

Graduate Council Curriculum Committee
March 2, 2016
3:00 p.m., 395 Millican Hall

Agenda

1. Welcome and call to order
2. Approval of the minutes from the last meeting (curriculum, course)
3. PENDING – Revisions to the Global Health and Public Affairs Graduate Certificate, COHPA – Approved with conditions by Committee: pending further clarification via course prefix, as well as written agreement from the College of Medicine.
4. PENDING - Revisions to the Health Information Administration Graduate Certificate, COHPA - Tabled by Committee: pending review of syllabi of both classes and detailed rationale for said change.
5. Revisions to the M.S. Interactive Entertainment Program, CAH
6. Revisions to the MSCE Program Track, CECS
7. Revisions to the Civil Engineering Program Track, CECS
8. Revisions to the MSVE Program Track, CECS
9. Revision to the EDD Educational Leadership, Higher Education Track, CEDHP
10. Revision to the PhD Education, Higher Education Track, CEDHP
11. Revision to the Teaching English to Speakers of Other Languages, CEDHP
12. Courses and special topics
13. Adjournment

Members of the Graduate Council Curriculum Committee

Deborah Breiter Terry, Chair, RCHM
Charles Kelliher, CBA
Claire Knox, COHPA
Elsie Olan, CEHP
Wanda Raimundi-Ortiz, CAH
Jennifer Sandoval, COS
Art Weeks, CECS
Diane Andrews, CON
Steven Ebert, COM
Shuo “Sean” Pang, COP
Terrie Sypolt, LIB
Andrea Pulido, GSA
John Weishampel, CGS Liaison



Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Health and Public Affairs

Proposed Effective Term/Year: Spring 2016

Unit(s) Housing Program: Department of Health Management and Informatics

Name of program, track and/or certificate: Health Information Administration Certificate

Please check all that apply: This action affects a: Program Track Certificate

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

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

The certificate would like to replace HSA 6175: Advanced Trends in Health Care Finance and Management with HSA 6179: Financial Accounting for Health Care Managers in the MS - Health Sciences - Executive Health Services Administration Track. HSA6179's course objectives and content aligns with the course objectives of HSA6175. Due to the low enrollment of the certificate since its inception this fall 2015 semester (1 enrollment) it is more practical to have students take HSA6179 than to open HSA6175 for only a couple of students.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. Remember to attach the catalog copy showing changes, using Track Changes in Word.

- Replace HSA 6175: Advanced Trends in Health Care Finance and Management (4 credit hours) with HSA 6179 Financial Accounting for Health Care Managers (4 credit hours)



Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) <u>Reid Oetjen</u>	(Signature) <u>[Signature]</u>	Date <u>11/9/15</u>
/Director		
College Academic (Print) <u>Ross Wolf</u>	(Signature) <u>[Signature]</u>	Date <u>1/11/16</u>
Standards		
College Dean (Print) <u>Mike Frumkin</u>	(Signature) <u>[Signature]</u>	Date <u>1/2/16</u>
Graduate Council (Print) <u>Deborah Breiter Terry</u>	(Signature) <u>[Signature]</u>	Date <u>2.17.16</u>
Graduate Dean <u>[Signature]</u> (Print)	(Signature) _____	Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:
Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

Health Information Administration Certificate

 [Hide preferences menu.](#)

- [Program Description](#)
- [Curriculum](#)
- [Application Requirements](#)
- [Application Deadlines](#)
- [Contact Information](#)

Related PROGRAMS

- [Health Care Informatics MS, Professional Science Master's](#)

Program DISCIPLINES

This program belongs to the following disciplines:

- [Health Sciences](#)

FEEDBACK

College : [Health and Public Affairs](#)

Degree : CRT

Department : [Health Management and Informatics](#)

Option : N/A

Program Websites : <http://www.cohpa.ucf.edu/hmi/>

PROGRAM DESCRIPTION

The Department of Health Management and Informatics offers a Health Information Administration Graduate Certificate program that requires 20 credit hours of graduate coursework. This program is designed to meet the growing demand for highly trained health care information management professionals. Admission is only open to those in the UCF MS in Health Care Informatics program.

[Read More](#) 

CURRICULUM

The Graduate Certificate in Health Information Administration requires 20 credit hours of graduate study in addition to enrollment in the MS in Health Care Informatics program. Courses are offered online as a cohort program with all students completing two courses per semester. All students must take the courses in the prescribed sequence. Visit the program website (see above) for the program cohort schedule.

Total Credit Hours Required:

20 Credit Hours Minimum beyond the Master's Degree

Prerequisites

The following prerequisites are required for consideration of admission to the graduate certificate program:

- Anatomy and Physiology I and II

Required Courses--20 Credit Hours

- HIM 6293 Health Care Coding and Diagnosis (ICD-10) (4 credit hours)
- HSA 6189 Health Care Procedural Coding and Reimbursement (4 credit hours)
- HSA 6752 Health Care Analytics (4 credit hours)
- HSA 6759 Outcomes Management (4 credit hours)
- HSA 6175 Advanced Trends in Health Care Finance and Management (4 credit hours) HSA 6179 Financial Accounting for Health Care Managers (4 credit hours)

Cost Per Credit Hour

For the Graduate Certificate in Health Information Administration program, the cost per credit hour is \$833.00.

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 admission requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- Goal statement indicating how the RHIA Graduate Certificate will enhance career goals or why the applicant wants to pursue this certification (at least 1 page, double-spaced, 12 pt).
- Resume (no longer than two pages).
- 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 and TOEFL

scores. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

Admission to the program is competitive, based on evaluation of the applicant's abilities, past academic performance, work experience, and the match of the program with career goals. The RHIA Graduate Certificate program accepts the most qualified Masters in HCI students. Not all students who apply may be accepted, even if minimum requirements are met. Furthermore, personal phone interviews may be used as part of the evaluation process.

Application Deadlines

Health Information Administration Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Dec 1	Apr 15
International Applicants	-	-	-	-
International Transfer 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.

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Contact INFO

Request Program Information

Graduate Program

Alice Noblin
Lecturer
Alice.Noblin@ucf.edu
Telephone: 407-828-2353
HPA2 210D

Graduate Admissions

Adriana Kelly
gradadmissions@ucf.edu
Telephone: 407-828-2766
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-HI-58

TOEFL: 5233

ETS PRI: 5233

Faculty in the Health Information Administration Certificate

1. Alice Noblin, PhD, RHIA, CCS
2. Thomas Falen, DHSc, MA, RHIA
3. P. Shannon Elswick, FACHE



Department of Health Management & Informatics

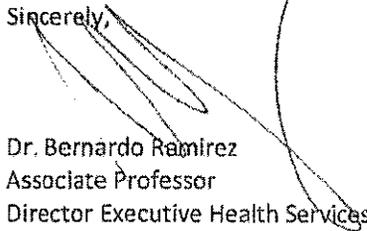
October 27, 2015

Dear Graduate Council Committee,

Please accept this letter as my approval to allow the Health Information Administration Certificate to use HSA 6179: Financial Accounting for Health Care Managers in the Executive Health Services Administration track as a course replacement for HSA 6175: Advanced Trends in Health Care Finance in the certificate program's curriculum.

As the Program Director for the MS – Health Sciences – Executive Health Services Administration Track, I am in support of the Certificate program using HSA 6179 in their curriculum.

Sincerely,


Dr. Bernardo Ramirez
Associate Professor
Director Executive Health Services Administration Program
Director Global Initiatives

College of Health and Public Affairs

P.O. Box 162205 • Orlando, FL 32816-2205 • 407-823-2359 • FAX: 407-823-6138



Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: Arts and Humanities

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: Florida Interactive Entertainment Academy

Name of program, track and/or certificate: M.S. Interactive Entertainment

Please check all that apply: This action affects a: Program Track Certificate

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

Brief description of program and rationale of the revision: **Do not add complete catalog copy here.**

The Master's of Science in Interactive Entertainment at UCF's Florida Interactive Entertainment Academy (FIEA) teaches artists, programmers, and producers the techniques, tools, and skills to succeed in the gaming industry. The rationale for the revision is to create distinct classes previously listed as a lab section of DIG 5045C, DIG 5046C, and DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. We are revising the program to better clarify all specializations. These revisions are in response to the 2012-2013 Academic Program Review recommendations. (Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic).

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

*The three lab specialization will split into the 3 courses:
-DIG 5045C (Fall) will become 3 separate courses
-DIG 5046C (Spring) will become 3 separate courses
-DIG 6785C (Summer) will become 3 separate courses
-Each of these new separate courses per semester will be required of the students in that particular specialization.
* We will add a new course that will replace DIG 5549C, called Experimentation, Application, and Innovation in Games.
*We will add a new course to the Fall semester for those students entering their final semester. This course will be called Digital Venture Practicum. It will be 6 credit hours like DIG 6944C, but will not contain the lab component.

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

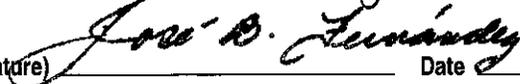
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) <u>Ben Noel</u>	(Signature) <u></u>	Date <u>2/15/16</u>
/Director		
College Academic (Print) <u>LENN BEPNER</u>	(Signature) <u></u>	Date <u>2/16/16</u>
Standards		
College Dean (Print) <u>José B. Fernández</u>	(Signature) <u></u>	Date <u>2/16/16</u>
Graduate Council (Print) _____	(Signature) _____	Date _____
Graduate Dean (Print) _____	(Signature) _____	Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

PROGRAM DESCRIPTION

The Master's of Science in Interactive Entertainment at UCF's Florida Interactive Entertainment Academy (FIEA) teaches artists, programmers, and producers the techniques, tools, and skills to succeed in the gaming industry. The program provides specific skills in the area of game design, as well as essential skills such as problem solving, teamwork, and project management. Students are selected for admission into production teams based on the skills they possess and contributions they can make to their production team.

FIEA provides a team-based, industry-oriented education in a world-class facility located at UCF's Center for Emerging Media in downtown Orlando. Student production teams are mentored by industry experts and researchers who provide instruction in game design, creative collaboration, rapid prototyping, 3-D animation and modeling, documentation, software engineering, legal and ethical issues, preproduction, and postmortems. Graduates have access to internship opportunities and job interviews with game and media companies from across the country.

[Read More](#) ▶

CURRICULUM

The Interactive Entertainment MS degree requires a minimum of 30 credit hours beyond the bachelor's degree including 12 credit hours of core courses, 9 credit hours of specialization, a practicum and a capstone experience.

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—24 Credit Hours

Core—12 Credit Hours

The foundation of the degree is the four-course core sequence that focuses on team-based learning. This sequence is designed to provide declarative, procedural, and strategic knowledge in a variety of issues related to game design. These include creative collaboration, rapid prototyping, 3-D animation and modeling, documentation, software engineering, legal and ethical issues, preproduction, and postmortems.

- DIG 5529C Production for Media (3 credit hours)
- DIG 5548C Rapid Prototype Production I (3 credit hours)
- ~~DIG 5549C Rapid Prototype Production II (3 credit hours)~~
- DIG 5XXX Experimentation, Application and Innovation in Games (3 credit hours)
- DIG 6547C Preproduction and Prototyping (3 credit hours)

Specialization—9 Credit Hours

Specialization courses help prepare students in their chosen field (Programming, Art or Production) by covering the details of each discipline. Programming classes focus on software engineering techniques as they apply to interactive entertainment products, while production classes focus on the specifics of game design as well as project management. Art classes help students develop aesthetic and technical skills necessary to create compelling visuals for the entertainment industry.

- DIG 5045C Principles of Interactive Entertainment I (3 credit hours)
- DIG 5046C Principles of Interactive Entertainment II (3 credit hours)
- DIG 6785C Advanced Interactive Entertainment (3 credit hours)
 - Art Specialization Students will take the following
 - DIG 5XXXC Digital Asset Creation (Fall - 3 credit hours)
 - DIG 6XXXC Advanced Digital Asset Creation (Spring - 3 credit hours)
 - DIG 6XXXC Digital Asset Portfolio Development (Summer - 3 credit hours)
 - Production Specialization Students will take:
 - DIG 5XXX Production and Design I (Fall - 3 credit hours)
 - DIG 6XXX Production and Design II (Spring - 3 credit hours)
 - DIG 6XXX Media Distribution (Summer - 3 credit hours)
 - Programming Specialization Students will take:
 - DIG 5XXX Game Programming Fundamentals (Fall - 3 credit hours)
 - DIG 6XXX Advanced Game Programming (Spring - 3 credit hours)
 - DIG 6XXX Applied Programming Mechanics (Summer - 3 credit hours)

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Capstone—3 Credit Hours

The capstone experience applies the concepts and theories learned to produce a large-scale project. The target deliverable is a playable demonstration of a game that simulates the core experience and demonstrates the key features of the project's vision. The course concludes with a special event premiering the final project to the FIEA community and invited guests.

- DIG 6718C Interactive Entertainment Project (3 credit hours)

Practicum—6 Credit Hours

The practicum is a supervised experience supplementing theoretical and practical experiences involving new research developments or partnerships within industry. Students may participate on a research team exploring new ideas in interactive entertainment with industry partners, work on an on-site internship with a game company, or develop their own interests by working with faculty on a personal research area of interest.

- DIG 6944C Game Design Practicum (6 credit hours) "or"

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- DIG 6XXXC Digital Venture Practicum (6 credit hours)

Independent Learning

Both the capstone course and the practicum provide independent learning experiences. The capstone experience is a project-based class that features a game demonstration. The practicum allows students to work with industry partners, in an internship, or to conduct research.

APPLICATION REQUIREMENTS

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score taken within the last five years.
- A portfolio of prior work as it relates to their area of specialization (art, programming, production, etc.) sent directly to the Florida Interactive Entertainment Academy.
- Applicants must submit 3 personal references with your portfolio. These references should be willing and able to attest to your academic, professional and personal achievements. These references need to include the following info:
 - Reference Name
 - Email address
 - Phone number
 - Relationship to applicant

This program admits students in the fall semesters into production teams. Students will be selected based on the skills they possess and contributions they can make to the production team.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Because of the high volume of portfolios received, we regret that we cannot offer individual feedback on the materials that are submitted as part of the application process.

Application Deadlines

Interactive Entertainment MS	Fall Priority	Fall	Spring	Summer

Domestic Applicants	Jan 15	Jul 15	-	-
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 1	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

FINANCIALS

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

Fellowships

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

Florida Interactive Entertainment Academy

Course Additions Request

Current

- **DIG 5045C Principles of Interactive Entertainment I (3)**
 - Concentration: Production
 - Concentration: Programming
 - Concentration: Art & Tech Art
- **DIG 5046C Principles of Interactive Entertainment II (3)**
 - Concentration: Production
 - Concentration: Programming
 - Concentration: Art & Tech Art
- **DIG 5549C Rapid Prototype Production II (3)**
- **DIG 6785C Advanced Interactive Entertainment (3)**
 - Concentration: Production
 - Concentration: Programming
 - Concentration: Art & Tech Art
- **DIG 6944C Game Design Practicum (6)**
 - Internship
 - Venture

Proposed

- **DIG 5XXX Production & Design I (3)**
- **DIG 5XXX Game Programming Fundamentals (3)**
- **DIG 5XXXC Digital Asset Creation (3)**
- **DIG 6XXX Production & Design II (3)**
- **DIG 6XXX Advanced Game Programming (3)**
- **DIG 6XXXC Advanced Digital Asset Creation (3)**
- **DIG 5XXX Experimental, Application & Innovation in Games (3)**
- **DIG 6XXX Media Distribution (3)**
- **DIG 6XXX Applied Programming Mechanics (3)**
- **DIG 6XXXC Digital Asset Portfolio Development (3)**
- **DIG 6XXXC Digital Venture Practicum (6)**

MS in Interactive Entertainment and their Credentials

Thomas Carbone, MSEE
Research Associate

Rick Hall, BSE
Research Associate

Ben Noel, MBA
Director of FIEA

Chris Roda, MS
Instructor

Brian Salisbury, MFA
Research Associate

Wen Seun, MFA
Lecturer

Paul Varcholik, PhD
Research Associate

Ronald Weaver, MET
Lecturer



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- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: CECS

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: CECE

Name of program, track and/or certificate: MSCE

Please check all that apply: This action affects a: Program Track Certificate

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

Civil Engineering MSCE, Structural and Geotechnical Engineering, Transportation Systems Engineering, Water Resources Engineering, Environmental Engineering, Environmental Engineering Sciences, MSEnVe

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

1. An end-of-program comprehensive examination is currently required for non-thesis option. We would like to change it to an end-of-program portfolio submission. This change has already been implemented by other CECS departments, such as CS, CpE, EE. This applies only to non-thesis option of all CECE MS programs.

2. Requirement to choose four courses (12 credit hours) from among the five groups. We propose to remove this restriction. The rationale is as follows:

- Advisors will be able to select relevant courses.
- The students will be able to concentrate on a particular CECE area.
- The students will still be able to choose the breadth option by taking courses from five different areas.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

1. Current Requirement: An end-of-program comprehensive examination is required for non-thesis option.
Proposed New Requirement: An end-of-program portfolio submission is required for non-thesis option.

2. Current Requirement: Requirement to choose four courses (12 credit hours) from among the five groups.
Proposed New Requirement: We propose to remove this restriction.

