer again.

### Attachment

- **Supporting documents from impacted units of the deletion**: No
- **Impact Report attached**: Yes

### Administration Use Only

- **Catalog Ownership**: Department of Criminal Justice
- **Course OID**: 001066
- **Course Type**: Criminology and Criminal Justice
- **Status**: Active-Visible

### PeopleSoft

- **Academic Group**: College of Community Innovation and Education
- **Acad Org**
- **Career**
- **Print in Catalog**
- **Effective Date**
- **Lab Fee**
- **CRSE_ID**: 001066
Impact Report for CCJ 6406

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  CCJ 6406 - Research and Technology Implementation
**Read before you begin**

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3. LAUNCH proposal by clicking in the top left corner.

**General Catalog Information**

**College:*** College of Community Innovation and Education

**Unit / Department / College:** *Department of Criminal Justice

**Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** * CCJ

**Code:** * 6467

**Course Title:** * Justice and Safety System Manpower

**Full Title:** * CCJ 6467 Justice and Safety System Manpower

**Course Description:**
Processes essentials to administration to human resources in criminal justice and public safety agencies; structure and processes for acquisition, training, and maintenance of personnel.

**Credit Hours:** 3

**Class Hours:** 3
Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):

Admission to Criminal Justice graduate program, graduate certificate, or C.I.

Corequisite(s):

Graded S/U? Yes ☐ No ☐

Split-Level Class? Yes ☐ No ☐

List undergraduate split-level course:

Term of Offering

When was the course offered?

Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐

Even Summer ☐ Every Semester ☐ Occasional ☐

Utilization of Course

The course was a: Required Course ☐ Elective Course ☐

Justification for Course Deletion

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Run an Impact Report by clicking on in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? Yes ☐ No ☐

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐

If not, explain:
Notes:
Course has not been offered in years with no plans to offer again

Attachment
- Supporting documents from impacted units of the deletion: ☑️ Yes ☐ No
- Impact Report attached: ☑️ Yes

Administration Use Only
- Catalog Ownership: Department of Criminal Justice
- Course OID
- Course Type: Criminology and Criminal Justice
- Status: ☑️ Active-Visible ☐ Inactive-Hidden

PeopleSoft
- Academic Group: College of Community Innovation and Education
- Acad Org
- Career
- Print in Catalog
- Effective Date
- Lab Fee
- CRSE_ID: 001068
Impact Report for CCJ 6467

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title: CCJ 6467 - Justice and Safety System Manpower
**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.

**General Catalog Information**

**College:** College of Community Innovation and Education

**Unit / Department / College:** Department of Criminal Justice

**Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do **not** type the course prefix and code.

**Prefix:** CCJ

**Code:** 6705

**Course Title:** Applied Criminal Justice Research

**Full Title:** CCJ 6705 Applied Criminal Justice Research

**Course Description:**
Upon successful completion of this course the student will gain an understanding of the major philosophical, theoretical, and conceptual approaches to evaluation research.

**Credit Hours:** 3

**Class Hours:** 3
<table>
<thead>
<tr>
<th><strong>Lab and Field Work</strong></th>
<th><strong>Hours:</strong> 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graded S/U?</strong></td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>Split-Level Class:</strong></td>
<td>Yes/No</td>
</tr>
<tr>
<td><strong>List undergraduate split-level course:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Term of Offering

- When was the course offered?  
  - Odd Fall  
  - Even Fall  
  - Odd Spring  
  - Even Spring  
  - Odd Summer  
  - Even Summer  
  - Every Semester  
  - Occasional

### Utilization of Course

- The course was a:  
  - Required Course  
  - Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course?  
  - Yes  
  - No

- If yes, have all relevant units been informed of the deletion?  
  - Yes  
  - No

- If not, explain:
Notes:
Course has not been offered in years. The program is effectively using a different research methods course in the core requirements.

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type: Criminology and Criminal Justice

Status: Active-Visible

PeopleSoft

Academic Group: College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
Impact Report for CCJ 6705

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title
CCJ 6705 - Applied Criminal Justice Research
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

<table>
<thead>
<tr>
<th>College:*</th>
<th>College of Community Innovation and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Criminal Justice</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
</tr>
</tbody>
</table>

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

<table>
<thead>
<tr>
<th>Prefix:*</th>
<th>CCJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>6730</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title:*</th>
<th>Planned Change and Innovation in Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:*</td>
<td>CCJ 6730 Planned Change and Innovation in Criminal Justice</td>
</tr>
</tbody>
</table>

**Course Description:**

This course will provide participants with an understanding of planned individual and organizational change so that they may become successful agents of such change.

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Admission to M.S. in Criminal Justice, Criminal Justice graduate certificate, or C.I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Graded S/U?</td>
<td>Yes</td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td>Yes</td>
</tr>
<tr>
<td>List undergraduate split-level course:</td>
<td></td>
</tr>
</tbody>
</table>

**Term of Offering**

- When was the course offered?
  - Odd Fall
  - Even Fall
  - Odd Spring
  - Even Spring
  - Odd Summer
  - Even Summer
  - Every Semester
  - Occasional

**Utilization of Course**

- The course was a:
  - Required Course
  - Elective Course

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course? Yes | No
- If yes, have all relevant units been informed of the deletion? Yes | No
- If not, explain:
Notes:

Course has no been offered in years with no plans to offer again.

Attachment

Supporting documents from impacted units of the deletion: * No

Impact Report attached: * Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type: Criminology and Criminal Justice

Status: Active-Visible

PeopleSoft

Academic Group: College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID: 001083
Impact Report for CCJ 6730

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  CCJ 6730 - Planned Change and Innovation in Criminal Justice
**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.
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**General Catalog Information**

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<td>Unit / Department / College:*</td>
<td>Department of Criminal Justice</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
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</table>

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do **not** type the course prefix and code.

<table>
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<th>Prefix:*</th>
<th>CJC</th>
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</thead>
<tbody>
<tr>
<td>Code:*</td>
<td>7029</td>
</tr>
<tr>
<td>Course Title:*</td>
<td>Advanced Seminar in Corrections</td>
</tr>
<tr>
<td>Full Title:*</td>
<td>CJC 7029 Advanced Seminar in Corrections</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Students integrate theory and empirical data to critically analyze issues in corrections practice and policy.</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Lab and Field Work Hours:</td>
<td>0</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Doctoral standing or C.I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Graded S/U?</td>
<td>Yes</td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td>Yes</td>
</tr>
<tr>
<td>List undergraduate split-level course:</td>
<td></td>
</tr>
</tbody>
</table>

### Term of Offering

<table>
<thead>
<tr>
<th>When was the course offered?</th>
<th>Odd Fall</th>
<th>Even Fall</th>
<th>Odd Spring</th>
<th>Even Spring</th>
<th>Odd Summer</th>
<th>Even Summer</th>
<th>Every Semester</th>
<th>Occasional</th>
</tr>
</thead>
</table>

### Utilization of Course

The course was a:  
- Required Course
- Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking 📈 in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

<table>
<thead>
<tr>
<th>Is this course a required course for graduation or prerequisite for another course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, have all relevant units been informed of the deletion?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If not, explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes:
The course was offered in the criminal justice track of the Public Affairs PhD program. The Criminal Justice PhD has since been established and has 3 corrections courses to fill this need.

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type Corrections

Status Active-Visible

PeopleSoft

Academic Group College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
Impact Report for CJC 7029

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title

CJC 7029 - Advanced Seminar in Corrections
General Catalog Information

**Read before you begin**

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3. LAUNCH proposal by clicking ⏯️ in the top left corner.

College: College of Community Innovation and Education

Unit / Department / College: Department of Criminal Justice

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

Prefix: CJE

Code: 7029

Course Title: Advanced Seminar in Law Enforcement

Full Title: CJE 7029 Advanced Seminar in Law Enforcement

Course Description:

Students integrate theory and empirical data to critically analyze issues in law enforcement practice and policy.

Credit Hours: 3

Class Hours: 3
<table>
<thead>
<tr>
<th><strong>Lab and Field Work</strong></th>
<th><strong>0</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>Doctoral standing or C.I.</td>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graded S/U?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Split-Level Class:</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>List undergraduate split-level course:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Term of Offering

- When was the course offered?
  - Odd Fall
  - Even Fall
  - Odd Spring
  - Even Spring
  - Odd Summer
  - Even Summer
  - Every Semester
  - Occasional

### Utilization of Course

- The course was a:
  - Required Course
  - Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course?
  - Yes
  - No

- If yes, have all relevant units been informed of the deletion?
  - Yes
  - No

If not, explain:
Notes:
The course was offered in the criminal justice track of the Public Affairs PhD program. The Criminal Justice PhD has since been established and has 3 policing courses to fill this need.

Attachment

Supporting documents from impacted units of the deletion

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type Law Enforcement

Status Active-Visible Inactive-Hidden

PeopleSoft

Academic Group College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
Impact Report for CJE 7029

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  CJE 7029 - Advanced Seminar in Law Enforcement
**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.
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**General Catalog Information**

**College:** College of Community Innovation and Education

**Unit / Department / College:** Department of Criminal Justice

**Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** CJL  
**Code:** 7029

**Course Title:** Advanced Seminar in Court Processes and Procedures

**Full Title:** CJL 7029 Advanced Seminar in Court Processes and Procedures

**Course Description:**
Students integrate theory and empirical data to critically analyze issues in court processes and procedures.

**Credit Hours:** 3

**Class Hours:** 3
<table>
<thead>
<tr>
<th>Lab and Field Work Hours:</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisite(s):</td>
<td>Doctoral standing or C.I.</td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Graded S/U?</td>
<td>Yes</td>
</tr>
<tr>
<td>Split-Level Class:</td>
<td>Yes</td>
</tr>
<tr>
<td>List undergraduate split-level course:</td>
<td></td>
</tr>
</tbody>
</table>

**Term of Offering**

- When was the course offered?  
  - Odd Fall  
  - Even Fall  
  - Odd Spring  
  - Even Spring  
  - Odd Summer  
  - Even Summer  
  - Every Semester  
  - Occasional

**Utilization of Course**

- The course was a:  
  - Required Course  
  - Elective Course

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

- Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course?  
  - Yes  
  - No

- If yes, have all relevant units been informed of the deletion?  
  - Yes  
  - No

- If not, explain:
Notes:
The course was offered in the criminal justice track of the Public Affairs PhD program. The Criminal Justice PhD has since been established and has several courses to fill this need in the areas of policing, corrections, and juveniles.

Attachment

Supporting documents from impacted units of the deletion

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: Department of Criminal Justice

Course OID

Course Type

Law and Process

Status

Active-Visible Inactive-Hidden

PeopleSoft

Academic Group College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
Impact Report for CJL 7029

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  CJL 7029 - Advanced Seminar in Court Processes and Procedures
# College of Community Innovation and Education - EDH 6054 Issues in Postsecondary Education

## 2021-2022 Graduate Course Deletion

## General Catalog Information

**Read before you begin**

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<tbody>
<tr>
<td><strong>Unit / Department / College:</strong></td>
<td>Department of Educational Leadership &amp; Higher Education</td>
</tr>
</tbody>
</table>

#### Proposal Type:

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do **not** type the course prefix and code.

<table>
<thead>
<tr>
<th><strong>Prefix:</strong></th>
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<tbody>
<tr>
<td><strong>Code:</strong></td>
<td>6054</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>Issues in Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Title:</strong></td>
<td>EDH 6054 Issues in Postsecondary Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Description:</strong></th>
<th>The course focuses on organization, management and leadership in postsecondary education, the non-compulsory educational level following completion of high school (community colleges, virtual universities).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Credit Hours:</strong></th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Hours:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):
Graduate standing or C.I.

Corequisite(s):

Graded S/U? Yes No

Split-Level Class? Yes No

List undergraduate split-level course:

Term of Offering

When was the course offered? Odd Fall Even Fall Odd Spring Even Spring Odd Summer Even Summer Every Semester Occasional

Utilization of Course

The course was a: Required Course Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? Yes No

If yes, have all relevant units been informed of the deletion? Yes No

If not, explain:
## Notes:

### Attachment

- Supporting documents from impacted units of the deletion: **Yes**

- Impact Report attached: **Yes**

### Administration Use Only

- **Catalog Ownership:** Department of Educational Leadership and Higher Education

- **Course OID**

- **Course Type** - Education: Higher

- **Status** - Active-Visible

### PeopleSoft

- **Academic Group** - College of Community Innovation and Education

- **Acad Org**

- **Career**

- **Print in Catalog**

- **Effective Date**

- **Lab Fee**

- **CRSE_ID** - 044214
Impact Report for EDH 6054

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title: EDH 6054 - Issues in Postsecondary Education
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

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</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
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</table>

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<tr>
<th>Prefix:</th>
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<tbody>
<tr>
<td>Code:</td>
<td>7409</td>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Legal Issues in Higher Education II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Title:</td>
<td>EDH 7409 Legal Issues in Higher Education II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance legal aspects in public and private institutions of higher education including case law implications of collective bargaining and relationships between colleges and students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
</tbody>
</table>
Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): EDH 7405.

Corequisite(s):

Graded S/U? Yes ☐ No ☐

Split-Level Class? Yes ☐ No ☐

List undergraduate split-level course:

Term of Offering

When was the course offered? Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐
Even Summer ☐ Every Semester ☐ Occasional ☐

Utilization of Course

The course was a: Required Course ☐ Elective Course ☐

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? Yes ☐ No ☐

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐

If not, explain:
Notes:

**Attachment**

- Supporting documents from impacted units of the deletion* ✔ Yes ☐ No
- Impact Report attached:* ✔ Yes

**Administration Use Only**

- Catalog Ownership: Department of Educational Leadership and Higher Education
- Course OID
- Course Type Education: Higher
- Status ☐ Active-Visible ☐ Inactive-Hidden

**PeopleSoft**

- Academic Group College of Community Innovation and Education
- Acad Org
- Career
- Print in Catalog
- Effective Date
- Lab Fee
- CRSE_ID 042781
# Impact Report for EDH 7409

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>EDH 7409 - Legal Issues in Higher Education II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programs</strong></td>
<td>Educational Leadership EdD, Higher Education Track</td>
</tr>
</tbody>
</table>
Unit: Department of Educational Leadership and Higher Education
Program: Higher Education
Program Director: Thomas Cox

EDH 7409 is an elective in Higher Education Ed.D. The program is not planning to add to the schedule; hasn't been offered dating back to Fall 2000.

There are 6 other electives to choose from in addition to this class and students only need 2.
**Read before you begin**

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3. LAUNCH proposal by clicking in the top left corner.

**General Catalog Information**

College: College of Community Innovation and Education

Unit / Department / College: Department of Educational Leadership & Higher Education

Proposal Type: Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix: EDS

Code: 6053

Course Title: Trends in Educational Supervision

Full Title: EDS 6053 Trends in Educational Supervision

Course Description:
Basic supervision course or C.I. Examination and analysis of the trends, issues, and problems in educational supervision.

Credit Hours: 3

Class Hours: 3
Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U? Yes ☐ No ☐

Split-Level Class: Yes ☐ No ☐

List undergraduate split-level course:

**Term of Offering**

When was the course offered? Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional ☐

**Utilization of Course**

The course was a: Required Course ☐ Elective Course ☐

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? Yes ☐ No ☐

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐

If not, explain:
**Notes:**

**Attachment**

<table>
<thead>
<tr>
<th>Supporting documents from impacted units of the deletion*</th>
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| Impact Report attached:* | Yes |

**Administration Use Only**

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**PeopleSoft**

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| CRSE_ID | 002802 |
Impact Report for EDS 6053

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title
EDS 6053 - Trends in Educational Supervision
Delete course EDS 6053 Trends in Educational Supervision.

Going back to Fall 2000 in the schedule, this course has not been offered. The course does not appear in any program curriculum.

The Educational Leadership program uses other courses to cover the content of Supervision now, EDS 6123 and 6130.
General Catalog Information

**Read before you begin**

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College: College of Community Innovation and Education

Unit / Department / College: Department of Educational Leadership & Higher Education

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix: EDS

Code: 6100

Course Title: Leadership

Full Title: EDS 6100 Leadership

Course Description: C.I. Analysis of the interactive process within and between groups, emphasizing the formation and functioning of groups; development of skills essential for effective leadership.

Credit Hours: 3

Class Hours: 3
Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U? 

Split-Level Class:

List undergraduate split-level course:

Term of Offering

When was the course offered? 

Utilization of Course

The course was a: 

Required Course 

Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?

If yes, have all relevant units been informed of the deletion?

If not, explain:
Notes:

The impact report mentioned the class being part of program Conservation Biology PSM. However, I could not find that program by searching the Graduate Catalog. I asked two different advisors for various Science graduate programs, Kate Mansfield and Kenneth Fedorka. Both indicated that the course was not in use to their knowledge in any of the Biological Sciences graduate degrees.

Attachment

- Supporting documents from impacted units of the deletion: Yes
- Impact Report attached: Yes

Administration Use Only

- Catalog Ownership: Department of Educational Leadership and Higher Education
- Course OID
- Course Type: Education Supervision
- Status: Active-Visible

PeopleSoft

- Academic Group: College of Community Innovation and Education
- Acad Org
- Career
- Print in Catalog
- Effective Date
Impact Report for EDS 6100

Source: (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 6100 - Leadership</td>
<td>Conservation Biology PSM</td>
</tr>
</tbody>
</table>
From: Kenneth Fedorka
To: Lindsay Archambault; Kate Mansfield
Subject: Re: EDS 6100 in your program?
Date: Friday, November 20, 2020 11:39:12 AM

The course EDS 6100 is not associated with any Biology graduate program.

---

From: Lindsay Archambault <Lindsay.Archambault@ucf.edu>
Sent: Friday, November 20, 2020 9:01 AM
To: Kate Mansfield <Kate.Mansfield@ucf.edu>
Cc: Kenneth Fedorka <Kenneth.Fedorka@ucf.edu>
Subject: RE: EDS 6100 in your program?

Thank you so much Kate.

Hi Ken,
Please let me know if you are aware of any of the Biological sciences that are still using EDS 6100 in the program. We would like to put the class up for deletion if you aren’t using it.

Thanks
Lindsay Archambault
Academic Support Coordinator II
Department of Educational Leadership and Higher Education
University of Central Florida

P.O. Box 161250
Orlando, FL 32816-1250

Lindsay.A@ucf.edu

 Armour Up, Knights.
☑ Wear a mask.
☑ Wash your hands.
☑ Practice physical distancing.
ucf.edu/coronavirus

*Important Note: UCF is currently working under remote conditions due to the COVID-19 Virus. You will not be able to contact me through UCF phone services, please use email until further notice.

---

From: Kate Mansfield <Kate.Mansfield@ucf.edu>
Sent: Thursday, November 19, 2020 7:39 PM
To: Lindsay Archambault <Lindsay.Archambault@ucf.edu>
Cc: Kenneth Fedorka <Kenneth.Fedorka@ucf.edu>
Subject: Re: EDS 6100 in your program?

Hi Lindsay,
Biology used to manage a PSM program but stopped several years ago. I think it was taken over by Environmental Sciences?? At one point Dr John Weishampel (who was in Graduate Studies) managed it but he’s now in DC at NSF through this academic year.

This course hasn’t been offered in Biology as far as I know (or for a long time if it was). I do know this wasn’t one of the courses we sent up for deletion this year.

I’ve cc’d Dr Ken Fedorka here, too. He was the last Grad Coordinator for Biology and may have more insight?

Best,
kate

Kate L. Mansfield, Ph.D.
Associate Professor
Director, Marine Turtle Research Group
Graduate Program Director
Department of Biology
University of Central Florida
4000 Central Florida Blvd. Bldg. 20, BIO301
Orlando, Florida 32816-2368

Phone: (407) 823-4431
Email: Kate.Mansfield@ucf.edu
Twitter/Instagram: @UCFTurtleLab
Web: https://sciences.ucf.edu/biology/marineturtleresearchgroup/

---

From: Lindsay Archambault <Lindsay.Archambault@ucf.edu>
Sent: Thursday, November 19, 2020 3:38 PM
To: Kate Mansfield <Kate.Mansfield@ucf.edu>
Subject: EDS 6100 in your program?

Hello Dr. Mansfield,

My name is Lindsay and I work in the College of Community Innovation and Education. I am in the process of submitting a Course Deletion proposal for class EDS 6100: Leadership. When I ran the impact report in Curriculog, I found that this class is associated with a program called Conservation Biology PSM. I am not sure what this program is, but your PhD was the closest I could find.

Are you associated with the Conservation Biology PSM program. If so, do you know if the program still uses EDS 6100? If not you, can you direct me to a more appropriate contact person?

Thank you for any information you might be able to provide.

Lindsay Archambault
Academic Support Coordinator II
Department of Educational Leadership and Higher Education
University of Central Florida

P.O. Box 161250
Orlando, FL 32816-1250

Lindsay.A@ucf.edu

✅ ARMOR UP, KNIGHTS.
☑️ Wear a mask.
☑️ Wash your hands.
☑️ Practice physical distancing.
ucf.edu/coronavirus

*Important Note: UCF is currently working under remote conditions due to the COVID-19 Virus. You will not be able to contact me through UCF phone services, please use email until further notice.
Delete course EDS 6100 Leadership.

This course has not been offered as far back as at least AY 2000-2001. The course does not appear in any program curriculum.

This course is very old and there are no faculty members still employed that are familiar with the course. To the best of our knowledge, based on the available description in the catalog, the benchmarks from this course have been redistributed to other classes that are now part of the active program.
**Read before you begin**

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2. FILL IN all fields required marked with an * marks. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⬅️ in the top left corner.

**General Catalog Information**

College: College of Community Innovation and Education

Unit / Department / College: Department of Educational Leadership & Higher Education

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

Prefix: EDS

Code: 7111

Course Title: Administration and Supervision of Staff Development

Full Title: EDS 7111 Administration and Supervision of Staff Development

Course Description:

Basic Teacher Certificate or C.I. Role and procedures for the supervisor or administrator in staff development. Assessment of staff development needs and delivery systems are stressed.

Credit Hours: 3

Class Hours: 2
Class Hours: 2

Lab and Field Work Hours: 1

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class: Yes  No

List undergraduate split-level course:

Term of Offering

When was the course offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?  Yes  No

If yes, have all relevant units been informed of the deletion?  Yes  No

If not, explain:
**Attachment**

- Supporting documents from impacted units of the deletion: Yes

- Impact Report attached: Yes

**Administration Use Only**

- Catalog Ownership: School of Teacher Education

- Course OID

- Course Type: Education Supervision

- Status: Active-Visible

**PeopleSoft**

- Academic Group: College of Community Innovation and Education

- Acad Org

- Career

- Print in Catalog

- Effective Date

- Lab Fee

- CRSE_ID: 002814
Impact Report for EDS 7111

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title: EDS 7111 - Administration and Supervision of Staff Development
Delete course EDS 7111 Administration and Supervision of Staff Development.

Going back to Fall 2000 in the schedule, this course has not been offered. The course does not appear in any program curriculum.

The Educational Leadership program replaced EDS 7111 with EDA 7224 several years ago and no longer needs EDS 7111.
**Read before you begin**

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3. LAUNCH proposal by clicking 🔗 in the top left corner.

---

**College**: College of Community Innovation and Education

**Unit / Department / College**: Learning Sciences & Educational Research

**Proposal Type**: Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔽 in the top left corner of the form. Do not type the course prefix and code.

**Prefix**: EME

**Code**: 5811

**Course Title**: Teaching and Learning with Technology

**Full Title**: EME 5811 Teaching and Learning with Technology

**Course Description**: Overview of technologies for teaching and for learning. Practical strategies for using technology in the classroom.

**Credit Hours**: 1

**Class Hours**: 
<table>
<thead>
<tr>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab and Field Work Hours:</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

| Contact Hours:                                  |

| Prerequisite(s):                                |
| None                                           |

| Corequisite(s):                                 |
| None                                           |

| Graded S/U?                                     |
| Yes ☐ No ☑                                    |

| Split-Level Class:                              |
| Yes ☐ No ☑                                     |

List undergraduate split-level course:

**Term of Offering**

<table>
<thead>
<tr>
<th>When was the course offered?</th>
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<tr>
<td>☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer</td>
</tr>
<tr>
<td>☐ Even Summer ☐ Every Semester ☑ Occasional</td>
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</tbody>
</table>

**Utilization of Course**

<table>
<thead>
<tr>
<th>The course was a:</th>
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</thead>
<tbody>
<tr>
<td>☐ Required Course ☑ Elective Course</td>
</tr>
</tbody>
</table>

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

<table>
<thead>
<tr>
<th>Is this course a required course for graduation or prerequisite for another course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If yes, have all relevant units been informed of the deletion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes ☐ No</td>
</tr>
</tbody>
</table>
If not, explain:

Notes:

Course is not used by any programs and has not been taught in many, many years.

Attachment

Supporting documents from impacted units of the deletion*: No

Impact Report attached*: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status: Active-Visible, Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee
## Impact Report for EME 5811

**Source:** (Working COPY) 2021-2022 Graduate Catalog

<table>
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<th>Full Course Title</th>
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College of Community Innovation and Education - FLE 5331 Foreign Language Methods at the Secondary Level

2021-2022 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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3. LAUNCH proposal by clicking 🔵 in the top left corner.

**College:** College of Community Innovation and Education

**Unit / Department / College:** School of Teacher Education

**Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking ⬇️ in the top left corner of the form. Do not type the course prefix and code.

**Prefix:** FLE

**Code:** 5331

**Course Title:** Foreign Language Methods at the Secondary Level

**Full Title:** FLE 5331 Foreign Language Methods at the Secondary Level

**Course Description:**
Methods of planning and teaching foreign language at the secondary level. The emphasis is on teaching communicatively and on integrating culture in the 6-12 classroom.

**Credit Hours:** 3

**Class Hours:** 3
<table>
<thead>
<tr>
<th>Term of Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was the course offered?</td>
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<tr>
<td>The course was a:</td>
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<table>
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<th>Justification for Course Deletion</th>
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<tbody>
<tr>
<td>If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.</td>
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| Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section. |

<table>
<thead>
<tr>
<th>Is this course a required course for graduation or prerequisite for another course?</th>
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<td>Yes</td>
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<table>
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<th>If yes, have all relevant units been informed of the deletion?</th>
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<tbody>
<tr>
<td>Yes</td>
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</table>
If not, explain:
The course was replaced by a new course which combined two courses together. This course is no longer needed for the program.

Impact Report for FLE 5331

<table>
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<td>Full Course Title</td>
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<td>FLE 5331 - Foreign Language Methods at the Secondary Level</td>
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Notes:

Attachment

- Supporting documents from impacted units of the deletion: Yes
- Impact Report attached: Yes

Administration Use Only

- Catalog Ownership: School of Teacher Education
- Course OID
- Course Type: Foreign Language Education
- Status: Active-Visible
Impact Report for FLE 5331

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  FLE 5331 - Foreign Language Methods at the Secondary Level
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking ☰ in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ➡ in the top left corner.

<table>
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<th><strong>College:</strong></th>
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**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking ↘ in the top left corner of the form. Do not type the course prefix and code.

<table>
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<td><strong>Code:</strong></td>
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<table>
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<tr>
<th><strong>Course Title:</strong></th>
<th>Foreign Language Methods at the Elementary Level</th>
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<tbody>
<tr>
<td><strong>Full Title:</strong></td>
<td>FLE 5335 Foreign Language Methods at the Elementary Level</td>
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</tbody>
</table>

**Course Description:**

Methods of planning and teaching foreign language at the elementary level. The emphasis is on teaching communicatively and on integrating culture in the K-6 classroom. May be repeated for credit.

<table>
<thead>
<tr>
<th><strong>Credit Hours:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Hours:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
### Class Hours:
- **3**

### Lab and Field Work Hours:
- **0**

### Contact Hours:
- **3**

### Prerequisite(s):
- Graduate standing or C.I.

### Corequisite(s):

### Graded S/U?
- Yes [ ]
- No [ ]

### Split-Level Class?
- Yes [ ]
- No [ ]

### List undergraduate split-level course:

### Term of Offering

#### When was the course offered?
- Odd Fall [ ]
- Even Fall [ ]
- Odd Spring [ ]
- Even Spring [ ]
- Odd Summer [ ]
- Even Summer [ ]
- Every Semester [ ]
- Occasional [ ]

### Utilization of Course

#### The course was a:
- Required Course [ ]
- Elective Course [ ]

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

#### Is this course a required course for graduation or prerequisite for another course?
- Yes [ ]
- No [ ]

#### If yes, have all relevant units been informed of the deletion?
- Yes [ ]
- No [ ]
If not, explain:

The course was replaced by a new combined course. It is no longer needed.

Impact Report for FLE 5335

Source: 2020-2021 Graduate Catalog

<table>
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<td>FLE 5335 - Foreign Language Methods at the Elementary Level</td>
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</table>

Notes:

Attachment

Supporting documents from impacted units of the deletion: ❌ Yes ✔ No

Impact Report attached: ✔ Yes

Administration Use Only

Catalog Ownership:

School of Teacher Education

Course OID

Course Type:

Foreign Language Education
Impact Report for FLE 5335

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title: FLE 5335 - Foreign Language Methods at the Elementary Level
### College of Community Innovation and Education - PAF 7110 Ethics and Social Justice in Public Affairs

#### 2021-2022 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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<th>College:</th>
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<td>Unit / Department / College:</td>
<td>School of Public Administration</td>
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<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
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</table>

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<table>
<thead>
<tr>
<th>Prefix:</th>
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<tbody>
<tr>
<td>Code:</td>
<td>7110</td>
</tr>
</tbody>
</table>

**Course Title:** Ethics and Social Justice in Public Affairs

**Full Title:** PAF 7110 Ethics and Social Justice in Public Affairs

**Course Description:**

Basic philosophical principles of theories as they impact practitioner-level ethical demands for managers; the examination of public policy institutions shaping social justice in U.S.

**Credit Hours:** 3

**Class Hours:**
Class Hours:

Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):
Admission to PhD Program or C.I.

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class?  Yes  No

List undergraduate split-level course:

Term of Offering

When was the course offered?
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?  Yes  No

If yes, have all relevant units been informed of the deletion?  Yes  No

If not, explain:
Notes:

PAF 7110 was a course taught under the old PAF curriculum (prior to 2014-2015). Since 2014-2015, PAF has adopted a new curriculum that is more current and relevant to students’ field of study. Please review the attached curriculum change transition chart.

Attachment

<table>
<thead>
<tr>
<th>Supporting documents from impacted units of the deletion*</th>
<th>Yes</th>
<th>No</th>
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| Impact Report attached:* | Yes |

Administration Use Only

Catalog Ownership:

<table>
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<th>Course OID</th>
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<table>
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<table>
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Impact Report for PAF 7110

Source: 2020-2021 Graduate Catalog

Full Course Title: PAF 7110 - Ethics and Social Justice in Public Affairs
### Curriculum Change Transition Chart

<table>
<thead>
<tr>
<th>OLD CURRICULUM</th>
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</tr>
</thead>
<tbody>
<tr>
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</table>

**New Courses Beginning 2014-2015**
- PAF 7947 Practicum in Community Based Research
- PAF 7868 Advanced Statistics for Public Affairs III: Continued Survey of Stat Methods
- PAF 7956 Structural Equation Modeling

**No Change during Curriculum Transition**
- PAF 7000 Foundations in Public Affairs
- PAF 7230 Strategic Change & Management for Public Affairs
- PAF 7802 Advanced Research Methodology for Public Affairs
**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.

**General Catalog Information**

**College of Community Innovation and Education - PAF 7300 Policy Analysis in Public Affairs**

2021-2022 Graduate Course Deletion

1. **College:** College of Community Innovation and Education

2. **Unit / Department / College:** School of Public Administration

3. **Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

4. **Prefix:** PAF

5. **Code:** 7300

6. **Course Title:** Policy Analysis in Public Affairs

7. **Full Title:** PAF 7300 Policy Analysis in Public Affairs

8. **Course Description:**

   Public policy development and impact analysis in criminal justice, health administration, public administration, and social work.

9. **Credit Hours:** 3

10. **Class Hours:**
Lab and Field Work
Hours:

Contact Hours:

Prerequisite(s):
  Admission to PhD Program or C.I.

Corequisite(s):

Graded S/U?  Yes  No

Split-Level Class:  Yes  No

List undergraduate split-level course:

Term of Offering

When was the course offered?
  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer
  Even Summer  Every Semester  Occasional

Utilization of Course

The course was a:  Required Course  Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?  Yes  No

If yes, have all relevant units been informed of the deletion?  Yes  No

If not, explain:
Notes:
PAF 7300 was a course taught under the old PAF curriculum (prior to 2014-2015). Since 2014-2015, PAF has adopted a new curriculum that is more current and relevant to students' field of study. The active course PAF 7317 Social Inquiry and Public Policy serves as a replacement for PAF 7300.

Please review the attached curriculum change transition chart.

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status: Active-Visible

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog
# Impact Report for PAF 7300

**Source:** 2020-2021 Graduate Catalog

<table>
<thead>
<tr>
<th>Full Course Title</th>
<th>PAF 7300 - Policy Analysis in Public Affairs</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>PAF 7858 - Advanced Seminar in Governance and Policy Research</td>
</tr>
<tr>
<td>Programs</td>
<td>Public Affairs PhD, Governance and Policy Research Track</td>
</tr>
</tbody>
</table>
## Curriculum Change Transition Chart

<table>
<thead>
<tr>
<th>OLD CURRICULUM</th>
<th>NEW CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Deleted</td>
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<tr>
<td>PAF 7805 Advanced Quantitative Methods in Public Affairs II</td>
<td>PAF 7805 Advanced Statistics for Public Affairs II: Survey of Stat Methods</td>
</tr>
</tbody>
</table>

### New Courses Beginning 2014-2015

- PAF 7947 Practicum in Community Based Research
- PAF 7868 Advanced Statistics for Public Affairs III: Continued Survey of Stat Methods
- PAF 7956 Structural Equation Modeling

### No Change during Curriculum Transition

- PAF 7000 Foundations in Public Affairs
- PAF 7230 Strategic Change & Management for Public Affairs
- PAF 7802 Advanced Research Methodology for Public Affairs
General Catalog Information

**Read before you begin**

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3. LAUNCH proposal by clicking 🔗 in the top left corner.