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

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Impact on Current Students

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

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

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Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)	<u>Omer Tatar</u>	(Signature)	<u>[Signature]</u>	Date	<u>1/26/16</u>
Program Coordinator					
Department Chair (Print)	<u>Mohamed Abdel-Aty</u>	(Signature)	<u>M-Aty</u>	Date	<u>1/27/16</u>
/Director					
College Academic (Print)	<u>Mostafa Bassiouni</u>	(Signature)	<u>M. Bassiouni</u>	Date	<u>2/15/16</u>
Standards					
College Dean (Print)	<u>M-GEORGIOPOLIS</u>	(Signature)	<u>[Signature]</u>	Date	<u>2/15/16</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	Date	_____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

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Search UCF

Civil Engineering MSCE



This program/track is offered online.

College : Engineering and Computer Science	Degree :MSCE
Department : Civil, Environmental, and Construction Engineering	Option : Thesis, Nonthesis
Program Websites : http://www.cece.ucf.edu/	

PROGRAM DESCRIPTION

The Master of Science in Civil Engineering degree is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflect the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society.

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

The Civil Engineering MSCE program requires a minimum of 30 credit hours beyond the bachelor's degree, and both thesis and nonthesis options are available. The thesis option requires 24 credit hours of formal graduate-level course work (including 12 credit hours of required courses and 12 credit hours of electives) and a thesis (6 credit hours). The nonthesis option requires 30 hours of formal course work (including 12 credit hours of required courses and 18 credit hours of electives). Students in the nonthesis program must also ~~pass a comprehensive examination~~ submit an end-of-program portfolio submission at the end of the program. It is strongly suggested that part-time students pursue the nonthesis option.

Total Credit Hours Required:	submit an end-of-program portfolio submission
30 Credit Hours Minimum beyond the Bachelor's Degree	

The Civil Engineering MSCE program requires a minimum of 30 credit hours beyond the bachelor's degree and has both thesis and nonthesis options. The thesis option requires 24 credit hours of core and elective graduate course work exclusive of thesis or research and a thesis (6 credit hours). The nonthesis option requires 30 credit hours of acceptable graduate course work with at least 24 hours of core and elective course work, exclusive of research, ~~and a comprehensive oral and/or written final examination~~. Students must develop an individual plan of study with a faculty adviser by their second semester of study. At least one-half of the required credits must be taken at the 6000 level.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area. In addition, students may engage in directed independent studies, directed research or a research report during their studies.

~~Required Courses - 12 Credit Hours~~ At least 18 credit hours of course work in the master's program of study must be from CECE for thesis option.
At least 24 credit hours in the master's program of study must be from CECE courses for non-thesis option.

Choose four courses (12 credit hours) from among the five groups listed below with only one course being selected from each group. Courses with asterisks represent those with specific independent learning experiences, and all nonthesis students must choose at least one course with an asterisk.

Geotechnical Engineering

- CEG-5700 Geo-Environmental Engineering (3 credit hours)
- CEG-6065 Soil Dynamics (3 credit hours)*
- CEG-6115 Foundation Engineering (3 credit hours)
- CEG-6317 Advanced Geotechnical Engineering (3 credit hours)

Structural Engineering

- CES-5144 Matrix Methods for Structural Analysis (3 credit hours)
- CES-5325 Bridge Engineering (3 credit hours)*
- CES-5606 Advanced Steel Structures (3 credit hours)
- CES-5706 Advanced Reinforced Concrete (3 credit hours)
- CES-5821 Masonry and Timber Design (3 credit hours)
- CES-6040 Structural Reliability (3 credit hours)

- CES 6446 Finite Element Structural Analysis (3 credit hours)
- CES 6470 Boundary Element Methods in Civil Engineering (3 credit hours)
- CES 6200 Dynamics of Structures (3 credit hours)*
- CES 6220 Wind and Earthquake Engineering (3 credit hours)
- CES 6230 Advanced Structural Mechanics (3 credit hours)
- CES 6527 Nonlinear Structural Analysis (3 credit hours)
- CES 6745 Prestressed Concrete Structures (3 credit hours)*
- CES 6840 Composite Steel Concrete Structures (3 credit hours)*
- CES 6940 Research in Structural Engineering (3 credit hours)

Transportation Engineering

- TTE 5204 Traffic Engineering (3 credit hours)
- TTE 5805 Geometric Design of Transportation Systems (3 credit hours)
- TTE 5935 Pavement Design (3 credit hours)
- TTE 6205 Highway Capacity (3 credit hours)*
- TTE 6256 Traffic Operations (3 credit hours)
- TTE 6270 Intelligent Transportation Systems (3 credit hours)*
- TTE 6315 Traffic Safety Analysis (3 credit hours)*
- TTE 6526 Planning and Design of Airports (3 credit hours)
- TTE 6625 Mass Transportation Systems (3 credit hours)
- CGN 6655 Regional Planning, Design, and Development (3 credit hours)

Water Resources Engineering

- CWR 5125 Groundwater Hydrology (3 credit hours)
- CWR 5205 Hydraulic Engineering (3 credit hours)
- CWR 5515 Numerical Methods in Civil and Environmental Engineering (3 credit hours)
- CWR 5545 Water Resources Engineering (3 credit hours)
- CWR 5634 Water Resources in a Changing Environment (3 credit hours)
- CWR 6102 Advanced Hydrology (3 credit hours)*
- CWR 6425 Groundwater Modeling (3 credit hours)*
- CWR 6235 Open Channel Hydraulics (3 credit hours)
- CWR 6235 River Engineering and Sediment Transport (3 credit hours)
- CWR 6535 Modeling Water Resources Systems (3 credit hours)*

Construction Engineering and Management

- CCE 5205 Decision Support for Infrastructure Projects (3 credit hours)
- CCE 5906 Infrastructure Systems Management (3 credit hours)
- CCE 5220 Green Design and Construction (3 credit hours)
- CCE 5937 Construction Contracts (3 credit hours)
- CCE 6036 Advanced Construction Planning and Control (3 credit hours)*
- CCE 6241 Design and Monitoring of Construction Processes (3 credit hours)*
- CCE 6945 Cost Analysis of Sustainable Infrastructure Systems (3 credit hours)

Elective Courses—12 Credit Hours

All students, both thesis and nonthesis, must take 12 credit hours of electives (primarily from the list above; CGN 6506C, Asphalt Concrete Mix Design, is also suggested) as approved by the student's adviser. These 12 credit hours of electives must not include research-related courses (e.g., XXX 6908, XXX 6948).

- Electives (12 credit hours)

Thesis Option—6 Credit Hours

For those pursuing a thesis option, students must complete 6 credit hours of thesis and successfully defend the thesis.

- XXX 6971 Thesis (6 credit hours; where XXX may be CGN, CEG, CES, CWR or TTE)

The College of Engineering and Computer Science requires that all thesis defense announcements are approved by the student's adviser and posted on the college's website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

Students in the nonthesis option must take 6 additional credit hours of electives. All totaled, the nonthesis option requires 18 credit hours of electives. Students in the nonthesis program must also pass a comprehensive examination, which will be in a written format at the end of the program.

- Electives (6 credit hours) submit an end-of-program portfolio submission

Equipment Fee

Students in the Civil Engineering MSCE program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to ~~pass a comprehensive written exam~~ take at least one course where a research project 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.

The College of Engineering and Computer Science strongly encourages prospective applicants to request a free pre-screening (www.cecs.ucf.edu/prescreen) of their qualifications prior to submitting an online application for graduate admission. However, a pre-screening is not required; rather, it is offered as a courtesy to all prospective applicants before they commit to submitting a complete online application and paying an application processing fee.

Admissions decisions are made on the basis of a complete online application only, and not on the basis of any pre-screening. Prospective applicants who are encouraged to apply to their intended graduate program based on the information provided for their pre-screening are not assured of admission or financial assistance when they submit a complete online application. Although it is possible, it is not likely, that prospective applicants who are discouraged from formally applying to a graduate program at the pre-screening stage will be admitted if they elect to submit a complete online application anyway.

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 Bachelor of Science degree in civil engineering or another closely related engineering degree.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- 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.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

Civil Engineering MSCE	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

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

FINANCIALS

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

Fellowships

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

Contact INFO

Request Program Information**Graduate Program****Omer Tatari PhD, LEED, AP**

Associate Professor

tatari@ucf.edu

Telephone: 407-823-6558

Engineering II, 301-K **Graduate Admissions****Liani Ramos**

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>

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Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: CECS

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: CECE

Name of program, track and/or certificate: Civil Engineering MS all tracks

Please check all that apply: This action affects a: Program Track Certificate

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

Civil Engineering MSCE, Structural and Geotechnical Engineering, Transportation Systems Engineering, Water Resources Engineering, Environmental Engineering, Environmental Engineering Sciences, MSEnVc

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

Current Requirement: An end-of-program comprehensive examination is required for non-thesis option. We would like to change it to an end-of-program portfolio submission. This changed has already been implemented by other CECS departments, such as CS, CpE, EE, IE. This applies only to non-thesis option of all CECE MS programs.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

Current Requirement:
An end-of-program comprehensive examination is required for non-thesis option.

Proposed New Requirement:
An end-of-program portfolio submission is required for non-thesis option.

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print) Omer Tafari (Signature) [Signature] Date 1/26/16
Program Coordinator

Department Chair (Print) Mohamed Abdel-Aty (Signature) [Signature] Date 1/27/16
/Director

College Academic (Print) Mostafa Bassiouni (Signature) [Signature] Date 2/15/16
Standards

College Dean (Print) M. GEORGIPOULOS (Signature) [Signature] Date 2/15/16

Graduate Council (Print) _____ (Signature) _____ Date _____

Graduate Dean (Print) _____ (Signature) _____ Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

Search UCF

Civil Engineering MS ▾

Structural and Geotechnical Engineering Track

This program/track is offered online.

Program TRACKS

Structural and Geotechnical Engineering

Transportation Systems Engineering

Water Resources Engineering

College : Engineering and Computer Science	Degree :MS
Department : Civil, Environmental, and Construction Engineering	Option : Thesis, Nonthesis
Program Websites : http://www.cece.ucf.edu/	

TRACK DESCRIPTION

The Structural and Geotechnical Engineering track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the structural and geotechnical infrastructure of society.

[Read More](#) ▾

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

The department offers a Structural and Geotechnical Engineering track in the Civil Engineering MS program to students with appropriate science or engineering baccalaureate backgrounds. Both a thesis option and a nonthesis option are available with each requiring 30 credit hours. The thesis option requires 12 credit hours of required courses, 12 credit hours of elective graduate course work (exclusive of thesis and research), and 6 credit hours of thesis. The nonthesis option requires 12 credit hours of required courses and 18 credit hours of elective graduate course work. The nonthesis option also requires a comprehensive final examination. The student must develop an individual program of study with a faculty adviser and must have background or articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

an end-of-program portfolio submission.

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

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

Prerequisites (Articulation)

- EGN 3310 Engineering Analysis—Statics (3 credit hours)
- EGN 3321 Engineering Analysis—Dynamics (3 credit hours)
- EGN 3331 Mechanics of Materials (3 credit hours)
- CEG 4011C Geotechnical Engineering I (4 credit hours)
- CES 4100 Structural Analysis (4 credit hours)
- CES 4605 Steel Structures (3 credit hours) OR CES 4702 Reinforced Concrete Structures (3 credit hours)

Required Courses—12 Credit Hours

Both thesis and nonthesis students must choose two courses from each of the two following groups. Courses with asterisks represent those with specific independent learning experiences and all nonthesis students must choose at least one of the courses with an asterisk.

Geotechnical Engineering

- CEG 5700 Geo-Environmental Engineering* (3 credit hours)
- CEG 6065 Soil Dynamics (3 credit hours)
- CEG 6115 Foundation Engineering* (3 credit hours)
- CEG 6317 Advanced Geotechnical Engineering (3 credit hours)
- CES 6170 Boundary Element Methods in Civil Engineering* (3 credit hours)
- TTE 5835 Pavement Design (3 credit hours)

Structural Engineering

- CES 5144 Matrix Methods for Structural Analysis (3 credit hours)
- CES 5325 Bridge Engineering (3 credit hours)
- CES 5606 Advanced Steel Structures* (3 credit hours)
- CES 5706 Advanced Reinforced Concrete* (3 credit hours)
- CES 5821 Masonry and Timber Design (3 credit hours)
- CES 6010 Structural Reliability (3 credit hours)
- CES 6116 Finite Element Structural Analysis (3 credit hours)
- CES 6209 Dynamics of Structures (3 credit hours)
- CES 6220 Wind and Earthquake Engineering (3 credit hours)
- CES 6230 Advanced Structural Mechanics (3 credit hours)
- CES 6527 Nonlinear Structural Analysis (3 credit hours)
- CES 6715 Prestressed Concrete Structures* (3 credit hours)
- CES 6840 Composite Steel Concrete Structures* (3 credit hours)
- CES 6910 Research in Structural Engineering (3 credit hours)

Elective Courses—12 Credit Hours

All students, both thesis and nonthesis, must complete at least 12 credit hours of approved electives (primarily from the above two groups but also from the list below or other courses as approved by the student's adviser; CGN 5506C, Asphalt Concrete Mix Design, is also suggested). Please note that Directed Research (XXX 6918) is not permitted in the MS program of study.

Construction Engineering and Management

- CCE 5205 Decision Support for Infrastructure Projects (3 credit hours)
- CCE 5006 Infrastructure Systems Management (3 credit hours)
- CCE 5220 Green Design and Construction (3 credit hours)
- CCE 5937 Construction Contracts (3 credit hours)
- CCE 6036 Advanced Construction Planning and Control* (3 credit hours)
- CCE 6211 Design and Monitoring of Construction Processes (3 credit hours)
- CCE 6045 Cost Analysis of Sustainable Infrastructure Systems (3 credit hours)

Thesis Option—6 Credit Hours

- XXX 6971 Thesis (6 credit hours)

Successful performance in a final defense of the thesis is required. In addition, the College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's adviser and posted on the college's website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

Nonthesis students must complete 6 additional credit hours of electives from the lists above or other courses as approved by the student's adviser. Please note that at least one course in the nonthesis program of study must be one of the courses with an asterisk, which denotes that this course provides an independent learning experience for the student.

- Electives (6 credit hours)

Equipment Fee

Students in the Civil Engineering MS program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an 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.

The College of Engineering and Computer Science strongly encourages prospective applicants to request a free pre-screening (www.cecs.ucf.edu/prescreen) of their qualifications prior to submitting an online application for graduate admission. However, a pre-screening is not required; rather, it is offered as a courtesy to all prospective applicants before they commit to submitting a complete online application and paying an application processing fee.

Admissions decisions are made on the basis of a complete online application only, and not on the basis of any pre-screening. Prospective applicants who are encouraged to apply to their intended graduate program based on the information provided for their pre-screening are not assured of admission or financial assistance when they submit a complete online application. Although it is possible, it is not likely, that prospective applicants who are discouraged from formally applying to a graduate program at the pre-screening stage will be admitted if they elect to submit a complete online application anyway.

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 Bachelor of Science degree in civil engineering or another closely related engineering degree.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- 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.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their research program.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

The MS degrees in specialized options are designed for students with appropriate baccalaureate backgrounds. Applicants who are applying to the programs without a directly related undergraduate degree should closely check the prerequisites. Additional undergraduate courses may be required.

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

Structural and Geotechnical Engineering	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

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

FINANCIALS

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

Fellowships

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

Contact INFO

Request Program Information

Graduate Program

Omer Tatari PhD, LEED, AP
 Associate Professor
 tatari@ucf.edu
 Telephone: 407-823-6558
 Engineering II, 301-K

Graduate Admissions

Liani Ramos

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

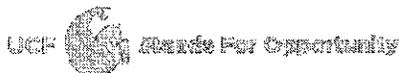
Telephone: 407-823-0127
gradfellowship@ucf.edu
<https://funding.graduate.ucf.edu>

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>

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Search UCF

Civil Engineering MS ▾

Transportation Systems Engineering Track



This program/track is offered online.

Program TRACKS

Structural and Geotechnical Engineering

Transportation Systems Engineering

Water Resources Engineering

College : Engineering and Computer Science	Degree : MS
Department : Civil, Environmental, and Construction Engineering	Option : Thesis, Nonthesis
Program Websites : http://www.cece.ucf.edu/	

TRACK DESCRIPTION

The Transportation Systems Engineering track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the transportation infrastructure of society.

[Read More](#)

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

The Transportation Systems Engineering track in the Civil Engineering MS program is for students with appropriate science or engineering baccalaureate backgrounds. Both a thesis option and a nonthesis option are available with each requiring 30 credit hours of graduate courses. The thesis option requires 15 credit hours of required courses, 9 credit hours of elective courses (exclusive of thesis and research), and a thesis (6 credit hours). The nonthesis option requires 15 credit hours of required courses and 15 credit hours of elective graduate course work. The nonthesis option also requires a comprehensive final examination. The student must develop an individual program of study with a faculty adviser and must have background or articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

an end-of-program portfolio submission.

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

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student's particular specialization within the profession in order to help students independently acquire knowledge and skills pertaining to best practices in that specialization area.

Prerequisites

- STA 3032 Probability and Statistics for Engineers (3 credit hours)
- TTE 3810 Transportation Engineering (3 credit hours)

Required Courses—15 Credit Hours

Both thesis and nonthesis students must choose five of the following courses. Courses with asterisks provide independent learning experiences. These experiences encompass research reports, design projects, and literature studies. Nonthesis students must choose at least one course with an asterisk.