- **College:** College of Community Innovation and Education

- **Unit / Department / College:**
  - College of Community Innovation and Education
  - School of Public Administration

- **Proposal Type:** Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

- **Prefix:** PAF
- **Code:** 7315

- **Course Title:** Public Policy: Microeconomic Applications

- **Full Title:** PAF 7315 Public Policy: Microeconomic Applications

- **Course Description:**
  
  This is a public policy course that uses microeconomics as a tool for analysis.

- **Credit Hours:** 3
### Class Hours:

**Lab and Field Work Hours:**

### Contact Hours:

**Prerequisite(s):**

Admission to Public Affairs Ph.D. program or C.I.

**Corequisite(s):**

**Graded S/U?**
- Yes
- No

**Split-Level Class?**
- Yes
- No

List undergraduate split-level course:

### Term of Offering

**When was the course offered?**
- Odd Fall
- Even Fall
- Odd Spring
- Even Spring
- Odd Summer
- Even Summer
- Every Semester
- Occasional

### Utilization of Course

**The course was a:**
- Required Course
- Elective Course

### Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

**Is this course a required course for graduation or prerequisite for another course?**
- Yes
- No

**If yes, have all relevant units been informed of the deletion?**
- Yes
- No

If not, explain:
Notes:

PAF 7315 was a course taught under the old PAF curriculum (prior to 2014-2015). Since 2014-2015, PAF has adopted a new curriculum that is more current and relevant to students' field of study. PAF 7325 Policy & Program Evaluation of Public Affairs serves as a replacement for PAF 7315.

Please review the attached curriculum change transition chart.

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status Active-Visible

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog
# Impact Report for PAF 7315

**Source:** 2020-2021 Graduate Catalog

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>PAF 7315 - Public Policy: Microeconomic Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>HSA 7936 - Advanced Seminar in Health Economics</td>
</tr>
<tr>
<td><strong>Programs</strong></td>
<td>Public Affairs PhD, Health Services Management and Research Track</td>
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</table>
## Curriculum Change Transition Chart

<table>
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<tr>
<th>OLD CURRICULUM</th>
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### New Courses Beginning 2014-2015
- PAF 7947 Practicum in Community Based Research
- PAF 7868 Advanced Statistics for Public Affairs III: Continued Survey of Stat Methods
- PAF 7956 Structural Equation Modeling

### No Change during Curriculum Transition
- PAF 7000 Foundations in Public Affairs
- PAF 7230 Strategic Change & Management for Public Affairs
- PAF 7802 Advanced Research Methodology for Public Affairs
**Read before you begin**

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3. LAUNCH proposal by clicking in the top left corner.

**General Catalog Information**

College: College of Community Innovation and Education

Unit / Department / College: School of Public Administration

Proposal Type: Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix: PAF

Code: 7806

Course Title: Advanced Research Methods in Public Affairs II

Full Title: PAF 7806 Advanced Research Methods in Public Affairs II

Course Description:

Advanced critical evaluation of research methods that concentrate on key concepts and procedures. A variety of methodologies will be used with a focus on the strengths and weaknesses of various research strategies.

Credit Hours:
| **Class Hours:** |  |
| **Lab and Field Work Hours:** |  |
| **Contact Hours:** |  |
| **Prerequisite(s):** | PAF 7802 |
| **Corequisite(s):** |  |
| **Graded S/U?** | Yes ☐ No ☐ |
| **Split-Level Class?** | Yes ☐ No ☐ |

**List undergraduate split-level course:**

**Term of Offering**

**When was the course offered?**

- Odd Fall ☑
- Even Fall ☑
- Odd Spring ☐
- Even Spring ☐
- Odd Summer ☐
- Even Summer ☐
- Every Semester ☐
- Occasional ☐

**Utilization of Course**

**The course was a:**

- Required Course ☑
- Elective Course ☐

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

**Is this course a required course for graduation or prerequisite for another course?**

- Yes ☑ No ☐

**If yes, have all relevant units been informed of the deletion?**

- Yes ☑ No ☐

**If not, explain:**

...
Notes:

PAF 7110 was a course taught under the old PAF curriculum (prior to 2014-2015). Since 2014-2015, PAF has adopted a new curriculum that is more current and relevant to students’ field of study. PAF 7820 Qualitative Methods for Public Affairs serves as a replacement for PAF 7806.

Please review the attached curriculum change transition chart.

Note: PAF 7858 - Advanced Seminar in Governance and Policy Research is a track elective for the Governance and Policy Research track.

Attachment

Supporting documents from impacted units of the deletion*: Yes

Impact Report attached*: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status

PeopleSoft

Academic Group

Acad Org
## Impact Report for PAF 7806

### Source: (Working COPY) 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>PAF 7806 - Advanced Statistics for Public Affairs II: Survey of Statistical Methods</th>
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<tbody>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>PAF 7858 - Advanced Seminar in Governance and Policy Research</td>
</tr>
<tr>
<td><strong>Programs</strong></td>
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### New Courses Beginning 2014-2015
- PAF 7947 Practicum in Community Based Research
- PAF 7868 Advanced Statistics for Public Affairs III: Continued Survey of Stat Methods
- PAF 7956 Structural Equation Modeling

### No Change during Curriculum Transition
- PAF 7000 Foundations in Public Affairs
- PAF 7230 Strategic Change & Management for Public Affairs
- PAF 7802 Advanced Research Methodology for Public Affairs
**Read before you begin**

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3. LAUNCH proposal by clicking ⬤ in the top left corner.

**General Catalog Information**

College: College of Community Innovation and Education

Unit / Department / College: School of Teacher Education

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking 🔄 in the top left corner of the form. Do not type the course prefix and code.

Prefix: SCE

Code: 6137

Course Title: Science Programs in Secondary School

Full Title: SCE 6137 Science Programs in Secondary School

Course Description:
Basic Teacher Certificate or C.I. Study of historical development and current trends; analysis of science curricula, materials.

Credit Hours: 3

Class Hours: 3
Lab and Field Work
Hours: 0

Contact Hours: 3

Prerequisite(s):

Corequisite(s):

Graded S/U? Yes ☐ No ☐

Split-Level Class? Yes ☐ No ☐

List undergraduate split-level course:

Term of Offering

When was the course offered?
- Odd Fall ☐
- Even Fall ☐
- Odd Spring ☐
- Even Spring ☐
- Odd Summer ☐
- Even Summer ☐
- Every Semester ☐
- Occasional ☐

Utilization of Course

The course was a:
- Required Course ☐
- Elective Course ☐

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? Yes ☐ No ☐

If yes, have all relevant units been informed of the deletion? Yes ☐ No ☐

If not, explain:
This course is not required in any of our programs in science education and has not been
taught in recent years. The course can be deleted.

Notes:

Attachment

Supporting documents from impacted units of the deletion: Yes

Impact Report attached: Yes

Administration Use Only

Catalog Ownership: School of Teacher Education

Course OID

Course Type: Science Education

Status: Active-Visible

PeopleSoft

Academic Group: College of Community Innovation and Education

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID: 009431
Impact Report for SCE 6137

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  SCE 6137 - Science Programs in Secondary School
College of Community Innovation and Education - SPS 5177
Enhancing Individual and Student IQ
2021-2022 Graduate Course Deletion

**General Catalog Information**

**Read before you begin**

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2. FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking ⏯️ in the top left corner.

**College:**

College of Community Innovation and Education

**Unit / Department / College:**

Department of Counselor Education & School Psychology

**Proposal Type:**

Grad Course Deletion

**IMPORT COURSE NOW!** Please use the Import feature to import the course information from the Catalog by clicking 🔗 in the top left corner of the form. Do **not** type the course prefix and code.

**Prefix:**

SPS

**Code:**

5177

**Course Title:**

Enhancing Individual and Student IQ

**Full Title:**

SPS 5177 Enhancing Individual and Student IQ

**Course Description:**

Students will understand IQ malleability and methods of enhancing IQ. Students will analyze acquisition of knowledge gained from methods of scientific inquiry regarding individual differences.

**Credit Hours:**

3

**Class Hours:**

3
Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s):
Graduate standing or C.I.

Corequisite(s):
NA

Graded S/U?  Yes ☐ No  ☐

Split-Level Class?  Yes ☐ No  ☐

List undergraduate split-level course:

Term of Offering

When was the course offered?
Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☑ Odd Summer ☐
Even Summer ☑ Every Semester ☐ Occasional ☐

Utilization of Course

The course was a:  ☐ Required Course ☑ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?  Yes ☐ No  ☐

If yes, have all relevant units been informed of the deletion?  Yes ☐ No  ☐
If not, explain:

Notes:

As Program Coordinator for the School Psychology Program and Chair of the Department of Counselor Education and School Psychology, I attest that this course is no longer needed.

Initially, the course was scheduled to be offered alternatively with another course in the program. However, the other course more effectively meets the needs of students and the program.

The course has not been offered in 5 years. We received notification that a decision needed to be made regarding the course. Therefore, since it is no longer taught and not needed, we decided to delete the course.

Attachment

Supporting documents from impacted units of the deletion: ☑ Yes ☐ No

Impact Report attached: ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type: School Psychology

Status: ☑ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Group: College of Community Innovation and Education
Impact Report for SPS 5177

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title  SPS 5177 - Enhancing Individual and Student IQ
Programs       School Psychology EdS
**Read before you begin**

1. TURN ON help text before starting this proposal by clicking 😄 in the top right corner of the heading.
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<th>College:*</th>
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<tbody>
<tr>
<td>Unit / Department / College:*</td>
<td>Department of Counselor Education &amp; School Psychology</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Grad Course Deletion</td>
</tr>
<tr>
<td><strong>IMPORT COURSE NOW!</strong> Please use the Import feature to import the course information from the Catalog by clicking ⬇ in the top left corner of the form. Do <strong>not</strong> type the course prefix and code.</td>
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<tr>
<td>Prefix:*</td>
<td>SPS</td>
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<tr>
<td>Code:*</td>
<td>6703</td>
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<tr>
<td><strong>Course Title:</strong></td>
<td>Child and Adolescent Deviant Behavior and Treatment</td>
</tr>
<tr>
<td><strong>Full Title:</strong></td>
<td>SPS 6703 Child and Adolescent Deviant Behavior and Treatment</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>Behavior disorders in school-age children and adolescents as classified in current terminology, and a review of treatment options such as therapy and medication.</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Class Hours:</td>
<td>3</td>
</tr>
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<td>Lab and Field Work Hours:</td>
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<td>--------------------------</td>
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<td>Contact Hours:</td>
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<tr>
<td>Prerequisite(s):</td>
<td>Graduate admission and C.I.</td>
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<tr>
<td>Corequisite(s):</td>
<td></td>
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<tr>
<td>Graded S/U?</td>
<td>Yes ☐ No ☐</td>
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<tr>
<td>Split-Level Class:</td>
<td>Yes ☐ No ☐</td>
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<tr>
<td>List undergraduate split-level course:</td>
<td></td>
</tr>
</tbody>
</table>

**Term of Offering**

- When was the course offered?  
  - Odd Fall  ☒  
  - Even Fall  ☐  
  - Odd Spring  ☐  
  - Even Spring  ☐  
  - Odd Summer  ☒  
  - Even Summer  ☒  
  - Every Semester  ☐  
  - Occasional  ☐

**Utilization of Course**

The course was a:  
- Required Course ☐  
- Elective Course ☒

**Justification for Course Deletion**

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking ☐ in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

- Is this course a required course for graduation or prerequisite for another course?  
  - Yes ☐ No ☒

- If yes, have all relevant units been informed of the deletion?  
  - Yes ☐ No ☒
If not, explain:

As Program Coordinator for the School Psychology Program and Chair of the Department of Counselor Education and School Psychology, I attest that this course is no longer needed.

Initially, the course was scheduled to be offered alternatively with another course in the program. However, the other course more effectively meets the needs of students and the program.

The course has not been offered in 5 years. We received notification that a decision needed to be made regarding the course. Therefore, since it is no longer taught and not needed, we decided to delete the course.

Notes:

Attachment

- Supporting documents from impacted units of the deletion: Yes
- Impact Report attached: Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type: School Psychology

Status: Active-Visible
# Impact Report for SPS 6703

**Source:** *(Working COPY)* 2021-2022 Graduate Catalog

<table>
<thead>
<tr>
<th><strong>Full Course Title</strong></th>
<th>SPS 6703 - Child and Adolescent Deviant Behavior and Treatment</th>
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</thead>
<tbody>
<tr>
<td><strong>Programs</strong></td>
<td>School Psychology EdS</td>
</tr>
</tbody>
</table>
College of Community Innovation and Education - Graduate Program Addition-New - Teacher Education MAT, World Languages Education with ESOL Endorsement Track

2021-2022 Graduate New Certificate or Track

**General Catalog Information**

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select Program below.

Program Type*  
- Program
- Shared Core

Proposal Type:*  
- Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:*  
- College of Community Innovation and Education

Unit / Department / College:*  
- School of Teacher Education

Primary Unit  
- School of Teacher Education

Housing Program:*  

Type of Action:*  
- Track
- Certificate

Name of new track:  
- Teacher Education MAT, World Languages Education with ESOL Endorsement Track
Name of new track or certificate: * Teacher Education MAT, World Languages Education with ESOL Endorsement Track

Proposed Effective Term and Year: * Summer 2021

Delivery: *

- Face to Face
- UCF Online (all courses online-approved with UCF Online)
- Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here:

New Equipment Fee? * Yes No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

Will the program be a market tuition rate program? * Yes No

Will the program be a cost recovery program? * Yes No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

<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>
</tr>
<tr>
<td>Program Websites: Link to program website</td>
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</tr>
</tbody>
</table>

Informational Description Chart: *

<table>
<thead>
<tr>
<th>College: Community Innovation and Education</th>
<th>Degree: MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: School of Teacher Education</td>
<td>Option: Nonthesis</td>
</tr>
<tr>
<td>Program Website: <a href="https://ccie.ucf.edu/teachered/k-12/world-languages-education/">https://ccie.ucf.edu/teachered/k-12/world-languages-education/</a></td>
<td></td>
</tr>
</tbody>
</table>

.
Rationale:

The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one course. The program is also requesting to change admission terms to summer and fall.

The World Languages Education track is being added to the MAT program. This track will serve teachers and prospective teachers in the state of Florida leading to certification in teaching Spanish or French.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar track or certificate to use as a template instead of starting from scratch. Use the Import button at the top left corner of the form. For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Follow these steps to propose courses to the new track or certificate curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a 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.
Track Description

The Teacher Education MAT, World Languages Education program is an initial teacher preparation program for students seeking certification to teach World Languages in grades K-12, including students previously certified to teach in another field. The new World Languages Education Track in the Teacher Education MAT is currently seeking Florida Department of Education state-approval to offer the degree with multiple languages options, as is already state-approved at the undergraduate level.

The Master of Arts in Teaching is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

The Teacher Education MAT, World Languages Education Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit


Curriculum

The Teacher Education MAT, World Languages Education requires a minimum of 39 credit hours beyond the bachelor’s degree. The program is a K-12 program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See http://ccie.ucf.edu/explore-via/

**Total Credit Hours Required: 39 Credit Hours Minimum beyond the Bachelor's Degree**
Bachelor of Education

Required Courses: 39 Credit Hours

Core: 12 Credit Hours

*Must be taken in the first fall semester in the program.

**Must be taken prior to internship.

EDG 6415 Principles of Instruction and Classroom Management
[Right] **
EDF 6237 Principles of Learning and Introduction to Classroom Assessment
EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
TSL 5085 Teaching Language Minority Students in K-12 Classrooms
[Right] **

Specialization: 18 Credit Hours

FLE 5345 Teaching World Languages in K-12 Schools
RED 5147 Developmental Reading
TSL 5525 ESOL Cultural Diversity
TSL 6143 Curriculum and Instruction in Dual Language Programs
TSL 6250 Applied Linguistics in ESOL
TSL 6440 Assessment Issues in TESOL

Internship: 6 Credit Hours
FLE 6946 - Graduate Internship (6 Credit Hours taken over two semesters***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

Students should ensure that they meet all requirements for Graduate Internship.

Complete EDG 6415 and TSL 5085 before first semester of internship.
Overall graduate GPA must be 3.0 or higher.
Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.
Students must apply and be approved for graduate internship.
Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/
Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

Culminating Experience: 3 Credit Hours

ESE 6256 Critical Issues in Secondary Education

Additional Program Requirements

Complete all key assignments in Via according to program guidelines. This requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.
Pass all required sections of the Florida Teacher Certification Evaluation Chart: Grades K-12, Early K-12
Students are recommended to have 30 credit hours of language coursework (Spanish or French) to be prepared to take the subject area exam in Spanish or French for grades K-12. If students have difficulty passing the subject area examination, content-based coursework will be recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

**Equipment Fee**

Students in the Master of Arts in Teacher Education program pay a $64 equipment fee each semester that they are enrolled. Part-time students pay $32 per semester.

**Independent Learning**

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. Via™ by Watermark is required for the portfolio. In addition, an internship is required.

**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.
Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

UPDATE: In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT SUBTEST</th>
<th>GRE SUBTEST</th>
<th>MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
</tr>
<tr>
<td>GK English Language Subtest Skills</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Reading Subtest</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Mathematics Subtest</td>
<td>GRE Quantitative Reasoning</td>
<td>A scaled score of 147</td>
</tr>
</tbody>
</table>

NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide 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.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s application process. Courses used to gain initial state certification may not be transferred into an MEd program.

### Application Deadlines

<table>
<thead>
<tr>
<th>Art Education</th>
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<th>Fall</th>
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<th>Spring</th>
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<tr>
<td>Domestic Applicants</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td></td>
<td></td>
<td>Jul 1</td>
<td></td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.*
Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student’s graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Debra McGann EdD

Lecturer

debra.mcgann@ucf.edu

ED 122C

Graduate Admissions

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**

Telephone: 407-823-0127

[gradfellowship@ucf.edu](mailto:gradfellowship@ucf.edu)

[https://funding.graduate.ucf.edu](https://funding.graduate.ucf.edu)

**Graduate Financial Aid**

**UCF Student Financial Assistance**

Millican Hall 120
Impact on Current Students

**Will students be moved from an existing program, track, or certificate into this new track or certificate?**

- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.

**Will students have the option to stay in their existing program, track, or certificate?**

- Yes
- No

Future Students

**Indicate likely career or student outcomes upon completion:**

Upon completion, students are eligible for professional teaching certification in Florida.

**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 seeking teacher certification in Spanish or French for K-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.
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>
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</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>

**Year 3**
### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking 📁 in the top right corner of the form.

- Faculty List* ✓ Attached
- Support from involved units that no duplication exists*  ❌ Attached ✓ Not Applicable
- Library Assessment of Resources* ✓ Attached

### Administration Use Only

- Program Type  Master
- Degree Type  Master of Arts in Teaching
- Status*  Active-Visible ✗ Inactive-Hidden
- Catalog Ownership:  School of Teacher Education
Peer Comparisons

When reviewing library support (databases, journal titles, and books) for the proposed World Languages Education MAT program, the faculty and I selected the following institutions for comparison:

- USF, World Language and Culture, BA; Curriculum and Instruction, TESOL specialization, MEd; Foreign Language Education, MEd; Foreign Language Education, MAT
- University of North Carolina, Charlotte, Foreign Language Education, MAT
- University of Georgia, TESOL and World Language Education, BSEd, MEd.; TESOL, MAT; MAT, World Languages; EdS in Education (TESOL); EdS in Education (World Languages); Language & Literacy Education (TESOL and World Languages Education), PhD.
- University of Pittsburgh, Foreign Language Education with ESL endorsement, MEd; TESOL, MA; Linguistics, PhD, TESOL specialization, Linguistics, PhD; first and second language acquisition, specialization, Linguistics, PhD
Summary and Projected Costs for New Library Resources

Since the University of Central Florida offers a Teacher Education BS in World Languages Education, a Secondary Education, MEd in World Languages Education, and an Education PhD, TESOL track, we have acquired many resources that will also support this new Teacher Education, MAT, World Languages Education track. The UCF Libraries’ current journal and database holdings will meet the needs for the proposed MAT program, and therefore no immediate subscription costs are requested (see full analysis below). We dropped the Professional Development Collection Education due to budget cuts. However, only one peer institution had the Professional Development Collection so not having it does not pose a problem.

UCF has all of the journals listed. Expected budget cuts may reduce our holdings starting from January 1, 2021. For example, unbundling the T&F package to only subscribing to a list of essential journals that are heavily used and identified as critical to Teacher Education, and particularly to World Languages Education, would reduce journal holdings. Articles from dropped titles may be available via interlibrary loan (ILL) in accordance to copyright law. In case ILL cannot obtain them due to copyright restrictions, articles could be available from the publisher for a fee that will be paid by the student or faculty member needing the material. The same resources, and process, will be needed not only for the newly proposed degree, but also for all existing ones. Most institutions will be undergoing the same process, so journal cuts will occur at most, if not all, academic institutions.

In the event any new key journal or database becomes critical for the Teacher Education, World Languages Education track, MAT in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Book comparisons with the peer institutions chosen show that UCF compares favorably with them and has the books needed to support the proposed World Languages Education track, MAT. Both Georgia and Pitt have more monographs, but both support a PhD programs in World Languages Education. USF and UNCC both have MAT degrees and have equal to or fewer monographs than UCF. (See analysis below). UCF has the eBook databases it needs to support the proposed World Languages Education, MAT track as well.

Our Reference books compare favorably to the chosen peer institutions. Note that I included largely electronic reference books in this analysis.
Projected costs needed to acquire library materials to support the new Teacher Education, MAT track:

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Recurring Subscriptions Supporting the World Languages Education MAT Analysis:

Databases

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<th>Database Name</th>
<th>UCF</th>
<th>USF</th>
<th>UNCC</th>
<th>U of GA</th>
<th>Pitt</th>
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</thead>
<tbody>
<tr>
<td>Academic Search Premier/Complete/Ultimate</td>
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<td>x</td>
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<td>Sociological Abstracts</td>
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<td>World Cat</td>
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<td>x</td>
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Database analysis: UCF currently has the databases needed to support the proposed new Teacher Education, MAT, World Languages Education track. However, library budget cuts may either eliminate, or reduce coverage, in some major databases.
## Books 2000

<table>
<thead>
<tr>
<th>Subject Headings</th>
<th>UCF</th>
<th>USF</th>
<th>UNC Charlotte</th>
<th>UGA</th>
<th>Pitt</th>
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**Books analysis:** Looking at the above monograph figures, the University of Georgia and the University of Pittsburgh have more that UCF. USF and approximately the same number of volumes as UCF. UNC Charlotte has considerably fewer. The only area where UCF shows weakness is in linguistics and that is not an area of emphasis within the proposed program.

## eBooks

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<tr>
<th>eBook Databases</th>
<th>UCF</th>
<th>USF</th>
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**Electronic eBook vendor analysis:** Note that UCF holdings compares favorably to those of the peer institutions. UCF has more than any of the other institutions. Selected titles only for Oxford Reference are covered in UCF’s subscription, Only USF has Oxford Reference. Therefore, UCF has the needed electronic books in World Languages Education to support the proposed new MAT track.

### Journals

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<tr>
<th>Journal Title</th>
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Journal analysis: Since UCF currently subscribes to all of the listed journals, we have the journal support needed for the newly proposed Teacher Education, World Languages Education track, MAT.

Reference Books

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**Reference book analysis:**

As one can see from the above comparison, UCF has all of the titles used for comparison. Therefore, UCF has the reference books it needs to support the proposed Teacher Education, MAT, World Languages Education track.

For more Reference book titles see the World Languages Education Research Guide at [https://guides.ucf.edu/worldlanguages](https://guides.ucf.edu/worldlanguages)
APPENDIX

Please include the signature of the Library Director.

Frank Allen

Digitally signed by Frank Allen
Date: 2021.01.04 16:25:48 -05'00'

Signature of Library Director

Date

This appendix was created to illustrate the Library Director's review and approval of the attached analysis on the proposal.
College of Community Innovation and Education - Graduate Program Revision - Education PhD, Counselor Education Track

z2020-2021 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

**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**: 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:** 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:

- None

**Is the CIP code being updated?**

- Yes
- No

If yes, please provide the new CIP code:

Rationale for revision:

MHS 7808 was recently approved for a name change from Practicum in Counseling Supervision to INTERNSHIP in counseling supervision.

For consistency on the catalog, we would like to move this newly renamed internship course from the Specialization Course List to the Internship Course list.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

**Informational Description Chart**

- **College:** Community Innovation and Education
- **Degree:** PhD
- **Department:** Counselor Education and School Psychology
- **Option:** Dissertation
- **Program Website:** [https://ccie.ucf.edu/counselored/](https://ccie.ucf.edu/counselored/)
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.
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 78 credit hours beyond the master's degree. Students must complete 24 credit hours of core courses, 21 credit hours of specialization courses, 24 credit hours of dissertation, and 9 credit hours of internship. All students must also complete the candidacy examination.

Total Credit Hours Required: 78 Credit Hours Minimum beyond the Master’s Degree

Required Courses—45 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 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Group B

IDS 7938 Research Cluster Seminar
EDF 7405 Quantitative Methods II
EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415 Latent Variable Modeling In Education
EDF 7473 Ethnography in Educational Settings
EDF 7474 Multilevel Data Analysis In Education
EDF 7488 Monte Carlo Simulation Research in Education
SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders
[Right] (Communication Sciences Track students only)

Specialization—21 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 7730 Research Seminar in Counselor Education
[After] 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—9 Credit Hours
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—48 hour take-home 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.
- 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.
- See Student Handbook for more information on the application process at https://ccie.ucf.edu/cesp/counselored/phd/

Application Deadlines

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<td>Jan 1</td>
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<td>International Applicants</td>
<td>Dec 1</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.
Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Margaret 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 Fellowships

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

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

- Yes
- No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?*

- Yes
- No

If yes, how will current students be impacted by this change? This change will be effective for incoming students from Fall 2020 cohort.

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Year 1

- Headcount: 
- SCHs: 

Year 2

- Headcount: 
- SCHs: 

Year 3

- Headcount: 
- SCHs: 
Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

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**Year 3**

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**Attachments**

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner.
Please submit the required files by navigating to the proposal template and clicking in the top right corner of the form.

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**Administration Use Only**

**Catalog Ownership:**

| Program OID | 7657 |

| Program Type | Doctoral |

| Degree Type | Doctor of Philosophy |

| Status* | Active-Visible | Inactive-Hidden |
College of Community Innovation and Education - Graduate Program Revision - Initial Teacher Professional Preparation Graduate Certificate ►

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

Program Type:*

Program

Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking ☰ in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking ⬇️ in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⬇️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type:*

Graduate Program Revision

College:*

Janet Andreasen

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
Unit / Department / College:*  Activity Log
Janet Andreasen
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  Activity Log
Janet Andreasen
+ Certificate

☐ Program
☐ Track
☒ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*  Initial Teacher Professional Preparation Graduate Certificate ►

Are you revising the name of the program, track, or certificate?*  Activity Log
Janet Andreasen
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:*  Summer 2021

Are you revising the Admissions Requirements of the program?*  Activity Log
Janet Andreasen
+ No

☐ Yes ☐ No

Rationale for revision:

There is a methods course available in the School of Teacher Education that is not listed as an option. This revision will add that course as an option for the certificate. Additionally, a track is being added to the MAT program for world languages education and the course needs to be added to keep alignment of the certificate and MAT program.
If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

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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<tr>
<td>Department: School of Teacher Education</td>
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<tr>
<td>Program Websites: <a href="https://ccie.ucf.edu/initial-teacher-professional-preparation/">https://ccie.ucf.edu/initial-teacher-professional-preparation/</a></td>
<td></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course" -- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.
Program Description

The Graduate Certificate in Initial Teacher Professional Preparation is designed for students who have secured a teaching position, plan to obtain a teaching position, or have a temporary teaching certificate. The certificate prepares candidates to meet the State of Florida Department of Education requirements through a sequence of professional core courses. These courses include uploading key assignments using the Via™ by Watermark platform and are assessed by faculty to provide evidence of candidate proficiency in all Florida Educator Accomplished Practices (FEAPs). The goal of the certificate is to enable educators to have successful teaching experiences in grades 6-12 classrooms. Students may enroll in the Initial Teacher Professional Preparation certificate and apply to be accepted to the Teacher Education MAT program either concurrently or after earning the certificate.

The Initial Teacher Professional Preparation Graduate Certificate program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Initial-Teacher-Prep-GC-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Initial-Teacher-Prep-GC-June2020.pdf), 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.

Please note: Initial Teacher Preparation Graduate Certificate may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit [http://global.ucf.edu/](http://global.ucf.edu/). If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to [State Restrictions](#) for current information.

Curriculum

For the Initial Teacher Professional Preparation graduate certificate, students complete six courses (18 credit hours total), including five required courses (15 credit hours) and at least one special methods course (3 credit hours).

All teacher education candidates are required to complete Via™ by Watermark
All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See https://ccie.ucf.edu/explore-via/.

**Total Credit Hours Required: 18 Credit Hours Minimum beyond the Bachelor’s Degree**

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### Required Courses—15 Credit Hours

All of the required courses are available online and must be taken at UCF.

- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment
- EDG 6415 Principles of Instruction and Classroom Management
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms
  - [After] RED 5147 Developmental Reading
  - [Right] or
  - LAE 5496 Disciplinary Literacy in the Content Areas

---

### Co-requisite—3 Credit Hours Minimum

Option 1:

- EEX 5051 Exceptional Children in the Schools
  - [Right] (This is not a certification course.)
  - [After] Other elective as approved by advisor.

Option 2:

  - Special Methods Course selection depends on the student’s intended certification area.
  - Equivalent courses from other accredited Florida State Institutions may be used to satisfy this requirement the discretion of the Program Director. Students are advised to obtain permission in advance of registering for these courses.

---

**Other elective as approved by advisor.**
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.

Application Deadlines

<table>
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<tr>
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<th>*Fall Priority</th>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Contact Info

Graduate Program

Regina "Gina" Gresham

Associate Professor
Gina. Gresham@ucf.edu
TelephoneNumber: 407-823-3550
Education 123J
Graduate Admissions
Christina Dabrowski
gradadmissions@ucf.edu
TelephoneNumber: 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 revised

Activity Log
Janet Andreasen
+ No
program, track, or
certificate?*  
[ ] Yes  [ ] No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?*  
[ ] Yes  [ ] No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

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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.)

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**Attachments**

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Faculty List

Janet Andreasen

+ Not Applicable

Attached  Not Applicable

Support from involved units that no duplication exists*

Janet Andreasen

+ Not Applicable

Attached  Not Applicable

BOG CIP Change Form

Janet Andreasen

+ Not Applicable

Attached  Not Applicable

Administration Use Only

Catalog Ownership: Janet Andreasen

School of Teacher Education

Program OID 9058

Program Type

Janet Andreasen

Certificate

Degree Type

Janet Andreasen

Certificate
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Proposal Type:* Graduate Program Revision

College:* Michelle Kelley

Activity Log

College of Community Innovation and Education
Unit / Department / College:*  
Michelle Kelley  
+ School of Teacher Education

Unit(s) Housing Program:

Type of Action:*  
Michelle Kelley  
+ Program

☐ Program  
☐ Track  
☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*  
Reading Education MEd

Are you revising the name of the program, track, or certificate?*  
Michelle Kelley  
+ No

☐ Yes  ☐ No

Proposed Effective Term / Year:*  
Summer 2021

Are you revising the Admissions Requirements of the program?*  
Michelle Kelley  
+ No

☐ Yes  ☐ No
Rationale for revision:
The students entering the MEd typically already have the LAE courses we had listed as CORE options as undergraduates (LAE 5415 or 5465 and LAE 5319 or 5346) and the RED prerequisites we had listed are courses that our students often want to take as a refresher or to enhance their existing knowledge as RED 5147 and 5517 have a K-12 focus which most of our students need to broaden from their undergraduate education. Therefore the RED courses would be more appropriate as CORE classes and the LAE courses would be taken as prerequisites if the students have not previously taken them. Additionally, as we move our program online we can control the delivery of these courses as they are in our program.

If you will be submitting other revision forms for tracks or course actions, please list them here:

Moving courses from CORE to prerequisites and from prerequisites to CORE.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?
Michelle Kelley
+ No

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart—this will import.*

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<td><a href="https://ccie.ucf.edu/reading-education/">https://ccie.ucf.edu/reading-education/</a></td>
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Program Description

The Master of Education in Reading Education program prepares teachers for certification as reading specialists (e.g., reading coach, reading expert, reading resource teacher, reading/language arts supervisor) in grades K-12 in public schools and private reading clinics.

The Master of Education in Reading Education is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

The College of Education and Human Performance offers a Master of Education degree in Reading Education. The program prepares teachers for certification as reading specialists (e.g., reading coach, reading expert, reading resource teacher, reading/language arts supervisor) in grades K-12 in public schools and private reading clinics. Assessment (screening, diagnosis, monitoring), instruction and intervention, reading in the content fields, management of reading programs, reading trends and research, and dimensions of the language arts other than reading are included among the curriculum. There is considerable emphasis on practica with diverse readers from early childhood to adult levels. Professionals currently certified as Florida teachers are eligible to pursue a degree in the program. The Reading Education MEd program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Reading-Ed-MEd-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Reading-Ed-MEd-June2020.pdf).