- TTE 5204 Traffic Engineering* (3 credit hours)
- TTE 6205 Highway Capacity and Traffic Flow Analysis (3 credit hours)
- TTE 5805 Geometric Design of Transportation Systems* (3 credit hours)
- TTE 5835 Pavement Design (3 credit hours)
- TTE 6256 Traffic Operations* (3 credit hours)
- TTE 6270 Intelligent Transportation Systems (3 credit hours)

- TTE 6315 Traffic Safety Analysis* (3 credit hours)
- TTE 6526 Planning and Design of Airports* (3 credit hours)
- CGN 6655 Regional Planning, Design and Development (3 credit hours)
- ESI 5219 Engineering Statistics or STA 5206 Statistical Analysis (3 credit hours)

Elective Courses—9 Credit Hours

All students, both thesis and nonthesis, must complete at least 9 credit hours of approved electives from the list above or other courses as approved by the student's adviser. Directed Research (XXX 6918) is not permitted in the MS program of study.

- Electives (9 credit hours)

Thesis Option—6 Credit Hours

- TTE 6971 Thesis (6 credit hours)

A final defense of the thesis is required. In addition, the College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's advisor and posted on the college's website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

For those pursuing the nonthesis option, two additional electives are required, which should preferably come from the above list, although other courses may be chosen with adviser's consent. In addition, students must ~~successfully complete a comprehensive final exam.~~

- Electives (6 credit hours)

submit a portfolio.

Equipment Fee

Students in the Civil Engineering MS program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience, and a comprehensive exam.

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.

The College of Engineering and Computer Science strongly encourages prospective applicants to request a free pre-screening (www.cecs.ucf.edu/prescreen) of their qualifications prior to submitting an online application for graduate admission. However, a pre-screening is not required; rather, it is offered as a courtesy to all prospective applicants before they commit to submitting a complete online application and paying an application processing fee.

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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 Bachelor of Science degree in civil engineering or another closely related engineering degree.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- 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.

Faculty members may choose to conduct face-to-face or telephone interviews with applicants before accepting them into their research program.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

The MS degrees in specialized options are designed for students with appropriate baccalaureate backgrounds. Applicants who are applying to the programs without a directly related undergraduate degree should closely check the prerequisites. Additional undergraduate courses may be required.

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

Transportation Systems Engineering	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

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

FINANCIALS

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

Fellowships

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

Contact INFO

Request Program Information

Graduate Program

Omer Tatari PhD, LEED, AP

Associate Professor

tatari@ucf.edu

Telephone: 407-823-6558

Engineering II, 301-K

Graduate Admissions

Liani Ramos

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

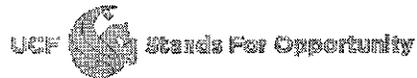
Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

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Search UCF

Civil Engineering MS 

Water Resources Engineering Track



This program/track is offered online.

Program TRACKS

Structural and Geotechnical Engineering

Transportation Systems Engineering

Water Resources Engineering

College : Engineering and Computer Science

Degree : MS

Department : Civil, Environmental, and Construction Engineering

Option : Thesis, Nonthesis

Program Websites : <http://www.cece.ucf.edu/>

TRACK DESCRIPTION

The Water Resources Engineering track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the sustainable infrastructure for society.

[Read More](#) 

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

The Water Resources Engineering track in the Civil Engineering MS program is for students with appropriate science or engineering baccalaureate backgrounds. Both thesis and non-thesis options are available with each requiring 30 credit hours. The thesis option requires 15 credit hours of required courses, 9 credit hours of elective graduate course work exclusive of thesis and research, and a thesis (6 credit hours). The nonthesis option requires 15 credit hours of required graduate course work and 15 credit hours of electives. The nonthesis option also requires a comprehensive written final examination. Each student must have an individual program of study approved by his/her faculty committee and have completed all required articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

an end-of-program portfolio submission.

Total Credit Hours Required:

30 Credit Hours Minimum beyond the Bachelor's Degree

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

Prerequisites (Articulation)

- CEG 4011C Geotechnical Engineering I (4 credit hours)
- CWR 4632C Water Resources I (4 credit hours)
- CWR 4633C Water Resources II (3 credit hours)
- EGN 3613 Engineering Economic Analysis (2 credit hours)
- STA 3032 Probability and Statistics for Engineers (3 credit hours)

Required Courses—15 Credit Hours

Both thesis and nonthesis students must choose five CWR courses from the list below. Courses with an asterisk provide an independent learning experience that involves research and design projects. Nonthesis students are required to take at least one course with an asterisk in order to obtain an independent learning experience.

- CWR 5125 Groundwater Hydrology (3 credit hours)
- CWR 5205 Hydraulic Engineering (3 credit hours)

- CWR 5515 Numerical Methods in Civil and Environmental Engineering (3 credit hours)
- CWR 5545 Water Resources Engineering (3 credit hours)
- CWR 5634 Water Resources in a Changing Environment (3 credit hours)
- CWR 6102 Advanced Hydrology* (3 credit hours)
- CWR 6126 Groundwater Modeling* (3 credit hours)
- CWR 6235 Open Channel Hydraulics (3 credit hours)
- CWR 6236 River Engineering and Sediment Transport (3 credit hours)
- CWR 6535 Modeling Water Resources Systems* (3 credit hours)
- CWR 6539 Finite Elements in Surface Water Modeling (3 credit hours)

Elective Courses—9 Credit Hours

All students, both thesis and nonthesis, are required to take at least 9 credit hours of approved electives. The courses may be from the list above or other courses as approved by the student's adviser. Directed Research (XXX 6918) is not permitted in the MS program of study

- Electives (9 credit hours)

Thesis Option—6 Credit Hours

- CWR 6971 Thesis (6 credit hours)

A successful defense of the thesis is required. In addition, the College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's adviser and posted on the college's website and on the university-wide Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

Nonthesis students must complete at least 6 additional credit hours of electives from either the list above or other courses as approved by the student's adviser.

- Electives (6 credit hours)

Equipment Fee

Students in the Civil Engineering MS program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience and a comprehensive exam.

APPLICATION REQUIREMENTS

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Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: CECS

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: CECE

Name of program, track and/or certificate: MSVE

Please check all that apply: This action affects a: Program Track Certificate

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

Civil Engineering MSCE, Structural and Geotechnical Engineering, Transportation Systems Engineering, Water Resources Engineering, Environmental Engineering, Environmental Engineering Sciences, MSEnVe

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

1. An end-of-program comprehensive examination is currently required for non-thesis option. We would like to change it to an end-of-program portfolio submission. This change has already been implemented by other CECS departments, such as CS, CpE, EE. This applies only to non-thesis option of all CECE MS programs.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

Current Requirement: An end-of-program comprehensive examination is required for non-thesis option.
Proposed New Requirement: An end-of-program portfolio submission is required for non-thesis option.

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

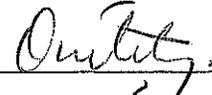
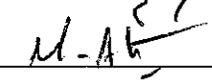
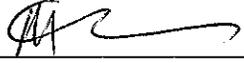
If yes, how will current students be impacted by this change?

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Graduate Faculty (Print)	<u>Omer Tatar</u>	(Signature)	<u></u>	Date	<u>1/26/16</u>
Program Coordinator					
Department Chair (Print)	<u>Mohamed Abdel-Aty</u>	(Signature)	<u></u>	Date	<u>1/27/16</u>
/Director					
College Academic (Print)	<u>Mostafa Bassioni</u>	(Signature)	<u></u>	Date	<u>2/15/16</u>
Standards					
College Dean (Print)	<u>M. GEORGIPOULOS</u>	(Signature)	<u></u>	Date	<u>2/15/16</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	Date	_____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

Search UCF

Environmental Engineering MSENVE



This program/track is offered online.

College : Engineering and Computer Science	Degree : MSVE
Department : Civil, Environmental, and Construction Engineering	Option : Thesis, Nonthesis
Program Websites : http://www.cece.ucf.edu	

PROGRAM DESCRIPTION

The Master of Science in Environmental Engineering program was created for students who have an undergraduate degree in environmental engineering or any other closely related degree in engineering. Applicants are expected to be knowledgeable in topics including chemistry, process design, water resources, and air pollution.

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

The Environmental Engineering MSENVE program offers both thesis and nonthesis options with each requiring 30 credit hours of courses beyond the bachelor's degree. Prerequisites are required depending upon the discipline of a student's bachelor's degree. The thesis option is primarily for those who can devote a full-time effort to their research project and is required for all students supported on contracts and grants, as well as any student receiving department financial support. The nonthesis option is recommended strongly for part-time students and requires a comprehensive final examination as a requirement for graduation, an end-of-program portfolio submission.

30 Credit Hours Minimum beyond the Bachelor's Degree

The Environmental Engineering MSENVE program offers both thesis and nonthesis options, with each requiring 30 credit hours beyond the bachelor's degree. Students choosing the thesis option must take 15 credit hours of required courses, 9 credit hours of electives, and 6 thesis credit hours. Students choosing the non-thesis option must take 15 credit hours of required courses, 15 credit hours of electives, and pass a comprehensive final examination before graduating.

Students develop an individualized program of study with a faculty adviser. At least 24 credit hours in the program of study must be earned exclusive of thesis and research courses and Directed Research (XXX 6918) is not permitted in MSENVE program of study.

The thesis option is primarily for students who can devote a full-time effort to their research and is required for all students supported on contracts and grants, as well as any student receiving department financial support. The nonthesis option is strongly recommended for part-time students and requires a comprehensive final examination as a requirement for graduation.

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to best practices in that specialization area.

Prerequisites (Articulation)

The completion of prerequisite courses may be required before students can begin program course work. Please contact the program director to review your background and determine the prerequisites that you may need to take.

The following mathematics prerequisite requirement is for all students.

- Calculus through Differential Equations

The following prerequisites may be required for students with undergraduate degrees in Civil, Mechanical, or Chemical Engineering. Equivalent courses may be acceptable.

- ENV 3001 Introduction to Environmental Engineering (3 credit hours)
- CWR 4632 Water Resources I (4 credit hours)
- ENV 4120 Air Pollution Control (3 credit hours)
- ENV 4531 Environmental Engineering Operations and Processes I (3 credit hours)

The following prerequisites may be required for students with undergraduate degrees in other Engineering disciplines.

- ENV 3001 Introduction to Environmental Engineering (3 credit hours)

- CWR 4632 Water Resources I (4 credit hours)
- CWR 4633 Water Resources II (3 credit hours)
- EES 4111C Biological Process Control (3 credit hours)
- EES 4202C Chemical Process Control (3 credit hours)
- ENV 4120 Air Pollution Control (3 credit hours)
- ENV 4531 Environmental Engineering and Processes I (3 credit hours)

Required Courses—15 Credit Hours

All students are required to take the following two courses and then choose one course from each of the three groupings below.

- ENV 6015 Physical/Chemical Treatment Systems in Environmental Engineering (3 credit hours)
- ENV 6016 Biological Treatment Systems in Environmental Engineering* (3 credit hours)

Waste Treatment/ Water Treatment/ Industrial Waste Treatment

- ENV 6347 Hazardous Waste Incineration (3 credit hours)
- ENV 6558 Industrial Waste Treatment (3 credit hours)
- ENV 5410 Water Treatment (3 credit hours)
- EES 5318 Industrial Ecology (3 credit hours)

Air Quality

- ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling (3 credit hours)
- ENV 6126 Design of Air Pollution Controls* (3 credit hours)

Water Resources

- Any CWR course at the 5000 or 6000 level (3 credit hours)

Note: Courses with an asterisk (*) provide an independent learning experience for students, consisting of a research or design project. Nonthesis students are required to take at least one of the courses with an asterisk.

Elective Courses—9 Credit Hours

All students, both thesis and nonthesis, are required to take 9 credit hours of elective courses. Courses that comprise the elective part of the program are selected in accordance with the general requirements of the College of Engineering and Computer Science and often include courses taken from the following two sub-discipline areas:

- Environmental Specialization—Any of the appropriate ENV graduate-level courses (5000 or 6000) with the consent of the student's adviser
- Water Resources Specialization—Any of the appropriate CWR graduate-level courses (5000 or 6000) with the consent of the student's adviser

Thesis Option—6 Credit Hours

Thesis students are expected to complete an independent research project and then write and successfully defend their thesis.

- XXX 6971 Thesis (6 credit hours)

The College of Engineering and Computer Science requires that all thesis defense announcements be approved by the student's adviser and posted on the college's website and on the Events Calendar and on the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

Nonthesis students must take 6 more credit hours of electives in addition to the 9 credit hours of electives described above. Furthermore, a comprehensive final examination is required for successful completion of the degree. See the program director for details.

- Electives (6 credit hours)

Equipment Fee

Students in the Environmental Engineering MSEnVE program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Non-thesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience, and a comprehensive exam.

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.

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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.
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Faculty members may choose to conduct face-to-face or telephone interviews before accepting applicants into their research programs.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

Those applying to the programs without a directly related undergraduate degree should closely check the prerequisites. Students with nontechnical undergraduate degrees are recommended to complete a second undergraduate degree in Environmental Engineering before applying to graduate school.

Final articulation requirements will be determined by the department after students have been admitted and after discussions with their advisers.

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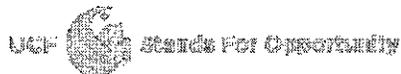
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Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
<http://finaid.ucf.edu>

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Search UCF

Environmental Engineering MS 

Environmental Engineering Sciences Track



This program/track is offered online.

Program TRACKS

Environmental Engineering Sciences

College : Engineering and Computer Science	Degree : MS
Department : Civil, Environmental, and Construction Engineering	Option : Thesis, Nonthesis
Program Websites : http://www.cece.ucf.edu	

TRACK DESCRIPTION

The Environmental Engineering Sciences track in the Environmental Engineering MS program is for students with science, math, or a similar background, and usually requires a number of undergraduate engineering courses as articulation to become fully prepared for graduate work in environmental engineering.

[Read More !\[\]\(da57bff99835525cf648e87cc01025a4_img.jpg\)](#)

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 www.intl.ucf.edu. If you have any questions, please consult the International Services Center at 407-823-2337.

CURRICULUM

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

The Environmental Engineering Sciences track offers both thesis and nonthesis options with each requiring 30 credit hours of courses beyond the baccalaureate degree. Students choosing the thesis option must take 12 credit hours of required courses, 12 credit hours of electives, and 6 thesis credit hours. Students choosing the nonthesis option must take 12 credit hours of required courses, 18 credit hours of electives, and ~~pass a comprehensive final examination~~. Students develop an individualized program of study with a faculty adviser. submit an end-of-program portfolio submission.

At least 24 credit hours of the course work must be exclusive of thesis and research, and Directed Research (XXX 6918) is not permitted in MS program of study.

The thesis option is primarily for students who can devote a full-time effort to their research and is required for all students supported on contracts and grants, as well as any student receiving department financial support. The nonthesis option is strongly recommended for part-time students and requires a comprehensive written examination as a requirement for graduation.

Research studies or projects are required in one or more courses. The research study or project will focus on reviewing and analyzing contemporary research or engineering issues in a student's particular specialization within the profession. They are intended to help students acquire knowledge and skills pertaining to best practices in that specialization area.

Prerequisites (Articulation)

The completion of prerequisite courses may be required before students can begin the program graduate course work.

The following mathematics prerequisite requirement is for all students.

- Calculus through Differential Equations

The following prerequisites (or equivalent courses) may be required for students with appropriate science or math undergraduate degrees.

- ENV 3001 Introduction to Environmental Engineering (3 credit hours)
- CWR 3201 Engineering Fluid Mechanics (3 credit hours)
- CWR 4632 Water Resources I (4 credit hours)
- CWR 4633 Water Resources II (3 credit hours)
- EES 4111C Biological Process Control (3 credit hours)
- EES 4202C Chemical Process Control (3 credit hours)

- EGN 3613 Engineering Economic Analysis (2 credit hours)
- ENV 4120 Air Pollution Control (3 credit hours)
- ENV 4531 Environmental Engineering Operations and Processes I (3 credit hours)

Required Courses—12 Credit Hours

Students must choose one course from each group.

Chemical/ Biological/ Industrial Waste Treatment

- ENV 6015 Physical/Chemical Treatment Systems in Environmental Engineering (3 credit hours)
- ENV 6016 Biological Treatment Systems in Environmental Engineering (3 credit hours)
- ENV 6558 Industrial Waste Treatment (3 credit hours)

Air Quality

- ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling* (3 credit hours)
- ENV 6126 Design of Air Pollution Controls* (3 credit hours)
- ENV 6347 Hazardous Waste Incineration (3 credit hours)

Environmental/ Water Quality

- ENV 6519 Aquatic Chemical Processes (3 credit hours)
- ENV 6616 Receiving Water Impacts (3 credit hours)
- ENV 5410 Water Treatment (3 credit hours)
- EES 5318 Industrial Ecology (3 credit hours)

Civil Water Resources

- Any CWR course at the 5000 or 6000 level (3 credit hours). See course listings in the drop-down catalog menu above.

Note: Courses with an asterisk (*) provide independent learning experiences. Nonthesis students are required to take at least one course with an asterisk.

Elective Courses—12 Credit Hours

All students, both thesis and nonthesis, must take 12 credit hours of elective courses. The electives should be chosen from courses with ENV or CWR prefixes although other appropriate graduate-level courses (5000 or 6000) may be allowed. All electives must be chosen with the consent of the student's adviser.

- Electives (12 credit hours)

Thesis Option—6 Credit Hours

The thesis option requires that students conduct an approved research study, write and successfully defend a thesis.