Curriculum

The Master of Education in Reading Education program requires a minimum of 30 credit hours beyond the bachelor's degree, including 9 credit hours of core courses, 15 credit hours of specialization courses, and 6 credit hours of a practicum. Students who do not currently hold a Florida ESOL Endorsement must select the specified Teaching English to Speakers of Other Languages course, TSL 5085, as a corequisite. All students must pass a final comprehensive exam, complete a portfolio according to program guidelines, and pass the Reading K-12 Subject Area Exam of the Florida Teacher Certification Examination.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the
Bachelor's Degree

Prerequisites

The following courses meet state certification requirements or as support for the degree program. Choose one of the following:

**RED 5147 Developmental Reading**
- [Right] or [After] RED 3012 Basic Foundations of Reading
- [After] LAE 3414 Literature for Children 3 Credit Hours

**RED 5517 Classroom Diagnosis and Development of Reading Proficiencies**
- [Right] or [After] RED 4519 Diagnostic and Corrective Reading Strategies 3 Credit Hours

**LAE 5415 Children's Literature in Elementary Education**
**LAE 5465 Literature for Adolescents**
**LAE 5319 Methods of Elementary School Language Arts**
**LAE 5346 Methods of Teaching English Language Arts**

**Corequisite**

Students who are not ESOL Endorsed must complete the following course:
TSL 5085 Teaching Language Minority Students in K-12 Classrooms

**Required Courses: 24 Credit Hours**

**Core: 9 Credit Hours**

RED 5147 Developmental Reading  
RED 5517 Classroom Diagnosis and Development of Reading Proficiencies  
EDF 6432 Measurement and Evaluation in Education

**Choose one of the following courses:**

LAE 5415 Children’s Literature in Elementary Education  
LAE 5465 Literature for Adolescents

**Choose one of the following courses:**

RED 6116 Advanced Study in Foundations of
RED 6116 Advanced Study in Foundations of Reading
RED 6336 Teaching Content Area and Disciplinary Literacy
RED 6337 Reading in the Secondary School
RED 6746 Literacy Leadership and Coaching
RED 6845 Advanced Evaluation and Instruction in Reading

Practicum: 6 Credit Hours

The MEd program requires a practicum experience. Practica are independent learning activities that take place in authentic settings in which students must apply, reflect on, and refine knowledge and skills acquired in the program.

RED 6846 Reading Practicum

Additional Graduation Requirements

All students must complete a comprehensive examination.

Complete a portfolio according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.

Pass Reading K-12 Subject Area Exam of the Florida Teacher Certification Examination.

Independent Learning

The MEd program also requires a practicum experience. Practica are independent learning activities that take place in authentic settings in which students must apply, reflect on, and refine knowledge and skills acquired in the program.
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.
- Possess or be fully eligible for a professional teaching certificate in one or more other teacher certification specializations in Florida.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc., only.

Application Deadlines

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<tr>
<th>Reading Education MEd</th>
<th>*Fall Priority</th>
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<th>Spring</th>
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<td>Jan 15</td>
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<td>Jul 1</td>
<td>Nov 1</td>
</tr>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your
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 Kelley EdD

Professor

michelle.kelley@ucf.edu

Education Complex 315N

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
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students
Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Michelle Kelley

☐ 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?*

Michelle Kelley

☐ Yes  ☐ No

If yes, how will current students be impacted by this change? 13 potentially. Although most are already taking the CORE suggested changes.

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.

Students who want to work towards a Reading K-12 certification as a Reading Specialist. Students must pass the FCTE K-12 Reading Subject Area Test in order to graduate from our program.

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

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Attachments
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| Program OID | 9118 |

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- Graduate Program Revision

College:*  
Gordon Taub
- College of Community Innovation and Education

Unit / Department / College:*  
Gordon Taub
- Department of Counselor Education & School Psychology
Unit(s) Housing
Program:

Type of Action:*

Gordon Taub
+ Program

☐ Program
☐ Track
☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:* School Psychology EdS

Are you revising the name of the program, track, or certificate?*

Gordon Taub
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:* 21-22

Are you revising the Admissions Requirements of the program?*

Gordon Taub
+ No

☐ Yes ☐ No
Rationale for revision:

For the Graduate Curriculum Standards Committee:

The School Psychology Program is approved/accredited by the National Association of School Psychologists (NASP) and the Florida Department of Education. The Program currently requires two courses, EDF 6481 (Fund Grad Research in Educ) and MHS 6400 (Theories Counsel& Personality), that are not necessary for an applied program. These courses were initially offered to help students who were contemplating doctoral study after earning the Ed. S. degree. In addition, these courses are not required for either State of Florida accreditation or national accreditation. Although important, research and theories of counseling courses are is emphasized less at the non-doctoral level.

The courses are not generally specifically designed to provide school psychologists with the content knowledge and skills that are aligned with the practice of school psychology. Instructors often must modify the course requirements significantly for school psychology students.

These requested changes are aligned with Florida Board of Education rules. As of the March 2006 revision to SBE Rule 6A-5.066, state-approved educator preparation programs are competency-based, not course-based. Thus, the evidence for whether a Program addresses all applicable competencies is based on the Program’s curriculum and assessment map. These rules indicate program approval is not course-based. The School Psychology Program used our curriculum and assessment map as a program management tool to make changes to the Program.
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 delete icon and proceed.
Program Description

The School Psychology EdS program is designed for students who wish to become certified School Psychologists. This specialist degree has very specific curriculum to meet the respective licensing requirements for school psychologists.

The EdS in School Psychology is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

The School Psychology EdS program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-School-Psychology-EdS-June2020.pdf.

The School Psychology Program is a unique specialization in psychology and education. This program is based on two assumptions. School psychologists can apply relevant knowledge and skills from a variety of disciplines to the learning and adjustment problems of preschool and school-age children. Also, relevant knowledge and skills can be transmitted through a variety of services including (a) consultation with teachers and parents, (b) direct and indirect services to children and young adults, and (c) direct and indirect services to school and community organizations. School psychologists may practice in public or private schools, colleges and universities, rehabilitation centers, hospitals, mental health clinics, government agencies, child guidance centers, penal institutions, and may develop private practices. Applicants with backgrounds in education, psychology or other closely related undergraduate majors may qualify for the School Psychology degree program.

The program involves formal preparation and practical experiences focusing on psychological foundations (human development, learning, and motivation), psychoeducational assessment, exceptional students, remediation or intervention techniques, counseling skills, as well as a full-time supervised internship of two semesters in the public school setting.

Curriculum

The School Psychology EdS degree requires a minimum of 80 credit hours beyond the bachelor's degree, as well as a portfolio, practicum and research report at the completion of study. Please note that 62 credit hours are
completed before internship. The research report and internship courses comprise 18 credit hours that are completed during the internship.

**Total Credit Hours Required: 80 Credit Hours Minimum beyond the Bachelor's Degree**

With the exception of SPS 5605-Building and Improving Relationship and Emotional Intelligence, SPS 5177-Enhancing Individual and Student IQ, and SPS 6700-Advanced Psychoeducation and Data-Based Decision Making, SPS courses are only open to students in the School Psychology Program.

**Prerequisites or Co-requisites (DOE Certification)**

TSL 5085 Teaching Language Minority Students in K-12 Classrooms  
RED 5147 Developmental Reading  
EEX 6061 Instructional Strategies Pre-K-6  
EEX 6218 Diagnostic Assessment and Intervention Planning in Exceptional Education

**Required Courses: 56 Credit Hours**

**Core:** 6 Credit Hours

EDF 6401 Statistics for Educational Data  
EDF 6481 Fundamentals of Graduate Research in Education
Specialization: 50 47 Credit Hours

**SPS 5605 Building and Improving Relationship and Emotional Intelligence**

**SPS 6601 Introduction to Psychological Services in Schools**

**SPS 6606 Consultation in School Psychology**

**SPS 6608 Seminar in School Psychology**

**SPS 6801 Developmental Bases of Diverse Behaviors**

**SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools**

**SPS 6931 Ethical and Legal Issues in School Psychological Services**

**MHS 6400 Theories of Counseling and Personality**

**MHS 6401 Techniques of Counseling**

**SPS 6191 Individual Psychoeducational Diagnosis I**

**SPS 6192 Individual Psychoeducational Diagnosis II**

**SPS 6125 Preschool Psychoeducational Assessment**

**SPS 6194 Assessment of Special Needs**

**SPS 6175 Cultural Diversity and Nonbiased Assessment**

**SPS 6206 Psychoeducational Interventions**

**SPS 6700 Advanced Psychoeducation and Data-Based Decision Making**

---

**Choose two courses from the following list:**

**SPS 6703 Child and Adolescent Deviant Behavior and Treatment**

**SPS 5605 Building and Improving Relationship and Emotional Intelligence**

**SPS 5177 Enhancing Individual and Student IQ**

**SPS 6175 Cultural Diversity and Nonbiased Assessment**

---

**Research Report: 6 Credit Hours**
Choose one of the following two sets of courses.

**Before**
- SPS 6909 - Research Report I and II **6 Credit Hours**

**Before** or
- SPS 6402 Applied Prevention and Intervention in Schools I
- SPS 6403 Applied Prevention and Intervention in Schools II

**Practicum and Internship: 18 Credit Hours**

**Before**
- SPS 6946 - Practicum in School Psychology I **3 Credit Hours**

**Before**
- SPS 6946 - Practicum in School Psychology II **3 Credit Hours**

- SPS 6948 School Psychology Internship
  - [Right] **(12 credit hours)**

**Additional Program Requirements**

Complete an electronic portfolio that documents reflections on study and learning experiences throughout the program and receive approval by the School Psychology faculty.

Pass a comprehensive exam.

Pass the Florida Teacher Certification Examination (FTCE).

**UPDATE:** In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after **July 1, 2015,** may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT Subtest</th>
<th>GRE Subtest</th>
<th>Minimum GRE Score Required to Substitute for GK Subtest</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
</tr>
<tr>
<td>GK English Language Subtest Skills</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>Subtest Skills</td>
<td>Reasoning</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>GK Reading Subtest</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Mathematics Subtest</td>
<td>GRE Quantitative Reasoning</td>
<td>A scaled score of 147</td>
</tr>
</tbody>
</table>

**NOTE:** Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4. 002).

**Equipment Fee**

Students in the School Psychology EdS program pay a $90 equipment fee each semester that they are enrolled. A materials fee of $45 is charged for each of four assessment courses.

**Independent Learning**

A practicum and research report are required as the culminating independent learning experience.

**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.

Applicants will receive priority consideration for admission by attending an Information Session with program faculty. Call (407) 823-2401 for meeting dates or visit the program website at [https://ccie.ucf.edu/cesp/school-psychology/](https://ccie.ucf.edu/cesp/school-psychology/).

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 baccalaureate degree in Education Psychology or related...
A baccalaureate degree in Education, Psychology, or related discipline.

Official, competitive GRE score taken within the last five years.
Three letters of recommendation (one from a faculty member).
Resumé.
A one-page goal statement.
Receive a favorable recommendation for admission by the School Psychology Review Committee.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this program will only occur in the fall term. Information concerning specific admissions policies and procedures can be obtained from the program website: https://ccie.ucf.edu/cesp/school-psychology/. All other questions will be answered during the Information Sessions prospective students are required to attend.

### Application Deadlines

<table>
<thead>
<tr>
<th>School Psychology EdS</th>
<th><em>Fall Priority</em></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
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<tr>
<td>Domestic Applicants</td>
<td>Jan 15</td>
<td>Mar 1</td>
<td></td>
<td></td>
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<tr>
<td>International Applicants</td>
<td>Jan 15</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. Fall 2020 Extended to Apr 1.*

### 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

Oliver Edwards PhD
Associate Professor

oliver.edwards@ucf.edu
Telephone: 407-823-2401
Education 209H

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
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?

Activity Log

Gordon Taub

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 School Psychology Students will remain in the program.

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

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

<table>
<thead>
<tr>
<th>Number of assistantship students</th>
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<th>Number of fellowship students (specify fellowship):</th>
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### Year 2

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<tr>
<th>Number of assistantship students</th>
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</table>

<table>
<thead>
<tr>
<th>Number of tuition remissions:</th>
<th>Source of funds:</th>
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</thead>
</table>

### Year 3

<table>
<thead>
<tr>
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<th>Source of Funds</th>
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</thead>
</table>

<table>
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</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

Gordon Taub
+ Not Applicable

Attached Not Applicable

Support from involved units that no duplication exists

Gordon Taub
+ Not Applicable

Attached Not Applicable

BOG CIP Change Form

Gordon Taub
+ Not Applicable

Attached Not Applicable

Administration Use Only

Catalog Ownership:

Gordon Taub

Program OID 9137

Program Type

Gordon Taub

Specialist

Degree Type

Gordon Taub

Specialist in Education
College of Community Innovation and Education - Graduate Program Revision - Teacher Education MAT, Art Education Track

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

Program Type:*  
- Program
- Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type:*  
- Graduate Program Revision

College:*  
- College of Community Innovation and Education

Unit / Department / College:*  
- School of Teacher Education

Unit(s) Housing Program:

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:* Teacher Education MAT, Art Education Track ►

Are you revising the name of the program, track, or certificate?* Yes ☐ No ☐

Proposed Effective Term / Year:* Summer 2021

Are you revising the Admissions Requirements of the program?* Yes ☐ No ☐

Rationale for revision: The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one course. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required.

If you will be submitting other revision forms for tracks or course actions, please list them here: Course Action Request for one revised courses. All tracks are being revised and World Languages Track being added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated? Yes ☐ No ☐

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.
College of Community Innovation and Education - Graduate Program Revision - Teacher Education MAT, Art Education Track ▶

Track Description

The Teacher Education MAT, Art Education program is a state-approved initial teacher preparation program for students seeking certification to teach Art in grades K-12, including students previously certified to teach in another field.

The Master of Arts in Teaching is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Please note: The Teacher Education MAT, Art Education may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

The Teacher Education MAT, Art Education Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Art-MAT-June2020.pdf.

Curriculum

The Teacher Education MAT, Art Education requires a minimum of 37 credit hours beyond the bachelor's degree. The program is a K-12 program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See http://cccie.ucf.edu/explore-via/

Total Credit Hours Required: 37 Credit Hours Minimum beyond the Bachelor's Degree
Required Courses: **29-28-37 28** Credit Hours

Core: **13 12** Credit Hours

*Must be taken in the first **fall** semester in the program.

**Must be taken prior to internship.

<table>
<thead>
<tr>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESE 6001: Orientation for Teacher Education</td>
</tr>
<tr>
<td>ESE 6901: Orientation for Teacher Education</td>
</tr>
<tr>
<td>ESE 6935: Introductory Seminar in Secondary Education</td>
</tr>
<tr>
<td>EDG 6415: Principles of Instruction and Classroom Management</td>
</tr>
<tr>
<td>EDF 6237: Principles of Learning and Introduction to Classroom Assessment</td>
</tr>
<tr>
<td>EDF 6727: Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education</td>
</tr>
<tr>
<td>TSL 5085: Teaching Language Minority Students in K-12 Classrooms</td>
</tr>
</tbody>
</table>

Specialization: 16 Credit Hours

- RED 5147: Developmental Reading
- ARE 5359: Teaching Art K-12
- ARE 6905: Research Trends in Art Education
- ARE 5251: Art for Exceptionalities
- ARE 6195: Teaching Art Appreciation with Interdisciplinary Strategies

Internship: 6 Credit Hours

- ARE 6946: Graduate Internship (6 Credit Hours taken over two semesters***)

**The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. **The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.**

Students should ensure that they meet all requirements for Graduate Internship.

- Complete **24 credit hours of the program, including all core courses plus methods courses EDG 6415 and TSL 5085.**
- Overall graduate GPA must be 3.0 or higher.
- **No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.** Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.
- Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/
- Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

### Culminating Experience: 23 Credit Hours

ESE 6256 Critical Issues in Secondary Education

(Right) (taken twice)

### Additional Program Requirements

- Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.
- Pass all required sections of the Florida Teacher Certification Examination.
- Students are required recommended to have 30 credit hours of art course work to meet certification requirements to teach art in grades K-12. These may be previously earned undergraduate or graduate credits, or include graduate content prepared to take the subject area credits approved exam in Art for electives in the program grades K-12. Only six hours of independent study courses may be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

### Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

### Independent Learning

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of
accessing the professional development of students as reflective practitioners. Via™ by Watermark is required for the portfolio. In addition, an internship is required.

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.
- Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

UPDATE: In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

FTCE GKT SUBTEST | GRE SUBTEST | MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST
--- | --- | ---
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NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.
- To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s application process. Courses used to gain initial state certification may not be transferred into an MEd program.
Application Deadlines

<table>
<thead>
<tr>
<th>Art Education</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domestic Applicants</strong></td>
<td></td>
<td>Jan 1</td>
<td>Apr 1</td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
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Contact Info

Graduate Program

Debra McGann EdD

Lecturer
debra.mcgann@ucf.edu

ED 122C

Graduate Admissions

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
finaid@ucf.edu
http://finaid.ucf.edu
Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate? *

Yes  No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:


Will students have the option to stay in their existing program, track, or certificate? *

Yes  No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in Art for K-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

Year 1

Headcount:  
SCHs:  

Year 2

Headcount:  
SCHs:  

Year 3

Headcount:  
SCHs:  

Upon completion, students are eligible for professional teaching certification in Florida.

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>
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</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
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</table>

### Year 2

<table>
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</tbody>
</table>

### Year 3

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<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
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</tbody>
</table>
Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

**Faculty List**  
Attached  ☐ Not Applicable

**Support from involved units that no duplication exists**  
Attached  ☐ Not Applicable

**BOG CIP Change Form**  
Attached  ☐ Not Applicable

---

**Administration Use Only**

**Catalog Ownership:**  
School of Teacher Education

**Program OID**  
9124

**Program Type**  
Master

**Degree Type**  
Master of Arts in Teaching

**Status**  
Active-Visible  ☒ Inactive-Hidden
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.

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🛠️ in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking ⬇️ in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⏯️ in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after proposal is launched.**

Proposal Type: *  
Graduate Program Revision

College: *
Janet Andreasen  
Activity Log

College of Community Innovation and Education
Unit / Department / College:* Janet Andreasen
School of Teacher Education

Unit(s) Housing Program:

Type of Action:* Janet Andreasen
Track

Program Track Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and/or certificate:* Teacher Education MAT, English Language Arts Education with ESOL Endorsement Track

Are you revising the name of the program, track, or certificate?* Janet Andreasen

Yes No

Proposed Effective Term / Year:* Summer 2021

Are you revising the Admissions Requirements of the program?* Janet Andreasen

Yes No
Rationale for revision:
The program is being revised for admission semesters as well as for meeting the needs of secondary level teachers making revisions to streamline courses. The program has had one-credit seminar. This will help with recruitment and scheduling. There have been three 1-credit courses which students take that have been difficult to distinguish schedule. Those three courses are being replaced by a 3-credit seminar combined into one new course and a zero-credit orientation course is added. Language regarding internships. The program is also requesting to change admission terms to summer and fall. The content co-requisite content requirement has been clarified. Admission semesters should be changed to summer and fall only recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to those tracks.