- XXX 6971 Thesis (6 credit hours)

The College of Engineering and Computer Science requires that all thesis defense announcements are approved by the student's adviser and posted on the college's website and on the Events Calendar at the College of Graduate Studies website at least two weeks before the defense date.

Nonthesis Option—6 Credit Hours

The nonthesis option requires 6 more credit hours of electives in addition to the 12 credit hours of electives described above. Furthermore, a comprehensive final examination is required for all nonthesis students. Please see the program director for information about this requirement.

- Electives (6 credit hours)

Equipment Fee

Students in the Environmental Engineering MS program pay a \$16 equipment fee each semester that they are enrolled. Part-time students pay \$8 per semester.

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one of the courses marked with an asterisk (*), denoting an independent learning experience, and a comprehensive exam.

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.

The College of Engineering and Computer Science strongly encourages prospective applicants to request a free pre-screening (www.cecs.ucf.edu/prescreen) of their qualifications prior to submitting an online application for graduate admission. However, a pre-screening is not required; rather, it is offered as a courtesy to all prospective applicants before they commit to submitting a complete online application and paying an application processing fee.

Admissions decisions are made on the basis of a complete online application only, and not on the basis of any pre-screening. Prospective applicants who are encouraged to apply to their intended graduate program based on the information provided for their pre-screening are not assured of admission or financial assistance when they submit a complete online application. Although it is possible, it is not likely, that prospective applicants who are discouraged from formally applying to a graduate program at the pre-screening stage will be admitted if they elect to submit a complete online application anyway.

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.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- 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.

Faculty members may choose to conduct face-to-face or telephone interviews before accepting an applicant into their graduate program.

The GRE is not required, however, taking the GRE is highly recommended for students wishing to pursue a thesis. In order to be considered for any fellowships, a GRE score is required.

Those applying to the programs without a directly related undergraduate degree should closely check the prerequisites. For students with nontechnical undergraduate degrees, it is recommended that a second undergraduate degree in Environmental Engineering be completed before applying to graduate school.

Final articulation requirements will be determined by the department after students have been admitted and after discussions with their advisers.

Please note: Due to restrictive state regulations, UCF is not permitted to provide online courses or instruction to students in the following states. If you reside in one of these states, you may not be permitted to enroll in or be admitted to a UCF online program. Please contact your state's higher education regulation authorities or the UCF Graduate Program (see contact information above) for more details.

- Minnesota
- Oregon

Application Deadlines

Environmental Engineering Sciences	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 15	Dec 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
International Transfer Applicants	Jan 15	Mar 1	Sep 1	-

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

FINANCIALS

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

Fellowships

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

Contact INFO

Request Program Information

Graduate Program

Omer Tatari PhD, LEED, AP
 Associate Professor
tatari@ucf.edu

Telephone: 407-823-6558
Engineering II, 301-K

Graduate Admissions

Liani Ramos
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

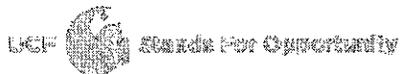
Telephone: 407-823-0127
gradfellowship@ucf.edu
<https://funding.graduate.ucf.edu>

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>

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Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Education and Human Performance (CEDHP), CFCS Dept.

Proposed Effective Term/Year: 2016-2017

Unit(s) Housing Program: CFCS Dept.; Higher Education and Policy Studies (HEPS) Programs

Name of program, track and/or certificate: EDD Educational Leadership, Higher Education Track

Please check all that apply: This action affects a: Program Track Certificate

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

n/a

Brief description of **program and rationale** of the revision: **Do not add complete catalog copy here.**

After reviewing data from 10 years prior, discussing needs with current students, alumni, and faculty, the following changes will

- 1) increase the rigor of the doctoral degree (more 7000 level courses, more research courses) and better prepare our graduates for their careers and related research.
- 2) Eliminate overlap with the master's degree (which will increase quality of the doctoral program and provide potentially larger pool of applicants from which to select top candidates).
- 3) Better prepare our students for success with their dissertation research and degree completion.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

Please see attachment

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

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

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

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

Current students will have more 7000 level courses available and not have to be in huge masters classes. Current students will have the freedom to select either version of the program ("Pre-2016 program" or "2016+ program")

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1	no changes	no changes	no changes	no changes	no changes
Year 2	no changes	no changes	no changes	no changes	no changes
Year 3	no changes	no changes	no changes	no changes	no changes

Signature Page

Recommend Approval (all approval levels must be signed)

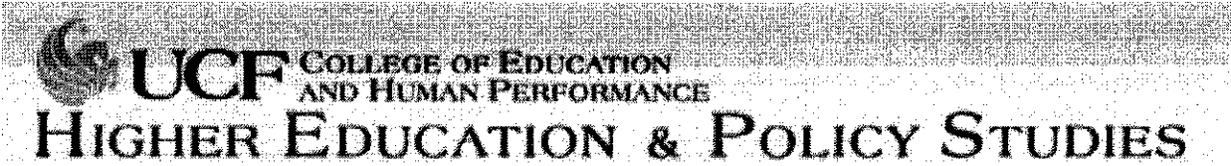
Department Chair (Print) <u>Glenn Carhi</u>	(Signature) <u>[Signature]</u>	Date <u>1/28/2016</u>
/Director		
College Academic (Print) <u>Elsie L. Olan</u>	(Signature) <u>[Signature]</u>	Date <u>2/10/16</u>
Standards		
College Dean (Print) <u>Rose Taylor</u>	(Signature) <u>[Signature]</u>	Date <u>2/10/16</u>
Graduate Council (Print) _____	(Signature) _____	Date _____
Graduate Dean (Print) _____	(Signature) _____	Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies



ATTACHMENT FOR PROGRAM CHANGES

Submitted 1-22-16

By, Dr. Kathleen P. King

DEPT: CFCS

PROGRAM/TRACK: EDD EDUCATIONAL LEADERSHIP, HIGHER EDUCATION TRACK

FILES INCLUDED WITH THIS PROPOSAL		
Request	Documents submitted	Status
Program changes for EDD Ed Leadership, Higher Ed track	<ul style="list-style-type: none"> • Program Change Request Form • Attachment for program changes (this doc.) • Plan of Study • Recommended Course Sequence <ul style="list-style-type: none"> ○ Part-time and full-time versions • Course Offerings by Semester 	Change
Faculty List	<ul style="list-style-type: none"> • Faculty List Attachment for program Changes 	No Change
EDH 7xxx (SUS 7307) Curriculum, Instruction, & Distance Learning in Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	SUS course
EDH 7xxx (SUS 7365) Higher Education: Philosophical/ Historical Perspectives (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	SUS course
EDH 7xxx (SUS 7505) Finance in Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	SUS course
EDH 7xxx (SUS 7632) Higher Education Leadership (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	SUS course
EDH 7xxx (SUS 7636) Organizational Theory and Practices in Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	SUS course
EDH 7xxx International Perspectives of Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	NEW course

PLEASE NOTE: The proposed changes do not result in a change to the total number of credits for this degree.

CORE AND SPECIALIZATION COURSES

ELIMINATE OVERLAP OF MASTER'S AND DOCTORAL DEGREE PROGRAMS:

Four courses were changed from 6000 to 7000 level, and increased their focus on research and theory. Therefore separate courses for masters and doctoral degrees. Both new and old courses are listed in Table 1. Although new for UCF, all of these 7000 level courses exist in the FL SUS system currently.

Table 1 Eliminate Overlap of Master’s and Doctoral Degree Programs

New Course Number 7000 level (all courses are 3 credit hours)	Old Course Number 6000 level (all courses are 3 credit hours)	Rationale & Focus 1) Eliminate overlap, 2) Increase rigor and 3) Increase research focus of courses	Retain 6000 level for MA Ed Leadership, Student Personnel?
EDH 7xxx (SUS 7065): Higher Education: Philosophical/ Historical Perspectives	EDH 6065 History of Higher Education	New course includes research focus, as well as educational philosophies	Yes
EDH 7xxx (SUS 7505): Higher Education Finance	EDH 6505 Higher Education Finance	New course includes research focus, grant writing, resource development, and advanced applications.	Yes
EDH 7xxx (SUS 7636): Organizational Theory and Practices In Higher Education	EDH 6635 Organization & Administration of Higher Education	New course includes theoretical foundations of course, advanced applications, and research focus	Yes

INCREASE RIGOR OF DOCTORAL DEGREE

Add focus on leadership theory to program, increase focus on research and theory, and move several courses from 6000 to 7000 level. Although new for UCF, this 7000 level course already exists in the FL SUS system.

Table 2. Change Course Focus and Level: Increase Rigor of Doctoral Degree

New Course Number 7000 level (all courses are 3 credit hours)	Old Course Number 6000 level (all courses are 3 credit hours)	Rationale & Focus 1) Increase rigor and 2) Research focus of courses	Retain 6000 level for MA Ed Leadership, Student Personnel?
EDH 7xxx (SUS 7632)- Higher Education Leadership (3 credit hours)	EDH 6632 American Professoriate and College Presidency	Will now include leadership theory and address roles of faculty, administrators and presidents in HEIs	Yes

Table 3 Move to Core: Increase Rigor of Doctoral Degree

Course Number 7000 level (all courses are 3 credit hours)	Prior Category	New Category	Rationale & Focus 1) Increase rigor and 2) Research focus of courses
EDH 7934. Higher Ed Literature, Research, & Professional Writing Seminar	Specialization option	Core	Move to core

RESEARCH COURSES

Revision: 4 courses in research will now be required

Increase options in research courses AND add 3 more credits in research.

Table 4 Increase Options in Research Courses.

New research course sequence and options (all 3 credit courses)	Old research courses sequence (all 3 credit courses)	Rationale
1. EDF 6401 Statistics for Educational Data	EDF 6401 Statistics for Educational Data	No change
2. EDF 7403 Quantitative Foundations of Educational Research	EDF 7403 Quantitative Foundations of Educational Research	No change
3. EDF 7475 Qualitative Research in Education	EDF 7463 Analysis of Survey and Qualitative Data	Replaced with qualitative research to provide students broader exposure to research methods
4. SELECT ONE COURSE FROM AMONG THIS LIST		
EDF 6464. Mixed Methods for Evaluation in Educational Settings	n/a	Addition of this course 1) Increases credits in research and 2) Dissertation research readiness Having a list of approved electives 1) Reveals all options available and 2) Provides clarity of approved choices.
EDF 7463 Analysis of Survey and Qualitative Data	Now listed as one of the available research electives	
EDF 7405. Quantitative Methods II	n/a	
EDF 7406. Multivariate Statistics in Education	n/a	
EDF 7410. Application of Nonparametric and Categorical Data Analysis in Education	n/a	
EDF 7415. Latent Variable Modeling In Education	n/a	
EDF 7473. Ethnography in Educational Settings	n/a	
EDF 7474. Multilevel Data Analysis In Education	n/a	
EDF 7479. Applications of Technology in Qualitative Research: Data, Organization, & Analysis	n/a	
EDF 7488. Monte Carlo Simulation Research in Education	n/a	

ELECTIVE COURSES

Reduce number of electives listed in catalog. We are not able to offer all of them. Listing too many creates a false impression and expectations. One new course from the FL SUS system is included; one new course is proposed.

Table 5. Reduce Number of Electives in Catalog, Replace Two

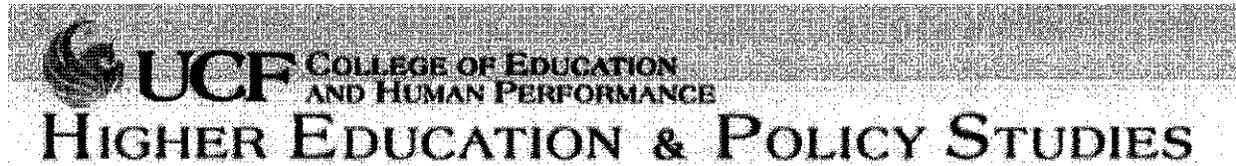
New elective courses offerings (all 3 credit courses)	Old elective courses offerings (all 3 credit courses)	Rationale	Course Sequencing
EDH 6047 Theories of College Student Development	EDH 6047 Theories of College Student Development	SAME	Every Spring
	EDH 6054 Issues in Postsecondary Education	REDUCE NUMBER OF NON OFFERED COURSES	On hold at this time
EDH 6105. Retention Strategies in Colleges and Universities	EDH 6105. Retention Strategies in Colleges and Universities	SAME	Every Summer
EDH 7xxx (SUS 7307) Curriculum, Instruction, & Distance Learning in Higher Ed.	EDH 7409 Legal Issues in Higher Education II	REPLACE COURSE WITH COURSE TO FILL GAP IN ELECTIVES	Every Summer
EDH 7366 Assessment Practices in Higher Ed	EDH 7366 Assessment Practices in Higher Ed	SAME	Every Fall
EDH 7638 Advanced Seminar in Higher Ed	EDH 7638 Advance Seminar in Higher Ed	SAME	As needed
	EDH 6045 First Year College Experience	REDUCE NUMBER OF NON OFFERED COURSES	On hold at this time
EDH 7xxx International Perspectives of Higher Education (INTL PERSPECTIVES OF HIGHER ED)	EDH 6067 International Higher Education	MOVE TO 7000 LEVEL SUS COURSE Description: To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.	Every Summer
IDS 7500. Seminar in Educational Research ** (variable)		<ul style="list-style-type: none"> **Only enroll in section with a Higher Ed faculty member (EDH) 	As needed

DISSERTATION HOURS

Reduce EDH 7980 Dissertation hours from a minimum of 21 to 15 hours. This curriculum change is a student friendly one which also accomplishes several important institutional requirements and goals.

Table 6 Reduction of MINIMUM Dissertation Hours

Dissertation Hours	Prior Minimum Credits	New Minimum Credits	Rationale & Benefits
EDH 7980 Dissertation	21 credits	15 credits	<p>Reduces minimum doctoral dissertation hours in order to add <u>more preparation courses</u>, while it keeps the total number of <u>degree credits constant</u>.</p> <ul style="list-style-type: none"> • This approach recognizes the constraints doctoral students experience regarding tuition and fees costs. • Therefore, if they have completed a quality dissertation in 15 hours, <u>doctoral students will not be charged additional dissertation credits</u>. • However, doctoral students <u>still need to enroll in a minimum of 3 credits dissertation hours each semester for as long as it takes to have a quality dissertation completed and approved</u>.



ATTACHMENT FOR PROGRAM CHANGES

Submitted by
Dr. Kathleen P. King

DEPT: CFCS

PROGRAMS/TRACKS: EDD EDUCATIONAL LEADERSHIP, HIGHER EDUCATION TRACK
PHD EDUCATION, HIGHER EDUCATION TRACK

LIST OF HIGHER EDUCATION FACULTY TEACHING IN THE TRACK
Full-Time Faculty

Kathleen P. King, EdD
Full Professor, CFCS, HEPS
Program coordinator, Higher Education Doctoral and MA Student Personnel programs
EDD, Higher Education, Widener University
MA, Adult Education, Widener University

Rosa Cintron-Delgado, PhD
Associate Professor, CFCS, HEPS
PhD, Higher Education, Florida State University
MA, Psychology, University of Puerto Rico

Thomas D. Cox, EdD
Assistant Professor, CFCS, HEPS
Program coordinator, MA CC Teaching program
EDD, Higher and Adult Education, University of Memphis
MALS, Master of Arts in Liberal Studies (M.A.L.S.), University of Memphis,

Research Faculty of the College of Education and Human Performance

Including, but not limited to:	Dr. Glenn Lambie
Dr. Haiyan Bai	Dr. Edward (Mike) Robinson
Dr. David Boote	Dr. Stephen Sivo
Dr. M. H. Clark	Dr. Lihua Xu

Adjuncts

Michael Preston, EdD
Executive Director, Metropolitan Universities Consortium
EdD Higher Education, Texas A & M
MS Student Personnel Services, Southern Illinois University at Carbondale

Educational Leadership EdD Higher Education Track

College 7-4293: Education and Human Performance	Degree: EDD
Department: Child, Family and Community Sciences	Option: Dissertation
Program Websites: http://education.ucf.edu/highered/	

TRACK DESCRIPTION:

The Higher Education track in the Educational Leadership EdD program is appropriate for students who are committed to advancing their leadership capabilities in college and university settings.

CURRICULUM:

Students pursuing the Higher Education track in the Educational Leadership EdD program are typically employed in two- or four-year colleges or universities. Their programs of study require them to complete a minimum of 36 credit hours of specified core and specialization courses plus two elective courses. Students must also complete 9-12 credit hours in research methods and 21-15 hours of dissertation. The 63 minimum credit hours is required beyond the master's degree, with an emphasis related to the study of higher education as a field of inquiry. Details about the administration of this program can be found in the Higher Education Handbook.

Total Credit Hours Required:

63 Credit Hours Minimum beyond the Master's Degree

REQUIRED COURSES—36 CREDIT HOURS

Core—15-18 Credit Hours

- EDH 6046 Diversity in Higher Education (3 credit hours)
- ~~EDH 7xxx- Higher Education Leadership (3 credit hours)~~ EDH 6632 Am Prof & College Presidency (3 credit hours)
- EDH 7040 Research on the College Student (3 credit hours)
- EDH 7401 Higher Education and Public Policy (3 credit hours)
- EDH 7631 Managing Change, Conflict and Stability in Higher Education (3 credit hours)
- EDH 7934 Higher Ed. Literature, Research and Professional Writing Seminar (3 credit hours)

Specialization—12 Credit Hours

- ~~EDH 7xxx Higher Education: Philosophical/ Historical Perspectives~~ EDH 6065 History and Philosophy of Higher Education (3 credit hours)
- EDH 7405 Legal Issues in Higher Education (3 credit hours)
- EDH ~~7xxx~~ 6505 Finance in Higher Education (3 credit hours)
- ~~EDH 7xxx Organizational Theory and Practices in Higher Education~~ EDH 6635 Organization and Administration of Higher Education (3 credit hours)

Research Methods—12 Credit Hours (3 required research courses, 1 elective research course)

1. EDF 6401 Statistics for Educational Data (3 credit hours)
2. EDF 7403 Quantitative Foundations of Educational Research (3 credit hours)
3. EDF 7475 Qualitative Research in Education (3 credit hours)
4. Choose a fourth research course from among those listed below. (3 credit hours)
 - EDF 7463 Analysis of Survey and Qualitative Data
 - EDF 6464. Mixed Methods for Evaluation in Educational Settings
 - EDF 7405. Quantitative Methods II
 - EDF 7406. Multivariate Statistics in Education
 - EDF 7410. Application of Nonparametric and Categorical Data Analysis in Education
 - EDF 7415. Latent Variable Modeling In Education
 - EDF 7473. Ethnography in Educational Settings

(CATALOG COPY CHANGES)

- EDF 7474. Multilevel Data Analysis In Education
- EDF 7479. Applications of Technology in Qualitative Research: Data, Organztn, & Analysis
- EDF 7488. Monte Carlo Simulation Research in Education

Elective Courses—6 Credit Hours >> NOTE: Choose ONLY two courses from the list below.

- EDH 6047 Theories of College Student Development (3 credit hours)
- EDH 6105. Retention Strategies in Colleges and Universities (3 credit hours)
- EDH 7xxx International Perspectives of Higher Education (3 credit hours) ~~EDH 6067 International Higher Education (3 credit hours)~~
- EDH 7xxx Curriculum, Instruction, & Distance Learning in Higher Ed. (3 credit hours)
- EDH 7366 Assessment Practices in Higher Education (3 credit hours)
- EDH 7409 Legal Issues in Higher Education II (3 credit hours)
- EDH 7638 Advance Seminar in Higher Education (Variable credit hours)
- ~~EDH 7934 Higher Ed. Literature, Research and Professional Writing Seminar (3 cr hrs)~~ (Moved above)
- EDH 6045 First Year College Experience (3 credit hours)
- ~~EDH 6054 Issues in Postsecondary Education (3 credit hours)~~

Candidacy Examination – (0 credits) (Required for Advancement to Candidacy (Dissertation hours))

Candidacy examinations will be scheduled near the tenth week of the fall and spring semesters; summer exams will be scheduled for the sixth week of the term. The exams are:

- Part 1 Written examination: Higher education (five hours)
- Part 2. Written examination: Area of specialization (three hours)
- Part 3. Oral examination (one hour)

CANDIDACY EXAM HAS BEEN MOVED UP IN THE SEQUENCE OF THE CURRICULUM TO REFLECT APPROPRIATE

Evidence of the following are required to be eligible to complete the doctoral comprehensive examination in the Educational Leadership EdD program, Higher Education track; ~~this program~~:

- Currently enrolled in the university during the semester any comprehensive examination is taken.
- Submission of an approved program of study (overall GPA 3.0 or greater on all graduate work).
- Completion of most course work. (Student may take exams if only 2-3 semesters of course work remains.) (This statement does not refer to dissertation hours).
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of 4 members: minimum of 3 approved CEDHP graduate faculty and 1 approved graduate faculty scholars or CEDHP faculty.)
- Submission of an approved doctoral comprehensive examination application by the stated deadline.
- Fulfill any program deadlines for submitting comprehensive examination content related materials (i.e., topics, questions, etc.) to program coordinator by the stated deadline.

Candidacy:

Candidacy is the stage of doctoral studies when students focus exclusively on planning, researching and writing their proposal and dissertation. To enter candidacy for the Educational Leadership EdD program, Higher Education track, students must have an overall 3.0 GPA or greater on all graduate work included in the planned program and pass all required examinations. In addition, evidence of the following are required to be admitted to candidacy and enroll in dissertation hours at least one week before the first day of classes for which the student wishes to enroll in dissertation hours:

- Submission of an approved program of study.
- Successful completion of all course work, except for dissertation hours.
- Successful completion of the candidacy examination (Parts 1, 2, and 3)
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. ~~The dissertation advisory committee is formed and approved~~ (Committee consists of 4 members: minimum of 3 approved CEDHP graduate faculty and 1 approved graduate faculty scholar or CEDHP faculty.)

NOTE: Once students enter Candidacy, they must enroll in a minimum of 3 Dissertation hours (below) every semester (including summers), until they graduate from the program.

(CATALOG COPY CHANGES)

Dissertation—~~15~~ 21 Credit Hours minimum

Registration for dissertation hours is not permitted until the student is admitted to Candidacy.

- EDH 7980 Dissertation Research (~~24~~ 15 credit hours minimum)

Doctoral students must work with their doctoral adviser/major professor to present a prospectus for the dissertation to the doctoral adviser (major professor), prepare a proposal, present and defend the proposal to the dissertation committee. Once the proposal is completed, and approval is secured from UCF's IRB, and students conduct research and submit and defend the final research dissertation to their dissertation committee.

REQUIRED DOCUMENTATION DURING DISSERTATION STAGE:

All items listed are necessary to fulfill the requirements to graduate.

- Application to Defend Dissertation Proposal
- Application for IRB Approval of Research
- Application to Defend Dissertation (including announcement)
- Application to Graduate
- All necessary requirements of the Graduate College of Graduate Studies for Graduation

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.
- Minimum GPA of 3.0 (on 4.0 scale) in the last 60 credit hours of undergraduate degree.
- Master's degree from a regionally accredited institution.
- Minimum GPA of 3.0 (on 4.0 scale) for all graduate work at the time of application.
- Official, competitive GRE score, taken within the last five years.
- Evidence of a minimum of one year full-time or two years part-time professional higher education work experience. Evidence may include, but not be limited to, any one of the following: work experience listed on the resume/CV with confirmation email/telephone, letter of reference, or copies of annual reviews, etc.. (Please note that graduate assistantships, teaching assistantships, internships and practica do not fulfill this requirement.)
- Three letters of recommendation.
- Resumé.
- Goal statement. (Describe the following: preparedness for the program, career goals related to program, and potential area of research interest in the program.)
- An interview might be required.

Application Deadlines

Higher Education	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	March 20 Jan 15	-	-
This program accepts applications for the fall term only.				
International Applicants	Jan 15	Jan 15	-	-
International Transfer Applicants	Jan 15	Mar 1	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

FINANCIALS:

Graduate students may apply for financial assistance through fellowships, assistantships, tuition support, or loans. Applicants need to be proactive and timely in efforts to secure such funding since the pool of qualified applicants is highly competitive and there are a limited number of opportunities. For more information, see the

(CATALOG COPY CHANGES)

CEDHP 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

Kathleen King EdD, Professor kathleen.king@ucf.edu Telephone: 407-823-4751

Graduate Admissions

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

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 <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>

	v	Date
EE Core Examination		
EE Specialization Examination		
EE Research component completed		
IRB form/waiver received		

Correction to Program of Study:
There is no record this was an approved track title

Program of Study*

Higher Education/Student Personnel Track - Ed.D. Ed Leadership

Student Name: PID: Term Admitted:

Degree: Ed.D. Major: **Higher Education** Advisor: New: Revised:

+ Indicators must be provided on all transfer courses for all Master's degree (M), Post-baccalaureate (B) and work from other universities (T). *All plans of study must include a minimum of 39 semester hours.

Prefix #	Course Title	Indic +	S Hrs	Sem/yr	Grade	Non-UCF Inst.
AREA I: PREREQUISITES						
	As Necessary		3			
AREA II: HIGHER EDUCATION CORE (1845 minimum HRS)						
EDH 6046	Diversity in Higher Education		3			
EDH 7040	Research on the College Student		3			
EDH 7401	Higher Education & Public Policy		3			
EDH 7631	Managing Change, Conflict & Stability		3			
EDH 6632	American Professoriate & College Presidency Higher Education		3			
EDH 7xxx	Leadership					
EDH 7934	Higher Ed. Literature, Research and Professional Writing Seminar		3			
AREA III: HIGHER EDUCATION SPECIALIZATION (12 minimum MIN HRS)						
EDH 6635	Organization & Administration of Higher Education		3			
EDH 7xxx	Organizational Theory and Practices in Higher Education					
EDH 6065	History & Philosophy of Higher Education Higher Education:		3			
EDH 7xxx	Philosophical/ Historical Perspectives					
EDH 7405	Legal Issues in Higher Education		3			
EDH 6505	Finance in Higher Education Finance in Higher Education		3			
EDH 7xxx						
AREA IV: COGNATE/ELECTIVE COURSES (6 minimum hrs) - Choose from among this list of elective courses.						
EDH 6047	Theories of College Students		3			
EDH 6105	Retention Strategies in Colleges and Universities		3			
EDH 7xxx	International Perspectives of Higher Education		3			
EDH 7xxx	Curriculum, Instruction, & Distance Learning in Higher Ed.		3			
EDH 7366	Assessment Practices in Higher Education		3			
EDH 7409	Legal Issues in Higher Education II		3			
EDH 7638	Advance Seminar in Higher Education		Var			
AREA V: RESEARCH/STATISTICS (129 minimum hrs) (4 courses in research as designated)						
EDF 6401	Statistics for Educational Data		3			
EDF 7403	Quantitative Foundations of Educational Research		3			
EDF 7463	Analysis of Survey, Record, Qualitative Data		3			
EDF 7475	Qualitative Research in Education					

**Edd Educational Leadership, Higher Education Track
Recommended Course Sequence (Full-Time Enrollment = 3 to 3+ years)**

Student Name	PID#
Semester Entered Program	Student Email:
Adviser	Student Cell:

FIRST YEAR		
FALL	SPRING	SUMMER
EDH 7040: Res on the College Student	EDH 6046: Diversity in Higher Educ	EDH 7405: Legal Issues in Higher Ed
EDH 7xxx Higher Ed: Philo/ Hist Perspectives	Research (1 st) EDF 6401 Statistics for Educ Data	Research (2 nd): EDF 7403 OR 7475
EDH 7xxx: Higher Education Leadership	EDH 7401: Higher Education & Public Policy	Elective (1 st): (from POS list)

SECOND YEAR		
FALL	SPRING	SUMMER
EDH 7631 Managing Change, Conflict & Stability	EDH 7xxx Finance in Higher Educ	
EDH 7xxx: Org Theory & Practice in Higher Education	EDH 7934 Higher Ed. Lit., Res. & Prof. Writing Seminar (Prospectus)	
Elective (2 nd): (from list) OR Research (3 rd): EDF 7403 or 7475	Research (3 rd): EDF 7403 or 7475 OR Research (4 th course): (from list)	Elective (2 nd): (from list) OR Research (4 th course): (from list)
	Comprehensive exams Part I (0 cr)	Comprehensive exams Part 2 (0 cr) Comprehensive exams Part 3 (0 cr)

THIRD YEAR			
	FALL	SPRING	SUMMER
<i>*Doctoral Candidates MUST be enrolled in EDH 7980 for at least 3 credits, EVERY semester until they graduate.</i>	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)
Potential Dissertation Progress:	If Chapters 1-3 are completed and approved by Major Professor, defend Proposal this semester?	<ul style="list-style-type: none"> • Submit and gain IRB approval? • Gather data? • Begin analyzing data? 	<ul style="list-style-type: none"> • Finish analyzing data? • Write Chapters 4-5?

FOURTH YEAR		
FALL	SPRING	SUMMER
*EDH 7980: Dissertation (__ credit hrs) When Chapters 4-5 are completed and approved by Major Professor, defend Dissertation		
The semester you graduate is based on when you defend and the Graduate School Deadlines.		

*Students must enroll in EDH7980 for a variable number of credits (but a minimum of 3 credits) every semester after entering candidacy. They must complete a MINIMUM of 15 Dissertation credits hours by the time they graduate. The progress students make through dissertation is entirely dependent on their prior preparation for this phase of their degree work, and their availability to complete the writing and research.

** Note EDH 7xxx is a temporary course number and will be replaced by FL SUS.

FOR YOUR REFERENCE, THESE ARE THE APPROVED ELECTIVES FOR THE COGNATE SECTION AND RESEARCH SECTION OF YOUR PLAN OF STUDY

AREA IV: COGNATE/ELECTIVE COURSES (6 minimum hrs) --		
Choose from among this list of electives.		
EDH 6047	Theories of College Students	3
EDH 6105	Retention Strategies in Colleges and Universities	3
EDH 7xxx	International Perspectives of Higher Education	3
EDH 7xxx	Curriculum, Instruction, & Distance Learning in Higher Ed.	3
EDH 7366	Assessment Practices in Higher Education	3
EDH 7409	Legal Issues in Higher Education II	3
EDH 7638	Advance Seminar in Higher Education	Various

AREA V: RESEARCH ELECTIVE COURSES (3 minimum hrs) --		
Choose from among this list of 3 credit research electives.		
EDF 6464	Mixed Methods for Evaluation in Educ Settings	3
EDF 7463	Analysis of Survey and Qualitative Data	3
EDF 7405	Quantitative Methods II	3
EDF 7406	Multivariate Statistics in Education	3
EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
EDF 7415	Latent Variable Modeling In Education	3
EDF 7473	Ethnography in Educational Settings	3
EDF 7474	Multilevel Data Analysis In Education	3
EDF 7479	Applications of Technology in Qualitative Research: Data, Organization, & Analysis	3
EDF 7488	Monte Carlo Simulation Research in Education	3

Edd Educational Leadership, Higher Education Track
Recommended Course Sequence (Part-Time Enrollment = 4 – 4+ years)

Student Name	PID#
Semester Entered Program	Student Email:
Adviser	Student Cell:

FIRST YEAR		
FALL	SPRING	SUMMER
EDH 7040: Res on the College Student	EDH 6046: Diversity in Higher Education	EDH 7405: Legal Issues in Higher Ed
EDH 7xxx Higher Ed: Philo/ Hist Perspectives	Research (1 st) EDF 6401 Statistics for Educ Data	Research (2 nd): EDF 7403 or EDF 7475

SECOND YEAR		
FALL	SPRING	SUMMER
EDH 7xxx Higher Education Leadership	EDH 7401: Higher Education & Public Policy	Elective (1 st): (from POS list)
EDH 7xxx Org Theory & Practice in Higher Education	Research (3 rd): EDF 7403 or EDF 7475	Research (4 th course): (from POS list)

THIRD YEAR		
FALL	SPRING	SUMMER
EDH 7631 Managing Change, Conflict & Stability	EDH 7xxx Finance in Higher Education	*EDH 7980: Dissertation (__ credit hrs)
Elective (2 nd): (from POS list)	EDH 7934 Higher Ed. Literature, Research and Professional Writing Seminar (Prospectus)	<i>*Doctoral Candidates MUST be enrolled in EDH 7980 for at least 3 credits, EVERY semester until they graduate.</i>
Comprehensive exams Part I (0 cr)	Comprehensive exams Part 2 (0 cr) Comprehensive exams Part 3 (0 cr)	

FOURTH YEAR			
	FALL	SPRING	SUMMER
	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)
Potential Dissertation Progress:	If Chapters 1-3 are completed and approved by Major Professor, defend Proposal this semester?	<ul style="list-style-type: none"> Submit and gain IRB approval? Begin gathering data? 	<ul style="list-style-type: none"> Finish gathering data? Analyze data? Begin writing Chapters 4-5?

FIFTH YEAR		
FALL	SPRING	SUMMER
*EDH 7980: Dissertation (__ credit hrs)		
When Chapters 4-5 are completed and approved by Major Professor, defend Dissertation		
The semester you graduate is based on when you defend and the Graduate School Deadlines.		

*Students must enroll in EDH7980 for a variable number of credits (but a minimum of 3 credits) every semester after entering candidacy. They must complete a MINIMUM of 15 Dissertation credits hours by the time they graduate. The progress students make through dissertation is entirely dependent on their prior preparation for this phase of their degree work, and their availability to complete the writing and research.

** Note EDH 7xxx is a temporary course number and will be replaced by FL SUS.

FOR YOUR REFERENCE, THESE ARE THE APPROVED ELECTIVES FOR THE COGNATE SECTION AND RESEARCH SECTION OF YOUR PLAN OF STUDY

AREA IV: COGNATE/ELECTIVE COURSES (6 minimum hrs) – Choose from among this list of electives.		
EDH 6047	Theories of College Students	3
EDH 6105	Retention Strategies in Colleges and Universities	3
EDH 7xxx	International Perspectives of Higher Education	3
EDH 7xxx	Curriculum, Instruction, & Distance Learning in Higher Ed.	3
EDH 7366	Assessment Practices in Higher Education	3
EDH 7409	Legal Issues in Higher Education II	3
EDH 7638	Advance Seminar in Higher Education	Various

AREA V: RESEARCH ELECTIVE COURSES (3 minimum hrs) – Choose from among this list of 3 credit research electives.		
EDF 6464	Mixed Methods for Evaluation in Educ Settings	3
EDF 7463	Analysis of Survey and Qualitative Data	3
EDF 7405	Quantitative Methods II	3
EDF 7406	Multivariate Statistics in Education	3
EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
EDF 7415	Latent Variable Modeling In Education	3
EDF 7473	Ethnography in Educational Settings	3
EDF 7474	Multilevel Data Analysis In Education	3
EDF 7479	Applications of Technology in Qualitative Research: Data, Organization, & Analysis	3
EDF 7488	Monte Carlo Simulation Research in Education	3



Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Education and Human Performance (CEDHP), CFCS Dept.