If you will be submitting other revision forms for tracks or course actions, please list them here:

Course Action Request for two new/revised courses revised course.
All tracks in the MAT are being revised: 2 new courses are and World Languages Track being submitted added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?  
Janet Andreasen
+ No
☐ Yes ☑ No

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.*

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<td>Option: Nonthesis</td>
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<td>Program Website: <a href="https://ccie.ucf.edu/english-language-arts-education/">https://ccie.ucf.edu/english-language-arts-education/</a></td>
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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 \( \times \) and proceed.
Track Description

The Teacher Education MAT, English Language Arts Education with ESOL Endorsement program is a state-approved initial teacher preparation program for students seeking certification to teach English in grades 6-12, including students previously certified to teach in another field. The Teacher Education MAT, English Language Arts Education with ESOL Endorsement Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-English-Language-w-ESOL-MAT-June2020.pdf.

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Curriculum

The Teacher Education MAT, English Language Arts Education with ESOL Endorsement program requires a minimum of 39-42 credit hours beyond the bachelor’s degree that includes ESOL endorsement and the option of adding Reading K-12 endorsement. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries key assignments are critical components of learning since they are the primary means of accessing assessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See http://ccie.ucf.edu/explore-via/

Total Credit Hours Required: 39-42 Credit Hours Minimum beyond the Bachelor’s Degree
Required Courses: 31 33 42 33 Credit Hours

Core: 13 12 Credit Hours

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

ESE 6001 Orientation for Teacher Education
[Right] *

ESE 6935 Introductory Seminar in Secondary Education
[Right] **

EDG 6415 Principles of Instruction and Classroom Management
[Right] **

TSL 5085 Teaching Language Minority Students in K-12 Classrooms
[Right] **

EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education

EDF 6237 Principles of Learning and Introduction to Classroom Assessment
[Right] **

Specialization: 18 21 Credit Hours

LAE 6637 Research in Teaching English
LAE 5338 Teaching Writing in Middle and High School
LAE 5346 Methods of Teaching English Language Arts
LAE 5465 Literature for Adolescents
TSL 6250 Applied Linguistics in ESOL
[Before]
Choose One:

LAE 5369 Literacy Strategies in a Digital Age for Middle and High School

[Right] or

RED 5147 Developmental Reading

[After]

Choose one:

ESE 6036 Contemporary Issues in Secondary Education

OR

ESE 6256 Critical Issues in Secondary Education

Internship: 6 Credit Hours

LAE 6946-Graduate Internship (6 Credit Hours taken over two semesters***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. On the job internships must be completed over one academic year. Traditional 6-credit internships are completed in spring semester only.

Students should ensure that they meet all requirements for Graduate Internship.

Complete 24 credit hours of the program EDG 6415, including all core courses plus methods courses and TSL 5085, and EDF 6237 prior to first semester internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.

Students must apply and be approved for graduate internship.

Deadline dates and applications are available through the Office of Clinical and Field Experiences at http://www.education.ucf.edu/clinicalxp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.
Culminating Experience: 2 Credit Hours

ESE 6256 Critical Issues in Secondary Education
[Right] (taken twice)

Additional Program Requirements

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in all the Florida Educator Accomplished Practices (FEAPs). Students are required recommended to complete have 30 credit hours of co-requisite undergraduate and graduate English course work to meet certification requirements to teach English, grades 6-12. These may be previously earned undergraduate or graduate English credits, or include graduate credits prepared to take the subject area exam in English-approved for electives in the program grades 6-12. Only six credit hours of independent study courses may if students have difficulty passing the subject area examination, content-based coursework will be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas. Pass all applicable sections of the Florida Teacher Certification Examination.

Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

Independent Learning
The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText Via by Watermark is required for the portfolio. In addition, an internship is required.

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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

**UPDATE:** In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after **July 1, 2015**, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT SUBTEST</th>
<th>GRE SUBTEST</th>
<th>MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
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</tbody>
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### GK English Language Subtest Skills

<table>
<thead>
<tr>
<th>Test Subtest</th>
<th>Reasoning</th>
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<tr>
<td>GK English Language</td>
<td>GRE Verbal</td>
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</tr>
<tr>
<td>Reading Subtest</td>
<td>Reasoning</td>
<td></td>
</tr>
<tr>
<td>GK Mathematics</td>
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</tr>
</tbody>
</table>

NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc., only.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s admission process.

### Application Deadlines

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td>Jan 1</td>
<td></td>
<td>Nov 1</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

Elsie Olan PhD
Assistant Professor
elsie.olan@ucf.edu
Telephone: 407-823-5179
Education 223 N

Graduate Admissions

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

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Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Activity Log
Janet Andreasen
+ 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?*

Activity Log
Janet Andreasen
+ No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in English Language Arts in 6-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3
Upon completion, students are eligible for professional teaching certification in Florida.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

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**Attachments**

Please attach the required files by navigating to the Proposal Toolbox and clicking 📂 in the top right corner of the form.

<table>
<thead>
<tr>
<th>Faculty List*</th>
<th>Activity Log</th>
<th>Janet Andreasen</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td></td>
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**Administration Use Only**

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<tr>
<th>Catalog Ownership:</th>
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| Program OID | 9125 |

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<th>College:</th>
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<tr>
<td>Janet Andreasen</td>
<td>College of Community Innovation and Education</td>
</tr>
</tbody>
</table>

College of Community Innovation and Education
Name of program, track and / or certificate:*
Teacher Education MAT, Mathematics Education Track

Are you revising the name of the program, track, or certificate?*
Yes

Proposed Effective Term / Year:*
Summer 2021

Are you revising the Admissions Requirements of the program?*
Yes

Rationale for revision:
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to distinguish on the schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which...
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<tr>
<td>Janet Andreasen</td>
</tr>
<tr>
<td>+ No</td>
</tr>
<tr>
<td>☐ Yes ☑ No</td>
</tr>
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If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

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A track is also available for Middle School Mathematics (grades 5-9).

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see [education.ucf.edu/teach_grad.cfm](http://education.ucf.edu/teach_grad.cfm) for more information.

Curriculum

The Teacher Education MAT, Mathematics Education program requires a minimum of 36 credit hours beyond the bachelor's degree. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See [http://ccie.ucf.edu/explore-via/](http://ccie.ucf.edu/explore-via/)
Total Credit Hours Required: 36–39 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 19–18–39 18 Credit Hours

Core: 13 12 Credit Hours

*Must be taken in the first fall semester in the program.

**Must be taken prior to internship

- ESE 6001 Orientation for Teacher Education
- ESE 6935 Introductory Seminar in Secondary Education
- EDG 6415 Principles of Instruction and Classroom Management
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms

Methods: 6 Credit Hours

- LAE 5496 Disciplinary Literacy in the Content Areas
- MAE 5336 Current Methods in Secondary School Mathematics
Elective Courses: 9 Credit Hours

Students should select three of the following specialization courses. Course substitutions can be made with approval of adviser.

- ESE 5344 Managing the Secondary Classroom
- ESE 6036 Contemporary Issues in Secondary Education

[Before] Choose Two:

- IDS 6515 Classroom Management for Mathematics and Science Teachers
- IDS 6939 Reforming Curriculum in Mathematics and Science Education
- MAE 6337 Teaching Algebra in the Secondary School
- MAE 6338 Teaching Geometry in the Secondary School
- MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
- MAE 6641 Problem Solving and Critical Thinking Skills
- MAE 6656 Using Technology in the Instruction of K-12 Mathematics
- MAE 6899 Seminar in Teaching Mathematics

Internship: 6 Credit Hours

MAE 6946-Graduate Internship (6 Credit Hours taken over two semesters***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. On the job internships must be completed over one academic year. Traditional 6-credit internships are completed in spring semester only.

Students should ensure that they meet all requirements for Graduate Internship.

Complete 24 credit hours EDG 6415 and EDF 6237 TSL 5085 prior to first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.
outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship. Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical and Field Experiences at http://www.education.ucf.edu/clinicalexp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5. 065.

Culminating Experience: 23 Credit Hours

ESE 6256 Critical Issues in Secondary Education
[Right] {taken twice}
[Before] Taken with final internship semester.
[After]

Additional Program Requirements

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices. Pass all required sections of the Florida Teacher Certification Examination.

Students are required recommended to have 30 credit hours of mathematics course work to meet certification requirements be prepared to teach mathematics take the subject area examination in mathematics grades 6-12. These may be previously earned undergraduate or graduate mathematics credits or include graduate credits in mathematics approved for electives in If students have difficulty passing the subject area examination, program. Only six hours of independent study courses may be used to satisfy degree requirements. It is important to see an adviser if faculty content-based coursework will recommend content be recommended. It is important to see an adviser if...
courses are difficult to schedule in content areas. It is important to see an adviser if there are difficult courses.

Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment fee each semester that they are enrolled. Part-time students pay $32 per semester.

Independent Learning

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText Via by Watermark is required for the portfolio. In addition, an internship is required.

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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of
for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

**UPDATE:** In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted **on or after July 1, 2015,** may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

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<thead>
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<th>GRE SUBTEST</th>
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<td>GRE Quantitative Reasoning</td>
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NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from **World Education Services (WES)** or **Josef Silny and Associates, Inc.** only.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s admission process.
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<tr>
<th>Mathematics Education</th>
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</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
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</tr>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

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Contact Info

Graduate Program

Janet Andreasen PhD

Associate Lecturer
Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Activity Log
Janet Andreasen

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?*

Activity Log
Janet Andreasen

Yes ☐ No ☑

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this.

Students seeking teacher certification in Mathematics for 6-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.
Year 1

<table>
<thead>
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<th>Headcount:</th>
<th>SCHs:</th>
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</table>

Year 2

<table>
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</table>

Year 3

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

Indicate likely career or student outcomes upon completion: Upon completion, students are eligible for professional teaching certification in Florida.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1

<table>
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<th>Number of assistantship students:</th>
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Year 2

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</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*
  - Janet Andreasen
    - Not Applicable
  - Attached

- Support from involved units that no duplication exists*
  - Janet Andreasen
    - Not Applicable
  - Attached

- BOG CIP Change Form
  - Attached

## Administration Use Only

- Catalog Ownership:
  - Janet Andreasen
    - School of Teacher Education
  - School of Teacher Education

- Program OID: 9126
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.

**Read before you begin**

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type: * Graduate Program Revision

College: *

Janet Andreasen

Activity Log

College of Community Innovation and Education
### Activity Log

**Janet Andreasen**

**School of Teacher Education**

**Unit(s) Housing Program:**

**Type of Action:**

- **Track**

- **Program**

- **Certificate**

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking **IMPORT PROGRAM NOW!**

**Name of program, track and / or certificate:**

- Teacher Education MAT, Middle School Mathematics Education Track

**Proposed Effective Term / Year:**

**Summer 2021**

**Are you revising the Admissions Requirements of the program?**

- **Yes**

- **No**

**Are you revising the name of the program, track, or certificate?**

- **Yes**

- **No**
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to those tracks.

If you will be submitting other revision forms for tracks or course actions, please list them here:

Course Action Request for two new/revised courses one revised course.

All tracks are being revised and World Languages Track being added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?

Janet Andreasen

Activity Log

Janet Andreasen

Yes ☑️ No

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**

- **College:** Community Innovation and Education
- **Degree:** MAT
- **Department:** School of Teacher Education
- **Option:** Nonthesis
- **Program Website:** https://ccie.ucf.edu/math-education/
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.
Track Description

The Teacher Education MAT, Middle School Mathematics Education program is a state-approved initial teacher preparation program for students seeking certification to teach mathematics in grades 5-9, including students previously certified to teach in another field. The Teacher Education MAT, Middle School Mathematics Education Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit [https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Middle-School-Mathematics-MAT-June2020.pdf](https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Middle-School-Mathematics-MAT-June2020.pdf).

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

The Teacher Education MAT, Middle School Mathematics Education is a state-approved initial teacher preparation program for students seeking certification to teach mathematics in grades 5-9, including students previously certified to teach in another field.

Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see [https://ccie.ucf.edu/teachered/teach-grad/](https://ccie.ucf.edu/teachered/teach-grad/) for more information.

Curriculum

The Teacher Education MAT, Middle School Mathematics Education program requires a minimum of 36-39 credit hours beyond the bachelor's degree. The program is a secondary (grades 5-9) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.
All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See [https://ccie.ucf.edu/explore-via/](https://ccie.ucf.edu/explore-via/).

**Total Credit Hours Required:** 36 39 Credit Hours Minimum beyond the Bachelor's Degree

### Required Courses: 19-39 18 Credit Hours

### Core: 13 12 Credit Hours

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

- ESE 6001 Orientation for Teacher Education
- ESE 6935 Introductory Seminar in Secondary Education
- EDG 6415 Principles of Instruction and Classroom Management
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms

### Methods: 6 Credit Hours

- LAE 5496 Disciplinary Literacy in the Content Areas
- MAE 5327 Teaching Middle School Mathematics
Elective Courses: **9 12** Credit Hours

Students should select three of the following specialization courses. Course substitutions can be made with approval of adviser.

**[Before] Choose two:**

- ESE 6036 Contemporary Issues in Secondary Education
- IDS 6515 Classroom Management for Mathematics and Science Teachers
- ESE 5344 Managing the Secondary Classroom
- IDS 6939 Reforming Curriculum in Mathematics and Science Education
- MAE 6337 Teaching Algebra in the Secondary School
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- **MAE 6899 Seminar in Teaching Mathematics**

**Internship: 6 Credit Hours**

MAE 6946-Graduate Internship (6 Credit Hours taken over two semesters***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

Students should ensure that they meet all requirements for Graduate Internship.

Complete **24** credit hours EDG 6415 and TSL 5085 before first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than **6** credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.
Outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship. Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5. 065.

Culminating Experience: 2 3 Credit Hours

ESE 6256 Critical Issues in Secondary Education
[Right] (taken twice)

Additional Program Requirements

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices. Pass all required sections of the Florida Teacher Certification Examination.

Students are required recommended to have 18 credit hours of mathematics course work to meet certification requirements be prepared to teach mathematics take the subject area exam in Middle Grades Mathematics for grades 5-9. Only six hours of independent study courses may if students have difficulty passing the subject area examination, content-based coursework will be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.
Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

Independent Learning

The MAT requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment for all of the Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. LiveText Via by Watermark is required for the portfolio. In addition, an internship is required.

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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.
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### Contact Info

**Graduate Program**

**Enrique Ortiz PhD**

Associate Professor

enrique.ortiz@ucf.edu
Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-5222

Education 123G

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

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UCF Student Financial Assistance

Millican Hall 120
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Will students have the option to stay in their existing program, track, or certificate?*

<table>
<thead>
<tr>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
</tr>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this.

Students seeking teacher certification in Middle School Mathematics for 5-9 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.
depends upon this education, etc.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Headcount:</th>
<th>SCHs:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Indicate likely career or student outcomes upon completion: Upon completion, students are eligible for professional teaching certification in Florida.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Number of assistantship students</th>
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<tr>
<th>Year 1</th>
<th>Number of fellowship students (specify fellowship):</th>
<th>Source of funds:</th>
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Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List

<table>
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<tr>
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</tr>
<tr>
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Support from involved units that no duplication exists

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BOG CIP Change Form

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Administration Use Only

Catalog Ownership:

<table>
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<th>Janet Andreasen</th>
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<tr>
<td>School of Teacher Education</td>
</tr>
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College of Community Innovation and Education - Graduate Program Revision - Teacher Education MAT, Middle School Science Education Track

2021-2022 Graduate Program Revision/Reactivation

**General Catalog Information**

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

**Program Type:**
- Program
- Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking ☰ in the top right corner of the heading.

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LAUNCH proposal by clicking ⬇️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

**Proposal Type:**
- Graduate Program Revision

**College:**
- Janet Andreasen
- College of Community Innovation and Education

**Activity Log**
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to
Those tracks.

Course Action Request for two new/revised one revised courses.

All tracks are being revised and World Languages Track being added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart—this will import.

| College: Community Innovation and Education | Degree: MAT |
| Department: School of Teacher Education | Option: Nonthesis |
| Program Website: https://ccie.ucf.edu/science-education/ |
Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the ✗ and proceed.
Track Description

The Teacher Education MAT, Middle School Science Education program is a state-approved initial teacher preparation program for students seeking certification to teach science in grades 5-9, including students previously certified to teach in another field. This Teacher Education MAT, Middle School Science Education Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Middle-School-Science-MAT-June2020.pdf.