Proposed Effective Term/Year: 2016-2017

Unit(s) Housing Program: CFCS Dept.; Higher Education and Policy Studies (HEPS) Programs

Name of program, track and/or certificate: PHD Education, Higher Education Track

Please check all that apply: This action affects a: Program Track Certificate

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

n/a

Brief description of program and rationale of the revision: Do not add complete catalog copy here.

After reviewing data from 10 years prior, discussing needs with current students, alumni, and faculty, the following changes will

- 1) increase the rigor of the doctoral degree (more 7000 level courses) and better prepare our graduates for their careers and related research.
- 2) Eliminate overlap with the master's degree (which will increase quality of the doctoral program and provide potentially larger pool of applicants from which to select top candidates).
- 3) Better prepare our students for success with their dissertation research and degree completion.
- 4) Make the PHD Education, Higher Ed Track a stronger Higher Ed degree.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

Please see attachment

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

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

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

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

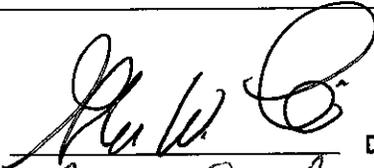
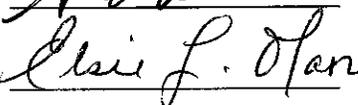
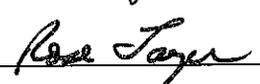
Current students will have more 7000 level courses available and not have to be in huge masters classes. Current students will have the freedom to select either version of the program ("Pre-2016 program" or "2016+ program")

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1	no changes	no changes	no changes	no changes	no changes
Year 2	no changes	no changes	no changes	no changes	no changes
Year 3	no changes	no changes	no changes	no changes	no changes

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) <u>Glenn Lumbard</u>	(Signature) <u></u>	Date <u>1/29/2016</u>
/Director		
College Academic (Print) <u>Elsie L. Olan</u>	(Signature) <u></u>	Date <u>2/10/16</u>
Standards		
College Dean (Print) <u>Rose Taylor</u>	(Signature) <u></u>	Date <u>2/10/16</u>
Graduate Council (Print) _____	(Signature) _____	Date _____
Graduate Dean (Print) _____	(Signature) _____	Date _____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

UCF COLLEGE OF EDUCATION AND HUMAN PERFORMANCE
HIGHER EDUCATION & POLICY STUDIES

ATTACHMENT FOR PROGRAM CHANGES

Submitted 1-27-16

By, Dr. Kathleen P. King

DEPT: CFCS

PROGRAM/TRACK: PHD EDUCATION, HIGHER EDUCATION TRACK

Request	Documents submitted	Status	PhD-EdD
Program changes for PHD EDUCATION, Higher Ed track	<ul style="list-style-type: none"> • Program Change Request Form • Attachment for program changes (this doc.) • Plan of Study • Recommended Course Sequence <ul style="list-style-type: none"> ○ Part-time and full-time versions 	Change	PhD
Faculty List	<ul style="list-style-type: none"> • Faculty List Attachment for Program Changes 	No Change	Same document
EDH 7XXX (SUS 7365) Higher Education: Philosophical/ Historical Perspectives (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	New SUS course	Same documents
EDH 7XXX (SUS 7505) Finance in Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	New SUS course	Same documents
EDH 7XXX (SUS 7632) Higher Education Leadership (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	New SUS course	Same documents
EDH 7XXX (SUS 7636) Organizational Theory and Practices in Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	New SUS course	Same documents
Higher Ed track Specialty Option Courses			
EDH 7xxx (SUS 7307) Curriculum, Instruction, & Distance Learning in Higher Education 3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	New SUS course	Same documents
EDH 7xxx International Perspectives of Higher Education (3 credits)	<ul style="list-style-type: none"> • New course form • Syllabus • Special topics form (if needed) 	NEW course	Same documents

SPECIALIZATION COURSES

ELIMINATE OVERLAP OF MASTER'S AND DOCTORAL DEGREE PROGRAMS:

Four courses were changed from 6000 to 7000 level, and increased their focus on research and theory.

Therefore separate courses for masters and doctoral degrees. Both new and old courses are listed in Table 2.

Although new for UCF, all of these 7000 level courses exist in the FL SUS system currently.

Table 1 Eliminate Overlap of Master's and Doctoral Degree Programs

New Course Number 7000 level (all courses are	Old Course Number 6000 level (all courses are	Rationale & Focus	Retain 6000 Level Course?
		1) Eliminate overlap, 2) Increase rigor and 3) Increase courses' research focus	

3 credit hours)	3 credit hours)		
EDH 7XXX (SUS 7365): Higher Education: Philosophical/Historical Perspectives	EDH 6065 History of Higher Education	New course includes research focus, as well as educational philosophies	Yes, for MA Ed Leadership, Stu. Personnel
EDH 7XXX (SUS 7636) Organizational Theory and Practices in Higher Education	EDH 6635 Organization & Administration of Higher Education	New course includes theoretical foundations of course, advanced applications, and research focus	Yes, for MA Ed Leadership, Stu. Personnel

BUILD STRONGER HIGHER EDUCATION FOUNDATION FOR PHD GRADUATES

Although the current curriculum provides a strong foundation in research, currently the track’s specialization has too few courses in Higher Education to likely prepare a well-equipped Higher Education faculty member or researcher. This statement is especially true, because the PHD does not require a master’s degree in the field prior to enrollment.

Table 2. Add Specialization Courses to Higher Education Track: Increase Preparation

Proposed Course (Currently in FL SUS system)	Current UCF Course	Rationale & Focus	Retain 6000 Level Course?
	EDH 6046 Diversity in Higher Education	<ol style="list-style-type: none"> Provides critical understanding, reflection and learning regarding diversity issues, multicultural education, radical pedagogy and social justice. Provides background in theory, research and practice in Diversity for higher education contexts. 	N/A
EDH 7XXX (SUS 7505) Finance in Higher Education	EDH 6505 Higher Education Finance	<ol style="list-style-type: none"> Provides relevant preparation in finance, grant writing, resource development, etc. Intermediate rather than beginning finance course. 7000 level provides greater rigor, and research focus. 	Yes for MA Ed Leadership, Student Personnel
	EDH 7934 Higher Ed Literature, Research, & Professional Writing Seminar	<ol style="list-style-type: none"> Add to Specialization to provide in-depth preparation for professional writing and proposal development Increase student success in degree completion 	N/A
	7xxx Assessment in Higher Education	<ol style="list-style-type: none"> Provide as option in Specialization Major area of need and demand in higher education No course in PHD degree track in this area 	N/A
7xxx (SUS #####) Curriculum, Instruction, & Distance Learning in Higher Ed		<ol style="list-style-type: none"> Provide as option in Specialization Curriculum and teaching innovation for those becoming faculty members in higher education No course this PHD degree track in this area 	N/A

7xxx International Higher Education	<ol style="list-style-type: none"> 1. Provide as option in Specialization 2. Major area of need and demand in higher education 3. No course in PHD degree track in this area 	N/A
----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

INCREASE RIGOR OF DOCTORAL DEGREE

Add focus on leadership theory to program, increase focus on research and theory, and move several courses from 6000 to 7000 level. Although new for UCF, this 7000 level course already exists in the FL SUS system.

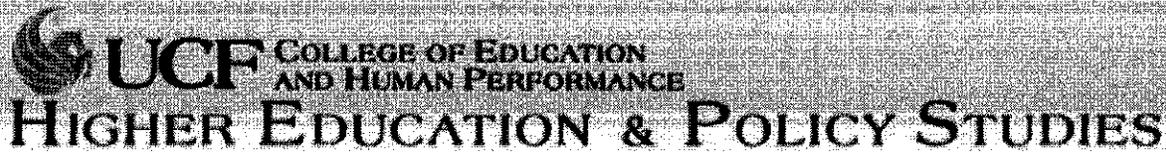
Table 3. Change Course Focus and Level: Increase Rigor of Doctoral Degree

New Course Number 7000 level (all courses are 3 credit hours)	Old Course Number 6000 level (all courses are 3 credit hours)	Rationale & Focus 1) Increase rigor and 2) Research focus of courses	Retain 6000 Level Course?
EDH 7XXX (SUS 7632 Higher Education Leadership (3 credit hours)	EDH 6632 American Professoriate and College Presidency	<ol style="list-style-type: none"> 1. Addresses gap in track for foundation in leadership theory and addresses roles of faculty, administrators and presidents in HE institutions. 2. Explores research in HE Leadership, and leadership roles. 3. Explores context relevant leadership, constituencies, ethics, and legitimacy. 	To Be Determined

PLEASE NOTE

In order to allow maximum enrollments in higher education doctoral courses and eliminate duplication of offerings, all of the proposed new courses will be available for higher education doctoral students in both the EDD and PHD.

However, these courses frequently take different roles in the curricula of the respective programs. That is, in some cases a course is a *Core course* in the EDD Ed Leadership, higher education track and a *Specialty course* for the PHD Education, higher education track.



ATTACHMENT FOR PROGRAM CHANGES

Submitted by

Dr. Kathleen P. King

DEPT: CFCS

PROGRAMS/TRACKS: EDD EDUCATIONAL LEADERSHIP, HIGHER EDUCATION TRACK
PHD EDUCATION, HIGHER EDUCATION TRACK

LIST OF HIGHER EDUCATION FACULTY TEACHING IN THE TRACK

Full-Time Faculty

Kathleen P. King, EdD

Full Professor, CFCS, HEPS

Program coordinator, Higher Education Doctoral and MA Student Personnel programs

EDD, Higher Education, Widener University

MA, Adult Education, Widener University

Rosa Cintron-Delgado, PhD

Associate Professor, CFCS, HEPS

PhD, Higher Education, Florida State University

MA, Psychology, University of Puerto Rico

Thomas D. Cox, EdD

Assistant Professor, CFCS, HEPS

Program coordinator, MA CC Teaching program

EDD, Higher and Adult Education, University of Memphis

MALS, Master of Arts in Liberal Studies (M.A.L.S.), University of Memphis,

Research Faculty of the College of Education and Human Performance

Including, but not limited to:

Dr. Haiyan Bai

Dr. David Boote

Dr. M. H. Clark

Dr. Glenn Lambie

Dr. Edward (Mike) Robinson

Dr. Stephen Sivo

Dr. Lihua Xu

Adjuncts

Michael Preston, EdD

Executive Director, Metropolitan Universities Consortium

EdD Higher Education, Texas A & M

MS Student Personnel Services, Southern Illinois University at Carbondale

(CATALOG COPY CHANGES)

Education, PHD

Higher Education Track

College : Education and Human Performance	Degree :PHD
Department : CFCS: Higher Education	Option : Dissertation
Program Websites : http://education.ucf.edu/highered/	

TRACK DESCRIPTION: The Higher Education track in the Education PhD program is designed for applicants who have extensive experience as administrators or staff in postsecondary institutions who want to pursue careers as scholars and leaders.

CURRICULUM

Total Credit Hours Required: ~~69~~ 75 Credit Hours Minimum beyond the Master's Degree

Required Courses—42-51 Credit Hours

Core—24 Credit Hours

- IDS 7501 Issues and Research in Education (3 credit hours)
- IDS 7500 Seminar in Educational Research (variable credit and repeatable, 6 credit hours)
- EDF 7475 Qualitative Research in Education (3 credit hours)
- EDF 7403 Quantitative Foundations of Educational Research (3 credit hours)
- EDF 7463 Analysis of Survey, Record and Other Qualitative Data (3 credit hours)
- IDS 7502 Case Studies in Research Design (3 credit hours) or one of the following approved research electives:
 - o EDF 7406 Multivariate Statistics in Education (3 credit hours)
 - o EDF 7405 Quantitative Methods II (3 credit hours)
 - o EDF 7410 Application of Nonparametric & Categorical Data Analysis in Education (3 credit hours)
 - o EDF 7415 Latent Variable Modeling in Education (3 credit hours)
 - o EDF 7473 Ethnography in Educational Settings (3 credit hours)
 - o EDF 7474 Multilevel Data Analysis in Education (3 credit hours)
 - o EDF 7488 Monte Carlo Simulation Research in Education (3 credit hours)
 - o SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders (Communication Sciences Track students only) (3 credit hours)
- EDF 7406 Multivariate Statistics in Education (3 credit hours) or one of the following approved research electives:
 - o IDS 7938 Research Cluster Seminar (3 credit hours)
 - o EDF 7405 Quantitative Methods II (3 credit hours)
 - o EDF 7410 Application of Nonparametric & Categorical Data Analysis in Ed. (3 credit hours)
 - o EDF 7415 Latent Variable Modeling in Education (3 credit hours)
 - o EDF 7473 Ethnography in Educational Settings (3 credit hours)
 - o EDF 7474 Multilevel Data Analysis in Education (3 credit hours)
 - o EDF 7488 Monte Carlo Simulation Research in Education (3 credit hours)
 - o SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders (Communication Sciences Track students only) (3 credit hours)

Specialization—18-27 Credit Hours

- EDH 6046 Diversity in Higher Education (3 credit hours)
- EDH 7xxx 6065 Higher Ed. Philo/ Hist Perspectives History and Philo. of Higher Ed.(3 credit hours)
- EDH 7401 Higher Education and Public Policy (3 credit hours)
- EDH 7405 Legal Issues in Higher Education (3 credit hours)
- EDH 7xxx Finance in Higher Education (3 credit hours)
- EDH 7xxx 6632 Higher Education Leadership American Prof. and College Presidency (3 credit hours)
- EDH 7xxx 6635 Org Theory & Practice in Higher Education Org & Admin of Higher Ed (3 credit hours)
- EDH 7934 Higher Ed. Literature, Research & Professional Writing (3 credit hours)
- EDH 7631 Managing Change, Conflict and Stability in Higher Education (3 credit hours) or one of the following approved research electives:
 - o Or EDH 7xxx Curric, Instruction, & Dist Learning in Higher Ed
 - o Or EDH 7366 Assessment in Higher Education
 - o Or EDH 7xxx International Higher Education

EDH 7631 has been moved to bottom of the list for ease of reading

Candidacy Examination – (0 credits) (Required for Advancement to Candidacy (Dissertation hours))

Candidacy examinations will be scheduled near the tenth week of the fall and spring semesters; summer exams will be scheduled for the sixth week of the term. The exams are:

- Part 1. Written examination: Higher education (five hours)
- Part 2. Written examination: Area of specialization (three hours)
- Part 3. Oral examination (one hour)

Evidence of the following are required to be eligible to complete the doctoral comprehensive examination in the Education PhD program, Higher Education track, this program:

- Currently enrolled in the university during the semester any comprehensive examination is taken.
- Submission of an approved program of study (overall GPA 3.0 or greater on all graduate work).
- Completion of most course work. (Student may take exams if only 2-3 semesters of course work remains.) (This statement does not refer to dissertation hours).
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. (Committee consists of 4 members: minimum of 3 approved CEDHP graduate faculty and 1 approved graduate faculty scholars or CEDHP faculty.)
- Submission of an approved doctoral comprehensive examination application by the stated deadline.
- Fulfill any program deadlines for submitting comprehensive examination content related materials (i.e., topics, questions, etc.) to program coordinator by the stated deadline.

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.
- In consultation with program faculty, the dissertation advisory committee is formed, paperwork filed, and approved. The dissertation advisory committee is formed and approved (Committee consists of 4 members: minimum of 3 approved CEDHP graduate faculty and 1 approved graduate faculty scholar or CEDHP faculty.)
- Submittal of an approved program of study.

NOTE: Once students enter Candidacy, they must enroll in a minimum of 3 Dissertation hours (below) every semester (including summers), until they graduate from the program.

Dissertation—24 Credit Hours

EDH 7980 Dissertation Research (24 credit hours minimum)
~~Doctoral students must work with their doctoral adviser/major professor to present a prospectus for the dissertation to the doctoral adviser (major professor), prepare a proposal, present and defend the proposal to the dissertation committee. Once the proposal is completed, and approval is secured from UCF's IRB, and students conduct research and submit and defend the final research dissertation to their dissertation committee. 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 DOCUMENTATION DURING DISSERTATION STAGE:

All items listed are necessary to fulfill the requirements to graduate.

- Application to Defend Dissertation Proposal
- Application for IRB Approval of Research
- Application to Defend Dissertation (including announcement)
- Application to Graduate
- All necessary requirements of the College of Graduate Studies for Graduation

Internship—3 Credit Hours

EDH 6946 Higher Education Internship (3 credit hours minimum)

Candidacy Examinations (All tracks information)

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.*

- Exam 1: Research in the Specialization—8-hour written examination.
- Exam 2: Specialization—3-hour written examination.
- Exam 3: Orals—1-hour oral examination.

Independent Learning

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

- Evidence of a minimum of one year full-time or two years part-time professional higher education work experience. Evidence may include, but not be limited to, any one of the following: work experience listed on the resume/CV with confirmation email/telephone, letter of reference, or copies of annual reviews, etc. (Please note that graduate assistantships, teaching assistantships, internships and practica do not fulfill this requirement.)
- One official transcript (in a sealed envelope) from each college/university attended.
- A master's degree in a closely related field.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation.
- Goal statement. (Describe the following: preparedness for the program, career goals related to program, and potential area of research interest in the program.)
- Resumé/CV.
- Submit one of the following writing samples: research paper, journal article, grant proposal, policy analysis, or program evaluation.