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

The Teacher Education MAT, Middle School Science Education is a state-approved initial teacher preparation program for students seeking certification to teach science in grades 5-9, including students previously certified to teach in another field.

Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see https://ccie.ucf.edu/teachered/teach-grad/ for more information.

Curriculum

The Teacher Education MAT, Middle School Science Education program requires a minimum of 36 credit hours beyond the bachelor's degree. The program is a secondary (grades 5-9) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.
All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See https://ccie.ucf.edu/explore-via/.

**Total Credit Hours Required:** 36 39 Credit Hours Minimum beyond the Bachelor's Degree

---

**Required Courses:** 28 39 Credit Hours

---

**Core:** 13 12 Credit Hours

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

- ESE 6935 Introductory Seminar in Secondary Education
- ESE 6001 Orientation for Teacher Education
- EDG 6415 Principles of Instruction and Classroom Management
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms

---

**Specialization:** 15 18 Credit Hours

- LAE 5496 Disciplinary Literacy in the Content Areas
- SCE 5325 Teaching Middle School Science
- ISC 6146 Environmental Education for
Educators

SCE 5836 Space and Physical Science for Educators

One elective approved by adviser 3 Credit Hours

ESE 5344 Managing the Secondary Classroom
ESE 6036 Contemporary Issues in Secondary Education

Internship: 6 Credit Hours

SCE 6946-Graduate Internship 6 Credit Hours (taken over two semesters) ***

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

Students should ensure that they meet all requirements for Graduate Internship.

Complete 24 credit hours EDG 6415 and TSL 5085 before first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.

Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

Culminating Experience: 2 3 Credit Hours
Additional Program Requirements

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices. Pass all required sections of the Florida Teacher Certification Examination. Students are required recommended to have 18 credit hours of science coursework to meet certification requirements be prepared to teach science take the subject area exam in Middle Grades Science for grades 5-9. Only six hours of independent study courses may be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

Independent Learning

The MAT requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners.
as reflective practitioners. LiveText Via by Watermark is required for the portfolio. In addition, an internship is required.

## 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.

- Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score.

This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

**UPDATE:** In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT SUBTEST</th>
<th>GRE SUBTEST</th>
<th>MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
</tr>
<tr>
<td>GK English Language Subtest Skills</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Reading Subtest</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Mathematics Subtest</td>
<td>GRE Quantitative Reasoning</td>
<td>A scaled score of 147</td>
</tr>
</tbody>
</table>
NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator's Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc., only.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university’s application process.

### Application Deadlines

<table>
<thead>
<tr>
<th>Middle School Science Education</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

### Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.
Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Su Gao PhD
Assistant Professor

su.gao@ucf.edu
Telephone: 407-823-4834
ED 115 F

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
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised

Activity Log

Janet Andreasen

No
program, track, or certificate?*  
Yes ☐ No ☐

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?*  
Yes ☐ No ☐

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in Middle School Science for 5-9 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

Year 1

Headcount:  
SCHs:

Year 2

Headcount:  
SCHs:

Year 3

Headcount:  
SCHs:

Indicate likely career or student outcomes upon completion:

Upon completion, students are eligible for professional teaching certification.
Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

### Year 1

<table>
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### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.
Faculty List

Janet Andreasen

* Not Applicable

Support from involved units that no duplication exists

Janet Andreasen

* Not Applicable

BOG CIP Change Form

Attached Not Applicable

Administration Use Only

Catalog Ownership:

Janet Andreasen

School of Teacher Education

School of Teacher Education

Program OID 9128

Program Type

Janet Andreasen

Master

Master

Degree Type

Janet Andreasen

Master of Arts in Teaching

Master of Arts in Teaching

Status*

Janet Andreasen

Active-Visible
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

Program Type:*  
☐ Program  
☐ Shared Core

**Read before you begin**

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Proposal Type:*  
Graduate Program Revision

College:*  
Janet Andreasen  
College of Community Innovation and Education  
College of Community Innovation and Education
Unit / Department / College:*  Janet Andreasen  
+ School of Teacher Education  

School of Teacher Education  

Unit(s) Housing Program:  

Type of Action:*  
Janet Andreasen  
+ Track  

☐ Program  
☑ Track  
☐ Certificate  

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking ➔ in the top left corner of the form.  

Name of program, track and / or certificate:*  
Teacher Education MAT, Science Education-Biology Track  

Are you revising the name of the program, track, or certificate?*  
Janet Andreasen  
+ No  
☐ Yes ☑ No  

Proposed Effective Term / Year:*  
Summer 2021  

Are you revising the Admissions Requirements of the program?*  
Janet Andreasen  
+ Yes  
☐ Yes ☑ No  

Rationale for revision:  
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to
If you will be submitting other revision forms for tracks or course actions, please list them here:

Course Action Request for two new/revised courses one revised course.

All tracks are being revised and World Languages Track being added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?

Janet Andreasen

Activity Log

No

Yes No

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

Informational Description Chart—this will import.

| College: Community Innovation and Education | Degree: MAT |
| Department: School of Teacher Education | Option: Nonthesis |
| Program Website: https://ccie.ucf.edu/science-education/ |
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:

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**Step 2**

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Track Description

The Teacher Education MAT, Science Education-Biology program is a state-approved initial teacher preparation program for students seeking certification to teach Biology in grades 6-12, including students previously certified to teach in another field. This Teacher Education MAT, Science Education-Biology Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Science-Ed-Biology-MAT-June2020.pdf.

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Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see education.ucf.edu/teach_grad.cfm for more information.

Curriculum

The Teacher Education MAT, Science Education, Biology program requires a minimum of 36-39 credit hours beyond the bachelor's degree. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

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Total Credit Hours Required: 36-39 Credit Hours Minimum beyond the
Total Credit Hours Required: 39 Credit Hours minimum beyond the Bachelor's Degree

Required Courses: 19-39 18 Credit Hours

Core: 13 12 Credit Hours

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

- ESE 6001 Orientation for Teacher Education
- ESE 6935 Introductory Seminar in Secondary Education
- EDG 6415 Principles of Instruction and Classroom Management
- EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
- EDF 6237 Principles of Learning and Introduction to Classroom Assessment
- TSL 5085 Teaching Language Minority Students in K-12 Classrooms

Methods: 6 Credit Hours

- LAE 5496 Disciplinary Literacy in the Content Areas
- SCE 5337 Issues and Methods in Secondary School Science

Elective Courses: 9 12 Credit Hours
The elective courses are chosen in accord with the student's area of specialization. Electives approved by adviser: 9 Credit Hours

**ESE 5344 Managing the Secondary Classroom**
**ESE 6036 Contemporary Issues in Secondary Education**
*After* Electives approved by advisor: 6 credits

---

**Internship: 6 Credit Hours**

**SCE 6946-Graduate Internship (6 Credit Hours, taken over two semesters)**

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.***

Students should ensure that they meet all requirements for Graduate Internship.

Complete **24 credit hours** EDG 6415 and TSL 5085 before first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.

Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at [http://www.education.ucf.edu/clinicalexpr/](http://www.education.ucf.edu/clinicalexpr/)

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

---

**Culminating Experience: 2 Credit Hours**
Additional Program Requirements

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.

Pass all required sections of the Florida Teacher Certification Examination.

Students are required recommended to have 30 credit hours of co-requisite science course work to meet certification requirements be prepared to teach science take the subject area exam in Biology for grades 6-12. These may be previously earned undergraduate or graduate science credits if students have difficulty passing the subject area examination, or include graduate credits in science approved for electives in the program. Only six hours of independent study courses may be content-based coursework will be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

Equipment Fee

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

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The MAT requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners.
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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

UPDATE: In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

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</tr>
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<td>GK Mathematics Subtest</td>
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NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator’s Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

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To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

## Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.
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Contact Info

Graduate Program

Tonjua Freeman PhD Assistant Professor Janet Andreasen, Ph. D.

Associate Lecturer
Tonjua

Janet.Freeman@ucf Andreasen@ucf.edu Telephone: 407-823-3270

ED-115 M 123Q

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
Graduate Fellowships
Grad Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
https://funding.graduate.ucf.edu

Graduate Financial Aid
UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised

Janet Andreasen
Activity Log
+ No
program, track, or certificate?* Yes No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?* Yes No

If yes, how will current students be impacted by this change?

**Future Students**

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in Biology for 6-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

**Year 1**

<table>
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<tr>
<th>Headcount:</th>
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</table>

**Year 2**

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</table>

**Year 3**

<table>
<thead>
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<th>Headcount:</th>
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</tr>
</thead>
</table>

Indicate likely career or student outcomes upon completion:

Upon completion, students are eligible for professional teaching certification in Florida.
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>
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<tbody>
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**Attachments**

Please attach the required files by navigating to the Proposal Toolbox and clicking 🔄 in the top right corner of the form.
Administration Use Only

Catalog Ownership:

- Janet Andreasen
  - School of Teacher Education

Program OID: 9129

Program Type:

- Janet Andreasen
  - Master

Degree Type:

- Janet Andreasen
  - Master of Arts in Teaching

Status:

- Janet Andreasen
  - Active-Visible
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.

Proposal Type:*  
- Program
- Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking 🔽 in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking 🔽 in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type: Graduate Program Revision

College:*  
- College of Community Innovation and Education

Activity Log

Janet Andreasen

College of Community Innovation and Education

College of Community Innovation and Education
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to
those tracks.

Course Action Request for two new/revised courses one revised course.

All tracks are being revised and World Languages Track being added.

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?

Janet Andreasen

+ No

☐ Yes ☑ No

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

College: Community Innovation and Education
Degree: MAT

Department: School of Teacher Education
Option: Nonthesis

Program Website: https://ccie.ucf.edu/science-education/
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 discard icon and proceed.
Track Description

The Teacher Education MAT, Science Education - Chemistry program is a state-approved initial teacher preparation program for students seeking certification to teach Chemistry in grades 6-12, including students previously certified to teach in another field. This Teacher Education MAT, Science Education-Chemistry Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Science-Ed-Chemistry-MAT-June2020.pdf.

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see education.ucf.edu/teach_grad.cfm for more information.

Curriculum

The Teacher Education MAT, Science Education-Chemistry program requires a minimum of 36-39 credit hours beyond the bachelor's degree. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See http://ccie.ucf.edu/explore-via/

Total Credit Hours Required: 36-39 Credit Hours Minimum beyond the
Total Credit Hours Required: 53 Credit Hours minimum beyond the Bachelor's Degree

Required Courses: **19-39 18 Credit Hours**

**Core:** **13 12 Credit Hours**

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

- **ESE 6001 Orientation for Teacher Education**
- **ESE 6935 Introductory Seminar in Secondary Education**
  - (Right) *
- **EDG 6415 Principles of Instruction and Classroom Management**
  - (Right) **
- **EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education**
- **EDF 6237 Principles of Learning and Introduction to Classroom Assessment**
- **TSL 5085 Teaching Language Minority Students in K-12 Classrooms**
  - (Right) **

**Methods:** 6 Credit Hours

- **LAE 5496 Disciplinary Literacy in the Content Areas**
- **SCE 5337 Issues and Methods in Secondary School Science**

**Elective Courses:** **9 12 Credit Hours**
The elective courses are chosen in keeping with the student’s area of specialization.

Electives approved by adviser 9 Credit Hours

ESE 5344 Managing the Secondary Classroom
ESE 6036 Contemporary Issues in Secondary Education

[After] Electives approved by advisor: 6 credits

Internship: 6 Credit Hours

SCE 6946-Graduate Internship (6 Credit Hours, taken over two semesters ***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

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Culminating Experience: 2-3 Credit Hours

ESE 6256 Critical Issues in Secondary Education
{Right} {taken twice}

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Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices. Pass all required sections of the Florida Teacher Certification Examination.

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**Contact Info**

**Graduate Program**

**Su Gao PhD**

Assistant Professor

su.gao@ucf.edu

Telephone: 407-823-4834

ED 115 F

**Graduate Admissions**

**Christina Dabrowski**

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

**Online Application**
Graduate Fellowships

Graduate Financial Aid

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

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu
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Activity Log

Janet Andreasen

+ No

☐ Yes ☐ No

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SCHs: 

Year 2

Headcount: 

SCHs: 

Year 3

Headcount: 

SCHs: 
Indicate likely career or student outcomes upon completion: 

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(Specify all forms of support – assistantships, fellowships, and tuition remission.)

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**Faculty List**

<table>
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<tr>
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<tbody>
<tr>
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<table>
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</table>

**Support from involved units that no duplication exists**

<table>
<thead>
<tr>
<th>Janet Andreasen</th>
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**BOG CIP Change Form**

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**Administration Use Only**

**Catalog Ownership:**

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<tr>
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<tbody>
<tr>
<td>School of Teacher Education</td>
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</tbody>
</table>

| School of Teacher Education |

**Program OID** 9130

**Program Type**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Master</td>
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| Master |

**Degree Type**

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<tr>
<th>Janet Andreasen</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching</td>
<td></td>
</tr>
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</table>

| Master of Arts in Teaching |
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

Program Type:*  
- Program
- Shared Core

**Read before you begin**

TURN ON help text before starting this proposal by clicking 🔄 in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking ⬇️ in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⬇️ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type:*  
- Graduate Program Revision

College:*  
- Janet Andreasen
- College of Community Innovation and Education

Activity Log
- College of Community Innovation and Education
<table>
<thead>
<tr>
<th><strong>Unit / Department / College:</strong></th>
<th><strong>Activity Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Janet Andreasen</em></td>
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| **School of Teacher Education** |

| **Unit(s) Housing Program:** |

<table>
<thead>
<tr>
<th><strong>Type of Action:</strong></th>
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<tbody>
<tr>
<td><em>Janet Andreasen</em></td>
</tr>
<tr>
<td>+ <em>Track</em></td>
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- Program
- ✔ Track
- - Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking ➔ in the top left corner of the form.

<table>
<thead>
<tr>
<th><strong>Name of program, track and / or certificate:</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Teacher Education MAT, Science Education-Physics Track</em></td>
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</tbody>
</table>

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<tr>
<th><strong>Are you revising the name of the program, track, or certificate?</strong></th>
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<td><em>Janet Andreasen</em></td>
</tr>
<tr>
<td>+ No</td>
</tr>
</tbody>
</table>

- Yes
- No

<table>
<thead>
<tr>
<th><strong>Proposed Effective Term / Year:</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Summer 2021</em></td>
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<table>
<thead>
<tr>
<th><strong>Are you revising the Admissions Requirements of the program?</strong></th>
</tr>
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<td><em>Janet Andreasen</em></td>
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<td>+ Yes</td>
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- Yes
- No

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<th><strong>Rationale for revision:</strong></th>
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- No
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Course Action Request for **two new/revised courses one revised course**.

All tracks are being revised and World Languages Track being added.

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<tr>
<td>☑ No</td>
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If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

<table>
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<th>Informational Description Chart - this will import.*</th>
</tr>
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<tbody>
<tr>
<td><strong>College:</strong> Community Innovation and Education</td>
</tr>
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<td><strong>Degree:</strong> MAT</td>
</tr>
<tr>
<td><strong>Department:</strong> School of Teacher Education</td>
</tr>
<tr>
<td><strong>Option:</strong> Nonthesis</td>
</tr>
<tr>
<td><strong>Program Website:</strong> <a href="https://ccie.ucf.edu/science-education/">https://ccie.ucf.edu/science-education/</a></td>
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Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

* There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the ✗ and proceed.
Track Description

The Teacher Education MAT, Science Education - Physics program is a state-approved initial teacher preparation program for students seeking certification to teach Physics in grades 6-12, including students previously certified to teach in another field. The Teacher Education MAT, Science Education-Physics Track has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CCIE-Teacher-Ed-Science-Ed-Physics-MAT-June2020.pdf.

The Master of Arts in Teaching is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.

Students in the Mathematics Education and Science Education tracks may be eligible for Teacher Education Assistance for College and Higher Education (TEACH) grant. Please see education.ucf.edu/teach_grad.cfm for more information.

Curriculum

The Teacher Education MAT, Science Education-Physics program requires a minimum of 36-39 credit hours beyond the bachelor's degree. The program is a secondary (grades 6-12) program for noneducation majors at the undergraduate level or teachers previously certified in another field.

The MAT requires an online portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners. In addition, an internship is required.

All teacher education candidates are required to complete Via™ by Watermark requirements before being certified for graduation. Via™ by Watermark access is required for the portfolio. See http://ccie.ucf.edu/explore-via/

Total Credit Hours Required: 36-39 Credit Hours Minimum beyond the
Total Credit Hours Required: 39
Credit Hours minimum beyond the Bachelor's Degree:

Required Courses: 19–39 18 Credit Hours

Core: 13 12 Credit Hours

*Must be taken in the first semester in the program.

**Must be taken prior to internship.

ESE 6001 Orientation for Teacher Education
ESE 6935 Introductory Seminar in Secondary Education
[Right] *
EDG 6415 Principles of Instruction and Classroom Management
[Right] *
EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education
EDF 6237 Principles of Learning and Introduction to Classroom Assessment
TSL 5085 Teaching Language Minority Students in K-12 Classrooms
[Right] **

Methods: 6 Credit Hours

LAE 5496 Disciplinary Literacy in the Content Areas
SCE 5337 Issues and Methods in Secondary School Science

Elective Courses: 9 12 Credit Hours
Students choose electives in keeping with their specialization:

Electives approved by adviser: 9 Credit Hours

ESE 5344 Managing the Secondary Classroom
ESE 6036 Contemporary Issues in Secondary Education

Electives approved by advisor: 6 credits

Internship: 6 Credit Hours

SCE 6946-Graduate Internship (6 Credit Hours, taken over two semesters ***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

Students should ensure that they meet all requirements for Graduate Internship.