Application Deadlines

	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Dec 20	Jan 15	-	-
This program is accepting applications for the fall term only.				
International Applicants	Dec 20	Jan 15	-	-

Commented [Rvwr 11]: Moved Candidacy Exams and Candidacy sections up to before information about dissertation- now listed chronologically

International Transfer Applicants	Dec 20	Jan 15	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

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

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

Contact INFO

Graduate Program

Kathleen P. King EdD, Professor kathleen.king@ucf.edu Telephone: 407-823-4751

Graduate Admissions

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

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 <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>

	Date
ED Core Examination	
EE Specialization Examination	
EE Research Examination	
ED Form 5000/5000-01	

Correction to Program of Study:
There is no record this was an approved track title

Program of Study*
Higher Education/Student Personnel Track - Ph.D. in Education

Student Name: _____ PID: _____ Term Admitted: _____

Degree: Ph.D. Major/Track: Higher Education Advisor: _____ New: : _____ Revised: _____

+ Indicators must be provided on all transfer courses for all Master's degree (M), Post-baccalaureate (B) and work from other universities (T). *All plans of study must include a minimum of 39 semester hours.

Prefix # Course Title Indic+ S.Hrs Sem/vr (F16) Grade Non-UCF Inst.

AREA I: PH.D. RESEARCH CORE (24 min hrs)

IDS 7501	Issues and Research in Education		3			
IDS 7500	Seminar in Educational Research (EDH 7040 Res on College Student- as specified in PHD Higher Ed track Handbook)		3			
IDS 7500	Seminar in Educational Research (With faculty member approved by track coordinator)		3			
EDF 7475	Qualitative Research in Education		3			
EDF 7403	Quantitative Foundations of Educational Research		3			
EDF 7463	Analysis of Survey, Record, Qualitative Data		3			
IDS 7502	Case Studies in Research Design (or Res Choice 1 see p2)		3			
EDF 7406	Multivariate Statistics in Education (or Res Choice 2 see p2)		3			

AREA II: HIGHER EDUCATION SPECIALIZATION (18-27 min hrs)

EDH 6046	Diversity in Higher Education		3			
EDH 6065 7xxx	Higher Ed: Philo/ Hist Perspectives History of Higher Education		3			
EDH 7401	Higher Education & Public Policy		3			
EDH 7405	Legal Issues in Higher Education		3			
EDH 7xxx	Finance in Higher Education		3			
EDH 6632 7xxx	Higher Education Leadership American Prof & College Pres.		3			
EDH 6635 7xxx	Org Theory & Practice in Higher Education Org Admin HEd		3			
EDH 7934	Higher Ed. Literature, Research & Professional Writing		3			
EDH (1 of these courses)	EDH 7631 Managing Change, Conflict & Stability Or EDH 7xxx Curric, Instruction, & Dist Learning in Higher Ed Or EDH 7366 Assessment in Higher Education Or EDH 7xxx International Higher Education		3			

AREA III: COMPREHENSIVE EXAMS (0 hrs)- Required for advancement to Candidacy

	Comprehensive Exams Part 1		0			
	Comprehensive Exams Part 2		0			
	Comprehensive Exams Part 3 (Orals)		0			

AREA IV: DISSERTATION (24 minimum hrs – 3 cr. min. per semester, as many semesters as needed to complete)

EDH 7980	Dissertation					
EDH 7980	Dissertation					
EDH 7980	Dissertation					

Total Hours Required for Degree Program: minimum of 6975 Total Hours in Program of Study: _____ Transfer Hours (max 9): _____

Student Signature _____

Date _____

Graduate Coordinator/Dept. _____

Date _____

**FOR YOUR REFERENCE, THESE ARE THE APPROVED ELECTIVES FOR THE
RESEARCH SECTION OF YOUR PLAN OF STUDY**

RESEARCH COURSE CHOICE 1 – Select one of the following approved courses			
	IDS 7502	Case Studies in Research Design	3
	EDF 7405	Quantitative Methods II	3
	EDF 7406	Multivariate Statistics in Education	3
	EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
	EDF 7415	Latent Variable Modeling In Education	3
	EDF 7473	Ethnography in Educational Settings	3
	EDF 7474	Multilevel Data Analysis In Education	3
	EDF 7488	Monte Carlo Simulation Research in Education	3

RESEARCH COURSE CHOICE 2 – Select one of the following approved courses			
	EDF 7406	Multivariate Statistics In Education	3
	IDS 7938	Research Cluster Seminar	3
	EDF 7405	Quantitative Methods II	3
	EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
	EDF 7415	Latent Variable Modeling In Education	3
	EDF 7473	Ethnography in Educational Settings	3
	EDF 7474	Multilevel Data Analysis In Education	3
	EDF 7488	Monte Carlo Simulation Research in Education	3

PHD Education, Higher Education Track

Recommended Course Sequence (Full-Time Enrollment = 3 to 3+ years)

Student Name:	PID#
Semester Entered Program:	Student Email:
Adviser:	CITI Certif Date:

FIRST YEAR		
FALL	SPRING	SUMMER
IDS 7501: Issues and Research Education	EDH 6046: Diversity in Higher Education	EDH 7405: Legal Issues in Higher Ed
EDH 7xxx: Higher Ed: Philo/ Hist Perspectives	EDF 7403: Quantv Foundations of Education Research	EDF 7463: Analysis of Survey, Record, Other Qualitative Data
EDH 7040 Research on College Student (<i>IDS 7500 track specific focus</i>) (3 cr)	EDH 7401: Higher Education & Public Policy	IDS 7500 Seminar in Educ Research (3 cr) (<i>With faculty member approved by track coordinator</i>)

SECOND YEAR		
FALL	SPRING	SUMMER
EDH 7xxx: Org Theory & Practice in Higher Education	<i>IDS 7502 Case Studies in Res Design OR Research Choice (1st course from approved POS list)</i>	<i>EDF 7406 Multivariate OR Research Choice (2nd course from approved POS list)</i>
EDH 7631: Managing Change, Conflict & Stability (<i>OR other course listed as option in POS</i>)	EDH 7xxx: Finance in Higher Education	
EDF 7475: Qualitative Research in Education	EDH 7934: Higher Ed. Lit., Res and Profes Writing Sem (Prospectus)	
EDH 7xxx: Higher Education Leadership	COMPREHENSIVE EXAMS PART 1 (0 CR)	COMPREHENSIVE EXAMS PART 2 (0 CR) COMPREHENSIVE EXAMS PART 3 (0 CR)

THIRD YEAR			
	FALL	SPRING	SUMMER
<i>*Doctoral Candidates MUST be enrolled in EDH 7980 for at least 3 credits, EVERY semester until they graduate. Min 24 cr</i>	*EDH 7980: Dissertation (<u>6-9</u> credit hrs)	*EDH 7980: Dissertation (<u> </u> credit hrs)	*EDH 7980: Dissertation (<u> </u> credit hrs)
Potential Dissertation Progress:	If Chapters 1-3 are completed and approved by Major Professor, defend Proposal this semester?	<ul style="list-style-type: none"> • Submit and gain IRB approval? • Gather data? • Begin analyzing data? 	<ul style="list-style-type: none"> • Finish analyzing data? • Write Chapters 4-5?

FOURTH YEAR		
FALL	SPRING	SUMMER
*EDH 7980: Dissertation (<u> </u> credit hrs)		
When Chapters 4-5 are completed and approved by Major Professor, defend Dissertation		
The semester you graduate is based on when you defend and the Graduate School Deadlines.		

*Students must enroll in EDH7980 for a variable number of credits (but a minimum of 3 credits) every semester after entering candidacy. They must complete a MINIMUM of 24 Dissertation credits hours by the time they graduate. The progress students make through dissertation is entirely dependent on their prior preparation for this phase of their degree work, and their availability to complete the writing and research.

** Note EDH 7xxx is a temporary course number and will be replaced by FL SUS.

**FOR YOUR REFERENCE, THESE ARE THE APPROVED ELECTIVES FOR THE
RESEARCH SECTION OF YOUR PLAN OF STUDY**

RESEARCH COURSE CHOICE 1 – Select one of the following approved courses			
IDS 7502	Case Studies in Research Design		3
EDF 7405	Quantitative Methods II		3
EDF 7406	Multivariate Statistics in Education		3
EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education		3
EDF 7415	Latent Variable Modeling In Education		3
EDF 7473	Ethnography in Educational Settings		3
EDF 7474	Multilevel Data Analysis In Education		3
EDF 7488	Monte Carlo Simulation Research in Education		3

RESEARCH COURSE CHOICE 2 – Select one of the following approved courses			
EDF 7406	Multivariate Statistics In Education		3
IDS 7938	Research Cluster Seminar		3
EDF 7405	Quantitative Methods II		3
EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education		3
EDF 7415	Latent Variable Modeling In Education		3
EDF 7473	Ethnography in Educational Settings		3
EDF 7474	Multilevel Data Analysis In Education		3
EDF 7488	Monte Carlo Simulation Research in Education		3

SPECIALTY OPTIONS IN DESIGNATED SLOT – Select one of the following approved courses			
EDH 7631	Managing Change, Conflict & Stability		3
EDH 7XXX	<u>Curriculum, Instruction, & Distance Learning in Higher Ed</u>		3
EDH 7366	Assessment in Higher Education		3
EDH 7XXX	<u>International Higher Education</u>		3

PHD Education, Higher Education Track

Recommended Course Sequence (Part-Time Enrollment = 4 – 4+ years)

Student Name:	PID#
Semester Entered Program:	Student Email:
Adviser:	CITI Certif Date:

FIRST YEAR		
FALL	SPRING	SUMMER
IDS 7501: Issues and Research Education	EDH 6046: Diversity in Higher Education	EDH 7405: Legal Issues in Higher Ed
EDH 7040 Research on College Student (<i>IDS 7500 track specific focus</i>) (3 cr)	EDF 7403: Quantv Foundations of Educ Research	EDF 7463: Analysis of Survey, Record, Other Qualitative Data

SECOND YEAR		
FALL	SPRING	SUMMER
EDH 7xxx : Org Theory & Practice in Higher Education	EDH 7401: Higher Education & Public Policy	IDS 7502 Case Studies in Res Design OR Research Choice (1st course from approved POS list)
EDH 7xxx :Higher Ed: Philo/ Hist Perspectives	EDF 7475: Qualitative Research in Education	EDH 7631: Managing Change, Conflict & Stability (<i>OR other course listed as option in POS</i>)

THIRD YEAR		
FALL	SPRING	SUMMER
EDF 7406 Multivariate OR Research Choice (2nd course from approved POS list)	EDH 7xxx: Finance in Higher Education	IDS 7500 Seminar in Educ Research (3 cr) (<i>With faculty member approved by track coordinator</i>)
EDH 7xxx: Higher Education Leadership	EDH 7934: Higher Ed. Literature, Research and Professional Writing Seminar (Prospectus)	COMPREHENSIVE EXAMS PART 2 (0 CR)
	COMPREHENSIVE EXAMS PART 1 (0 CR)	COMPREHENSIVE EXAMS PART 3 (0 CR)

FOURTH YEAR			
	FALL	SPRING	SUMMER
	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)
Potential Dissertation Progress:	<i>*Doctoral Candidates MUST be enrolled in EDH 7980 for at least 3 credits, EVERY semester until they graduate. Min 24 cr</i>	If Chapters 1-3 are completed and approved by Major Professor, defend Proposal this semester?	<ul style="list-style-type: none"> • Submit and gain IRB approval? • Gather data?

? FIFTH YEAR ?			
	FALL	SPRING	SUMMER
	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)	*EDH 7980: Dissertation (__ credit hrs)
Potential Dissertation Progress	<ul style="list-style-type: none"> • Analyze data? • Write Chapters 4-5? 	When Chapters 4-5 are completed and approved by Major Professor, defend Dissertation.	
The semester you graduate is based on when you defend and the Graduate School Deadlines.			

*Students must enroll in EDH7980 for a variable number of credits (but a minimum of 3 credits) every semester after entering candidacy. They must complete a MINIMUM of 24 Dissertation credits hours by the time they graduate. The progress students make through dissertation is entirely dependent on their prior preparation for this phase of their degree work, and their availability to complete the writing and research.

**FOR YOUR REFERENCE, THESE ARE THE APPROVED ELECTIVES FOR THE
RESEARCH SECTION OF YOUR PLAN OF STUDY**

RESEARCH COURSE CHOICE 1 – Select one of the following approved courses			
	IDS 7502	Case Studies in Research Design	3
	EDF 7405	Quantitative Methods II	3
	EDF 7406	Multivariate Statistics in Education	3
	EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
	EDF 7415	Latent Variable Modeling in Education	3
	EDF 7473	Ethnography in Educational Settings	3
	EDF 7474	Multilevel Data Analysis In Education	3
	EDF 7488	Monte Carlo Simulation Research in Education	3

RESEARCH COURSE CHOICE 2 – Select one of the following approved courses			
	EDF 7406	Multivariate Statistics in Education	3
	IDS 7938	Research Cluster Seminar	3
	EDF 7405	Quantitative Methods II	3
	EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education	3
	EDF 7415	Latent Variable Modeling In Education	3
	EDF 7473	Ethnography in Educational Settings	3
	EDF 7474	Multilevel Data Analysis In Education	3
	EDF 7488	Monte Carlo Simulation Research in Education	3

SPECIALTY OPTIONS IN DESIGNATED SLOT – Select one of the following approved courses			
	EDH 7631	Managing Change, Conflict & Stability	3
	EDH 7XXX	Curriculum, Instruction, & Distance Learning in Higher Ed	3
	EDH 7366	Assessment in Higher Education	3
	EDH 7XXX	International Higher Education	3



Program Recommendation Form - REVISIONS ONLY

This form is to be used to **REVISE** degree programs, tracks, or certificate programs. If there are changes to a program and the changes will also affect the program tracks, one form may be used for both the program and the track(s).

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

Checklist of items to be attached with completed form:

- Complete and current Graduate Catalog copy (www.graduatecatalog.ucf.edu), including description, curriculum, contact information, application requirements, and application deadlines. Use Track Changes in Word to show revisions.
- A list of faculty who will participate in the program, track or certificate and their credentials.
- All course action requests that will be needed to implement the curriculum changes.
- If applicable, a written agreement from all involved units that they are in support of the revisions.

College/Unit(s) Submitting Proposal: College of Education and Human Performance

Proposed Effective Term/Year: Fall 2016

Unit(s) Housing Program: School of Teaching, Learning and Leadership

Name of program, track and/or certificate: Teaching English to Speakers of Other Languages

Please check all that apply: This action affects a: Program Track Certificate

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

Brief description of program and rationale of the revision: **Do not add complete catalog copy here.**

The TESOL Track of the Education PhD prepares educators and researchers in the field of Teaching English to Speakers of Other Languages. The track was established in 2010 and has regularly collected data on program quality since its inception. One area that has required revision is the length of the program, which is 6 credits more than other tracks in the School of Teaching, Learning and Leadership. The excess number of credits has caused an issue with assistantships, which the School provides for a three-year period. Requiring an additional 6 credits has forced students to either extend their program of studies by one semester or take more credits than full-time for one or two semesters. Based on student feedback and faculty review of student performance and other data, we have decided to eliminate two courses, IDS 7657 and TSL 7948 from the required courses. In addition to these two course deletions, we have omitted the Special Topics course options that we used when the program began and was still developing specialization courses. The Special Topics course has been replaced by TSL 7006, which has been offered twice under the new number. These changes have been approved by the TESOL PhD track faculty and by the instructors of the omitted courses.

Briefly list curriculum changes in bullet format. If there are changes to the credit hours of the program, required courses or other requirements, please state those changes. **Remember to attach the catalog copy showing changes, using Track Changes in Word.**

The TESOL faculty have agreed to shorten the program's curriculum by 6 credits, eliminating:

- IDS 7657 Professional Collaboration Around Language Issues (3 credit hours)
- TSL 7948 Doctoral Intemship in TESOL (3 credit hours; course may be repeated up to 6 credits)

And replacing:

- TSL 6938 Special Topics in TESOL (3 credit hours; course may be repeated up to 9 credits)
- with TSL 7006 Second Language Teacher Education

That will reduce our total credits from 78 to 72.

This change is needed to enable candidates to complete their programs within 3 years, which is the length of the assistantship support. For those who have already taken those courses and want to change to the new catalog once the changes are approved, we will allow them to use IDS 7657 and TSL 7948 toward their cognate requirements.

Name Change

Are you changing the name of an existing program, track, or certificate? Yes No

If yes, provide the new name of the program, track, or certificate: _____

A proposed name change will apply to the record of all students who are currently enrolled, readmitted or newly admitted into this program as of the effective date of this change.

Impact on Current Students

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

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

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

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

Students who have already taken IDS 7657 and TSL 7948 and want to change to the new catalog once the changes are approved will be allowed to use either or both IDS 7657 and TSL 7948 toward their 9-credit cognate requirements.

If there are substantial revisions, please complete the following table on financial support: (Specify all forms of support – assistantships, fellowships, and tuition remission.)