Complete 24 credit hours EDG 6415 and TSL 5085 before first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship. Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.

Students must apply and be approved for graduate internship. Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5.065.

Culminating Experience: 2-3 Credit Hours
**Additional Program Requirements**

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.

Pass all required sections of the Florida Teacher Certification Examination.

Students are required recommended to have 30 credit hours of co-requisite science course work to meet certification requirements be prepared to teach science take the subject area exam in Physics for grades 6-12. These may be previously earned undergraduate or graduate science credits if students have difficulty passing the subject area examination, or include graduate credits in science approved for electives in the program. Only six hours of independent study courses may content-based coursework will be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

**Equipment Fee**

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.

**Independent Learning**

The MAT requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment of the beginning level of performance for all Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished
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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

UPDATE: In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT SUBTEST</th>
<th>GRE SUBTEST</th>
<th>MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
</tr>
<tr>
<td>GK English Language Subtest Skills</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Reading Subtest</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Mathematics Subtest</td>
<td>GRE Quantitative Reasoning</td>
<td>A scaled score of 147</td>
</tr>
</tbody>
</table>

NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a
Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program without going through the university’s application process.

**Application Deadlines**

<table>
<thead>
<tr>
<th>Science Education-Physics</th>
<th>*Fall Priority</th>
<th>Fall</th>
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<th>Summer</th>
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<td>Domestic Applicants</td>
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<td>Jan 1</td>
<td></td>
<td>Apr 1</td>
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<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Nov 1</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.

**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
Su Gao PhD
Assistant Professor
su_gao@ucf.edu
Telephone: 407-823-4834
ED 115 F

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
Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program?

Janet Andreasen

Activity Log

No
program, track, or certificate?*  

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?*

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in Physics for 6-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

Year 1

Headcount:  

SCHs:  

Year 2

Headcount:  

SCHs:  

Year 3

Headcount:  

SCHs:  

Indicate likely career or student outcomes upon completion:

Upon completion, students are eligible for professional teaching certification in Florida.
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>
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</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
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<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
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</tbody>
</table>

### Year 2

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</table>

### Year 3

<table>
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<th>Number of assistantship students</th>
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### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking 📄 in the top right corner of the form.
<table>
<thead>
<tr>
<th>Faculty List*</th>
<th>Activity Log</th>
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### Administration Use Only

#### Catalog Ownership:

| Janet Andreasen | School of Teacher Education |

Program OID 9131

#### Program Type

| Janet Andreasen | Master |

#### Degree Type

| Janet Andreasen | Master of Arts in Teaching |
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Proposal Type:*  
- Graduate Program Revision

College:*  
- Janet Andreasen  
  College of Community Innovation and Education

Activity Log  
- College of Community Innovation and Education
Unit / Department / College:*
Janet Andreasen
+ School of Teacher Education

School of Teacher Education

Unit(s) Housing Program:

Type of Action:*
Janet Andreasen
+ Track

☐ Program
☐ Track
☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking ➔ in the top left corner of the form.

Name of program, track and / or certificate:* Teacher Education MAT, Social Science Education Track

Are you revising the name of the program, track, or certificate?*
Janet Andreasen
+ No

☐ Yes ☐ No

Proposed Effective Term / Year:* Summer 2021

Are you revising the Admissions Requirements of the program?*
Janet Andreasen
+ Yes

☐ Yes ☐ No

Rationale for revision:
The program is making revisions to streamline courses. This will help with recruitment and scheduling. There have been three 1-credit courses that students take that have been difficult to schedule. Those three courses are combined into one new course and a zero-credit orientation course is added. The program is also requesting to change admission terms to summer and fall. The content co-requisite requirement has been changed to recommended rather than required. Additional secondary courses are added to the 5-9 and 6-12 tracks which adds 3 credits to
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<td></td>
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**Informational Description Chart**

- **College:** Community Innovation and Education
- **Degree:** MAT
- **Department:** School of Teacher Education
- **Option:** Nonthesis
- **Program Website:** https://ccie.ucf.edu/social-science-education/
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:

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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.

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Methods: 6 Credit Hours

LAE 5496 Disciplinary Literacy in the Content Areas
SSE 5790 Inquiry and Instructional Analysis in Social Science Education

Elective Courses: **9 12** Credit Hours

These electives are chosen in the student’s area of specialization, and all must be at the 5000 level and higher. Substitutions may be approved by the
SSE electives 6 Credit Hours Social science content elective in other programs and departments (3 credit hours minimum), including, but not limited to, the following course prefixes: AFH, AMH, ASH, CPO, EUH, HIS, INR, LAH, or POS:

ESE 5344 Managing the Secondary Classroom
ESE 6036 Contemporary Issues in Secondary Education
SSE 6396 Teaching with Primary Sources in the History Classroom
SSE 6636 Contemporary Social Science Education

Internship: 6 Credit Hours

SSE 6946-Graduate Internship (6 Credit Hours, taken over two semesters ***)

***The two semester requirement applies to on-the-job internships and most traditional internships. Traditional internships may be completed in one semester with advisor approval. The two-semester internship must be completed over one academic year. One-semester traditional internships must be completed in spring.

Students should ensure that they meet all requirements for Graduate Internship.

Complete 24 credit hours EDG 6415 and TSL 5085 before first semester of the program, including all core courses plus methods courses internship.

Overall graduate GPA must be 3.0 or higher. No more than 6 credit hours of co-requisite content requirements can be outstanding at the time of admission to graduate internship.

Passing scores on the appropriate Subject Area Examination and Professional Education Examination are required prior to admission to the second semester of graduate internship.

Students must apply and be approved for graduate internship.

Deadline dates and applications are available through the Office of Clinical Experiences at http://www.education.ucf.edu/clinicalexp/

Satisfactory completion of the Graduate Internship requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices at the beginning level in accordance with State Board of Education Rule 6A-5. 065.
Culminating Experience: **2** 3 Credit Hours

**ESE 6256 Critical Issues in Secondary Education**

[Right] [taken twice]

---

**Additional Program Requirements**

Complete an electronic portfolio all key assignments in Via according to program guidelines. This portfolio requires demonstration of professional growth, reflection, and proficiency in the Florida Educator Accomplished Practices.

Pass all required sections of the Florida Teacher Certification Examination.

Students are required recommended to have 30 credit hours of social science course work to meet certification requirements be prepared to teach social science take the subject area exam in Social Science for grades 6-12. These may be previously earned undergraduate or graduate social science credits or include graduate credits in social science approved for electives in If students have difficulty passing the program. Only six hours of independent study courses may subject area examination, content-based coursework will be used to satisfy degree requirements recommended. It is important to see an adviser if courses are difficult to schedule in content areas.

---

**Equipment Fee**

Students in the Master of Arts in Teacher Education program pay a $64 equipment each semester that they are enrolled. Part-time students pay $32 per semester.
The MAT requires a portfolio of both reflective practice/analysis of professional development and demonstration of attainment for all of the Florida Educator Accomplished Practices (FEAPs). Multiple artifacts and reflective analysis are required for each of the accomplished practices. All portfolio entries are critical components of learning since they are the primary means of accessing the professional development of students as reflective practitioners.

In addition, an internship is required for the portfolio. In addition, an internship is required.

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.

Passing score on all four parts of the Florida Teacher Certification Examination/General Knowledge Test (FTCE/GKT) OR a competitive score on the Graduate Record Exam (GRE) score. This program does not require GRE for admission, but in accordance with Florida Statute 1004.4 and State Board of Education Rule 6A-5.066, admission to this graduate-level, state-approved initial teacher preparation program requires demonstrating mastery of general knowledge.

UPDATE: In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

<table>
<thead>
<tr>
<th>FTCE GKT SUBTEST</th>
<th>GRE SUBTEST</th>
<th>MINIMUM GRE SCORE REQUIRED TO SUBSTITUTE FOR GK SUBTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>GK Writing Subtest (Essay)</td>
<td>GRE Analytical Writing</td>
<td>A combined score of 4 out of 6</td>
</tr>
<tr>
<td>GK English Language Subtest Skills</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
<tr>
<td>GK Reading Subtest</td>
<td>GRE Verbal Reasoning</td>
<td>A scaled score of 151</td>
</tr>
</tbody>
</table>
GK Mathematics Subtest | GRE Quantitative Reasoning | A scaled score of 147

NOTE: Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator's Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc, only.

To align with current student standards and, therefore, be acceptable to satisfy educator requirements, a passing score on an examination identified in state board rule must have been earned during the ten (10) years immediately preceding application and qualification for a certificate, unless otherwise stipulated in relevant statute or rule.

Students may not switch from an MAT program to an MEd program, or vice versa, without going through the university's application process.

Application Deadlines

<table>
<thead>
<tr>
<th>Social Science Education</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
<td></td>
<td>Jan 1</td>
<td></td>
<td>Nov 1</td>
</tr>
</tbody>
</table>

*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College
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

Scott Waring PhD
Associate Professor
socscied@ucf.edu
Telephone: 407-823-1766
ED 206J

William Russell PhD
Associate Professor
russell@ucf.edu
Telephone: 407-823-4345
Education 115J

Graduate Admissions

Christina Dabrowski
Graduate Fellowships

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu
Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Janet Andreasen
+ 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?*

Janet Andreasen
+ No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students seeking teacher certification in Social Sciences for 6-12 settings will be likely to enroll. The program is state-approved by the Florida Department of Education and leads to professional teaching certification upon graduation.

Year 1

Headcount:

SCHs:

Year 2
### Year 2

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
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</thead>
</table>

### Year 3

<table>
<thead>
<tr>
<th>Headcount:</th>
<th>SCHs:</th>
</tr>
</thead>
</table>

Indicate likely career or student outcomes upon completion: *Upon completion, students are eligible for professional teaching certification in Florida.*

Please complete the following section on financial support:

( Specify all forms of support – assistantships, fellowships, and tuition remission.)

#### Year 1

<table>
<thead>
<tr>
<th>Number of assistantship students:</th>
<th>Source of funds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of fellowship students (specify fellowship):</td>
<td>Source of funds:</td>
</tr>
<tr>
<td>Number of tuition remissions:</td>
<td>Source of funds:</td>
</tr>
</tbody>
</table>

#### Year 2

| Number of assistantship students: | Source of funds: |
| Number of fellowship students (specify fellowship): | Source of funds: |
| Number of tuition remissions: | Source of funds: |

#### Year 3

| Number of assistantship students: | Source of Funds |
| Number of fellowship students | |
### Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

**Faculty List**

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity Log</th>
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</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
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</tr>
<tr>
<td></td>
<td>Attached  Not Applicable</td>
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</table>

**Support from involved units that no duplication exists**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td>Janet Andreasen</td>
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</tr>
<tr>
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</table>

**BOG CIP Change Form**

| Attached  Not Applicable |

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### Administration Use Only

**Catalog Ownership**

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<th>Name</th>
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<tbody>
<tr>
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**Program OID**

9132

**Program Type**

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<td></td>
<td>Master</td>
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</tbody>
</table>
General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select Program below.

**Read before you begin**

TURN ON help text before starting this proposal by clicking 📘 in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking 🔽 in the top left corner.

FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking ⬤ in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type: *

Graduate Program Revision

College: *

Janet Andreasen

Activity Log

College of Community Innovation and Education

College of Community Innovation and Education
<table>
<thead>
<tr>
<th>Unit / Department / College:</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
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<tr>
<td>+ School of Teacher Education</td>
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<tr>
<td><strong>School of Teacher Education</strong></td>
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</table>

<table>
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<th>Unit(s) Housing Program:</th>
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</table>

<table>
<thead>
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<th>Activity Log</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>+ Certificate</td>
<td></td>
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</tbody>
</table>

- Program
- Track
- Certificate

**IMPORT PROGRAM NOW!** Please use the Import feature to import the program information from the Catalog by clicking ![Import Program Now](import_icon) in the top left corner of the form.

<table>
<thead>
<tr>
<th>Name of program, track and / or certificate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Languages Education-Languages Other Than English (LOTE) Graduate Certificate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you revising the name of the program, track, or certificate?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
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<tr>
<td>+ No</td>
<td></td>
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</table>

- Yes
- No

<table>
<thead>
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<th>Proposed Effective Term / Year:</th>
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<tbody>
<tr>
<td>Summer 2021</td>
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<table>
<thead>
<tr>
<th>Are you revising the Admissions Requirements of the program?</th>
<th>Activity Log</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
<td></td>
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<tr>
<td>+ No</td>
<td></td>
</tr>
</tbody>
</table>

- Yes
- No

<table>
<thead>
<tr>
<th>Rationale for revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The catalog showed two Two of the elective courses are too similar to both be taken. This revision will add the stipulation that these courses required which should cannot both be a choice taken to meet the requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you will be submitting other revision forms for</th>
</tr>
</thead>
</table>
If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until after launch. Program revisions before launch will not be tracked.

<table>
<thead>
<tr>
<th>Informational Description Chart - this will import.*</th>
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</thead>
<tbody>
<tr>
<td><strong>College</strong>: Community Innovation and Education</td>
</tr>
<tr>
<td><strong>Degree</strong>: CRT</td>
</tr>
<tr>
<td><strong>Department</strong>: School of Teacher Education</td>
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<tr>
<td><strong>Program Website</strong>: <a href="https://ccie.ucf.edu/world-languages-education/">https://ccie.ucf.edu/world-languages-education/</a></td>
</tr>
</tbody>
</table>

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

**Step 1**

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.
Program Description

The World Languages Education - Languages Other Than English (LOTE) graduate certificate builds knowledge and skills in teaching and assessing academic subjects and supporting second language acquisition and literacy for teaching languages other than English. The graduate certificate is well suited for students pursuing a graduate degree in a language other than English or for students with graduate standing who are proficient in a LOTE that they would like to teach.

Students who successfully complete this graduate certificate can expect to increase their marketability in careers that include educational components such as instructing, training and lecturing. This graduate certificate is designed to promote student success in instructional settings, particularly in the PreK-12 school setting, but does not directly qualify students for teacher certification. Courses used to earn this certificate may not also be used to earn the World Languages Education - English for Speakers of Other Languages (ESOL) graduate certificate.

Curriculum

The World Languages Education, Languages Other Than English (LOTE) graduate certificate builds knowledge and skills in teaching and assessing academic subjects and supporting second language acquisition and literacy for teaching languages other than English. The graduate certificate is well suited for students pursuing a graduate degree in a language other than English or for students with graduate standing who are proficient in a LOTE that they would like to teach. To earn the certificate, students complete four required courses (12 credit hours total).

**Total Credit Hours Required: 12 Credit Hours Minimum beyond the Bachelor's Degree**

Required Courses: 12 Credit Hours

TSI 5085 Teaching Language Minority
TSL 5085 Teaching Language Minority Students in K-12 Classrooms
TSL 6250 Applied Linguistics in ESOL

[Right] Choose two from the list:
TSL 6379 Second Language Literacy
FLE 6695 Professional Development in Foreign Language Education
FLE 5345 Teaching World Languages in K-12 Schools

[After] OR

TSL 5345 Methods of ESOL Teaching

[Before] Note: Students can take either FLE 5345 or TSL 5345 but not both.

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.

Application Deadlines

<table>
<thead>
<tr>
<th>World Languages Education - Languages Other Than English (LOTE) Graduate Certificate</th>
<th>*Fall Priority</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Applicants</td>
<td></td>
<td>Jul 1</td>
<td>Dec 1</td>
<td>Apr 1</td>
</tr>
<tr>
<td>International Applicants</td>
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*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.

Contact Info

Graduate Program

Michele Regalla PhD

Assistant Professor
Graduate Admissions
Michele Regalla@ucf.edu
Telephone: 4074823-0074
ED 122A

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

<table>
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<tr>
<th>Will students be moved from an existing program, track, or certificate into this revised...</th>
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</thead>
<tbody>
<tr>
<td>Janet Andreasen</td>
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</table>
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Activity Log

Janet Andreasen

Will students have the option to stay in their existing program, track, or certificate?*

Yes  No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students for this certificate are likely to be practicing teachers or prospective teachers in local schools. Students enrolled in the MAT programs may also be interested in this certificate. There is no licensure or certification directly connected to this certificate.

Year 1

Headcount:  

SCHs:  

Year 2

Headcount:  

SCHs:  

Year 3

Headcount:  

SCHs:  

Indicate likely career or student outcomes upon completion: 

Students completing this certificate would likely be practicing teachers or those...
Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

### Year 1

<table>
<thead>
<tr>
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### Year 2

<table>
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<tr>
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### Year 3

<table>
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<tr>
<th>Number of assistantship students</th>
<th>Source of Funds</th>
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<tbody>
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### Attachments

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<tr>
<td><strong>School of Teacher Education</strong></td>
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**School of Teacher Education**

<table>
<thead>
<tr>
<th><strong>Program OID</strong></th>
<th>9074</th>
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<table>
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