	Number of assistantship students	Source of funds	Number of fellowship students (specify fellowship)	Number of tuition remissions	Source of funds
Year 1					
Year 2					
Year 3					

Signature Page

Recommend Approval (all approval levels must be signed)

Department Chair (Print) / Director	<u>Michael C. Hyman</u>	(Signature)	<u>Michael C. Hyman</u>	Date	<u>2/9/16</u>
College Academic Standards	<u>Elsie L. Olan</u>	(Signature)	<u>Elsie L. Olan</u>	Date	<u>2/10/16</u>
College Dean (Print)	<u>Rose Taylor</u>	(Signature)	<u>Rose Taylor</u>	Date	<u>2/15/16</u>
Graduate Council (Print)	_____	(Signature)	_____	Date	_____
Graduate Dean (Print)	_____	(Signature)	_____	Date	_____

Approval

Provost and Executive Vice President: _____ Date _____

Distribution: After approval is received from the Provost, distribution will be to:

Department(s); College; Registrar; Associate Registrar; Institutional Knowledge Management; Academic Services; College of Graduate Studies

Ph.D. TESOL Track

Track Description

The University of Central Florida is uniquely positioned to meet the critical need for advanced degrees in TESOL. Faculty from the College of Education and Human Performance and the College of Arts and Humanities approach TESOL issues from multiple perspectives and collaborate in teaching and research. Combining the interdisciplinary expertise of faculty in two Colleges, the PhD Track in TESOL offers students in-depth experiences in the research, theory, and practice of TESOL, as well as flexibility in selecting a complementary cognate that meets their professional goals.

Curriculum

Total Credit Hours Required:

78 72 Credit Hours Minimum beyond the Master's Degree

The Teaching English to Speakers of Other Languages (TESOL) track in the Education PhD program requires at least 78 credit hours of study beyond the master's degree.

Prerequisites

- TSL 6250 Applied Linguistics in ESOL
- TSL 6440 Issues in TESOL Assessment
- TSL 6642 Issues in Second Language Acquisition
- TSL 5345 ESOL Methods or TSL 5085 Teaching Language Minority Students in K-12
- EDF 6401 Statistics for Educational Data

Required Courses—45 Credit Hours

Core—24 Credit Hours

- IDS 7501 Issues and Research in Education (3 credit hours)
- IDS 7500 Research Seminar (variable credit and repeatable, 6 credit hours)
- EDF 7475 Qualitative Research Methods in Education (3 credit hours)
- EDF 7403 Quantitative Research Methods in Education (3 credit hours)
- EDF 7463 Analysis of Survey, Record and Other Qualitative Data (3 credit hours)
- IDS 7502 Case Studies in Research Design (3 credit hours) or one of the following approved research electives:

- EDF 7406 Multivariate Statistics in Education (3 credit hours)
- EDF 7405 Quantitative Methods II (3 credit hours)
- EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education (3 credit hours)
- EDF 7415 Latent Variable Modeling in Education (3 credit hours)
- EDF 7473 Ethnography in Educational Settings (3 credit hours)
- EDF 7474 Multilevel Data Analysis in Education (3 credit hours)
- EDF 7488 Monte Carlo Simulation Research in Education (3 credit hours)
- SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders (Communication Sciences Track students only) (3 credit hours)
- EDF 7406 Multivariate Statistics in Education (3 credit hours) or one of the following approved research electives:
 - IDS 7938 Research Cluster Seminar (3 credit hours)
 - EDF 7405 Quantitative Methods II (3 credit hours)
 - EDF 7410 Application of Nonparametric and Categorical Data Analysis in Education (3 credit hours)
 - EDF 7415 Latent Variable Modeling in Education (3 credit hours)
 - EDF 7473 Ethnography in Educational Settings (3 credit hours)
 - EDF 7474 Multilevel Data Analysis in Education (3 credit hours)
 - EDF 7488 Monte Carlo Simulation Research in Education (3 credit hours)
 - SPA 7495 Doctoral Seminar II: Spoken and Written Language Disorders (Communication Sciences Track students only) (3 credit hours)

Specialization—21 15 Credit Hours

Students are required to take the following five courses:

- TSL 6643 Diachronic Analysis of Second Language Acquisition Processes (3 credit hours)
- TSL 6379 Second Language Literacy (3 credit hours)
- TSL 6600 Second Language Vocabulary Acquisition (3 credit hours)
- TSL 6252 Sociolinguistics for ESOL (3 credit hours)
- ~~• IDS 7657 Professional Collaboration Around Language Issues (3 credit hours)~~
- TSL 7006 Second Language Teacher Education (3 credit hours)

~~Students should also take a minimum of 6 credit hours of the following courses:~~

- ~~• TSL 6938 Special Topics in TESOL (3 credit hours; course may be repeated up to 9 credits)~~

- ~~TSL 7948 Doctoral Internship in TESOL (3 credit hours; course may be repeated up to 6 credits)~~

Cognate—9 Credit Hours

A minimum of 9 credit hours of cognate courses must be approved by the adviser and graduate program director. Possible cognates include Communication Sciences and Disorders, Community College Teaching, Exceptional Education, Global and Comparative Education, Multicultural Education, Instructional Technology, Program Administration, Reading, and other related areas.

Dissertation—24 Credit Hours

- TSL 7980 Dissertation Research (24 credit hours minimum)

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.

Examinations

A qualifying examination will be required during the first year of study as an intake, diagnostic tool to determine student proficiency in TESOL. A written candidacy examination will be required to be admitted to candidacy and will normally occur at the completion of course work.

Candidacy

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.

Additional Program Requirement:

Students must have completed a minimum of two college-level courses in a foreign language or basic proficiency in a foreign language as measured by the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview (OPI) or other assessment approved by the program faculty before completion of 36 hours of study. Non-native speakers of English may use their native language to meet this requirement. This requirement may be satisfied prior to admission but must be satisfied prior to candidacy.

Independent Learning

The dissertation satisfies the 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.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A master's degree in a closely related field.
- Official, competitive GRE score taken within the last five years.
- Three letters of recommendation no more than one year old from people who can attest to your potential and ability for doctoral level work.
- Goal statement.
- Resume.
- A master's thesis or two original papers related to graduate coursework
- An interview may be required once the application materials are received.
- Applicants to this program are strongly encouraged to complete the necessary information requested for the ETS PPI (Personal Potential Index) report that is available during the GRE examination. All official PPI reports must be submitted directly to the UCF College of Graduate Studies (use UCF Institution Code: 5233).

Application Deadlines

Teaching English to Speakers of Other Languages	Fall Priority	Fall	Spring	Summer
	Domestic Applicants	Dec 20	Feb 15	-
International Applicants	Dec 20	Jan 15	-	-
International	Dec 20	Feb 15	-	-

Transfer 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.				

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.

College of Education and Human Performance

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College of Arts and Humanities

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Gergana Vitanova, Ed.D.

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Department of Modern Language and Literatures
Office: CNH 535
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**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Core Clinical Rotation-Adult Oncology Genetics

Co-Directors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	T, R
Phone:	407-266-1100	Class Meeting Hours:	9:00-12:00 pm
E-Mail:	jgibson@med.ucf.edu	Class Location:	Offsite hospital
Website:	Webcourses		
Office Hours:	M,W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Core Clinical Rotation in Adult Oncology Genetics. This course provides clinical experiences in Oncology Genetics and Genetic Counseling at one of the program clinical rotation training sites. You will be assigned to a clinical site as well as the days and times of your rotation.

II. University Course Catalog Description

Clinical experience in Oncology Genetic Counseling

III. Course Objectives

Students will be able to:

1. Discuss the inherited basis of genetic counseling with respect to genetic testing for hereditary cancers and risk assessment
2. Describe various aspects genetic testing for inherited cancers and genetic counseling
3. Discuss clinical and reproductive implications for patients who are high-risk for genetic disorders

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 1 credit hour (1,0)

VI. Course Faculty and Staff

Jane Gibson, Ph.D., FACMG Co-Director, Professor of Pathology
Program Director - TBH (To be hired)

VII. Required Texts and Materials

Thompson and Thompson's Genetics in Medicine

Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard

Saunders, 8th edition, 2015

978-1-416-03080-5

VIII. Supplementary Information, Texts and Materials

Course Description: This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Under the auspices of the Genetic Counseling Program, a board-certified genetic counselor or physician supervisor will provide weekly supervision at placement sites where the student will observe and practice genetic counseling.

Core Course Objectives: 1. Student will develop an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. 2. Students will learn counseling theories that provide consistent models to conceptualize client presentation and select appropriate counseling interventions. Students will examine affective, behavioral, and cognitive approaches and will apply these theories to their work with clients. Students will also be exposed to models of genetic counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. 3. Students will explore the counselor and client characteristics and behaviors that influence helping processes including age, gender, ethnicity, sexual orientation, verbal and non-verbal behaviors and personal characteristics including medical history. 4. Students will demonstrate the ability to communicate biological and genetic information to clients within a supportive and therapeutic environment. 5. Students will develop an awareness of the limits of their training and competence and will recognize when it may be necessary to refer clients to other mental health and health care practitioners. 6. Students will demonstrate knowledge of and a determination to implement and adhere to all professional ethical codes of conduct.

Expectations from students during clinical rotations:

1st semester observation experiences?

1st rotation (beginning of second semester): Develop familiarity with the contracting process; take pedigrees; understand and describe basic inheritance patterns and describe chromosomes; access resources and perform literature searches; identify psychosocial issues in discussions with counselors; prepare for upcoming cases to familiarize yourself with relevant content and counseling issues. Become more adept at taking and assessing pedigrees; begin explaining tests including benefits, risks and limitations; write chart notes; take on role of coordination of basic tests; learn more complicated concepts; begin addressing basic psychosocial issues.

(2nd) Summer rotation: Improve taking medical histories; improve your ability to explain various genetic conditions in understandable terms; increased ability to perform risk assessment and facilitate decision making; recognize more complex psychosocial issues; increased ability to address psychosocial issues. Should be prepared to take on all roles of the counseling session and accumulate log book cases (under supervision).

3rd rotation: Develop flexibility in sessions; independent cases management skills; become comfortable with complex counseling situations; incorporate medical management knowledge into counseling situations; become adept at delivering normal and abnormal results; schedule follow-up; incorporate bereavement counseling as needed.

4th & 5th rotation: Should be operating independently with supervisor observation; charting and documentation skills should be sharpened.

Throughout all clinical rotations, students will be expected to prepare for relevant case content and disease processes relevant to the case even if he/she will not be discussing them with patients. Supervisors will regularly quiz students on topics related to cases the student will be observing and/or taking on various counseling roles.

Estimated caseloads: Adult/General Genetics/Cancer – an average of 4 cases per week

Evaluation process: Students will be given an overview of expectations at the beginning of each rotation. They will meet with clinic supervisors throughout the rotation, but both a mid-rotation evaluation and an end of rotation evaluation (written and verbal) with feedback from supervisors will be provided. If a student requires additional remediation or instruction, the program director and/or clinical site coordinators will schedule additional meetings as needed.

Student Expectations:

- General
 - Contact your supervisor at least one week prior to your start date to ask questions and more fully understand the expectations of each clinical site which may vary such as dress code, hours of operation, location etc.
 - Actively participate in cases during each rotation
 - Research cases in advance when possible including the indication, testing options etc.
 - Have appropriate visual aids.
 - Bring all necessary paperwork (evaluation sheets, patient resources etc.)
 - Discuss plan for the case in advance
 - Provide quality patient care as directed by supervisor
 - Discuss the case with the supervisor afterwards for feedback
- Specific/Technical
 - Complete the Pre-Clinical Rotation Expectations Form
 - Write a clinical summary for at least one case each week. This may be in the form of a patient directed letter, chart note summary, or physician directed letter depending on the clinical site
 - Complete Clinical Site Evaluation Form at the completion of the rotation.

Course Content Areas: All topics in Course Outline below as well as review of: 1. Codes of Ethical Conduct a. National Society of Genetic Counselors (NSGC) b. American Counseling Association (ACA) c. National Board of Certified Counselors (NCC) 2. Introduction to Helping 3. Theoretical Foundations in the Three-Stage Model of Helping 4. Ethical Issues in Helping 5. The Three Stage Model of Counseling a. Counseling Skills for the Exploration Stage i. Attending and Listening ii. Open Questions and Probes iii. Restatement iv. Reflection of Feelings b. Counseling Skills for the Insight Stage i. Challenge ii.

Interpretation iii. Self Disclosure of Insight iv. Immediacy c. Counseling Skills for the Action Stage i. Giving Information ii. Feedback About the Client iii. Process Advisement iv. Direct Guidance v. Disclosure of Strategies d. Integration of the Three Stages

Required Text: LeRoy, B.S., Veach, P.M., Bartels, D.M. (2010). Genetic counseling practice; Advanced concepts and skills. Hoboken, New Jersey: Wiley-Blackwell.

Bibliography

Bellet, P. S., Maloney, M.J. (1991). The importance of empathy as an interviewing skill. Journal of the American Medical Association, 266, 1831--1832.

Bower, J.A., McCarthy Veach, P., LeRoy, B.S Bartels, D. M. (2002). Ethical and professional challenges; A survey of counselors' experiences. Journal of Genetic Counseling, 11, 163--186.

Hendrickson, S.M., McCarthy Veach, P., LeRoy, B.S. (2002). A qualitative investigation of student and supervisor perceptions of live supervision in genetic counseling. Journal of Genetic Counseling, 11, 25-50.

Hill, C.E., (2001). Helping skills; Facilitation exploration, insight, and action (2nd ed.). Washington, DC: American Psychological Association.

Ivey, A.E (1994). Intentional interviewing and counseling; facilitating client development in a multicultural society (3rd ed.). Pacific Grove, CA; Brooks/Cole.

Skouholt, T.S. (2000). The resilient practitioner: Burnout prevention and self-care. Boston: Allyn and Bacon.

Sue, D.W., Sue, D. (2003) Counseling the culturally different: Theory and practice (4th ed.). New York: John Wiley & Sons. Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Grades for the core clinical rotations will be based on faculty assessment of students skills using a rubric derived from the Accreditation Council for Genetic Counseling standards for competency. A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the module or clerkship director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Core Clinical Rotation-Pediatric Genetics

Instructors:	<i>Jane Gibson, Ph.D., FACMG, TBD</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	R, F
Phone:	407-266-1100	Class Meeting Hours:	9:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	Offsite Hospital
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Core Clinical Rotation in Pediatric Genetics. This course provides clinical experiences in Pediatric Genetics and Genetic Counseling at one of the program clinical rotation training sites. You will be assigned to a clinical site as well as the days and times of your rotation.

II. University Course Catalog Description

The Core Clinical Rotation in Pediatric Genetics course provides clinical experience in Pediatric Genetic Counseling

III. Course Objectives

Students will be able to:

1. Discuss the inherited basis of genetic diseases affecting pediatric patients
2. Describe clinical presentation of human genetic diseases associated with pediatric patients
3. Discuss clinical and reproductive implications for patients who have been diagnosed with inherited diseases

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 1 credit hour (1,0)

VI. Course Faculty and Staff

Jane Gibson, Ph.D., FACMG Co-Director, Professor of Pathology
Program Director- TBH (To be hired)

VII. Required Texts and Materials

Thompson and Thompson's Genetics in Medicine

Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard
Saunders, 8th edition, 2015
978-1-416-03080-5

VIII. Supplementary Information, Texts and Materials

Course Description: This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Under the auspices of the Genetic Counseling Program, a board-certified genetic counselor or physician supervisor will provide weekly supervision at placement sites where the student will observe and practice genetic counseling. Core Course Objectives: 1. Student will develop an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. 2. Students will learn counseling theories that provide consistent models to conceptualize client presentation and select appropriate counseling interventions. Students will examine affective, behavioral, and cognitive approaches and will apply these theories to their work with clients. Students will also be exposed to models of genetic counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. 3. Students will explore the counselor and client characteristics and behaviors that influence helping processes including age, gender, ethnicity, sexual orientation, verbal and non-verbal behaviors and personal characteristics including medical history. 4. Students will demonstrate the ability to communicate biological and genetic information to clients within a supportive and therapeutic environment. 5. Students will develop an awareness of the limits of their training and competence and will recognize when it may be necessary to refer clients to other mental health and health care practitioners. 6. Students will demonstrate knowledge of and a determination to implement and adhere to all professional ethical codes of conduct.

Expectations from students during clinical rotations:

1st semester observation experiences?

1st rotation (beginning of second semester): Develop familiarity with the contracting process; take pedigrees; understand and describe basic inheritance patterns and describe chromosomes; access resources and perform literature searches; identify psychosocial issues in discussions with counselors; prepare for upcoming cases to familiarize yourself with relevant content and counseling issues. Become more adept at taking and assessing pedigrees; begin explaining tests including benefits, risks and limitations; write chart notes; take on role of coordination of basic tests; learn more complicated concepts; begin addressing basic psychosocial issues.

(2nd) Summer rotation: Improve taking medical histories; improve your ability to explain various genetic conditions in understandable terms; increased ability to perform risk assessment and facilitate decision making; recognize more complex

psychosocial issues; increased ability to address psychosocial issues. Should be prepared to take on all roles of the counseling session and accumulate log book cases (under supervision).

3rd rotation: Develop flexibility in sessions; independent cases management skills; become comfortable with complex counseling situations; incorporate medical management knowledge into counseling situations; become adept at delivering normal and abnormal results; schedule follow-up; incorporate bereavement counseling as needed.

4th rotation: Should be operating independently with supervisor observation; charting and documentation skills should be sharpened.

Throughout all clinical rotations, students will be expected to prepare for relevant case content and disease processes relevant to the case even if he/she will not be discussing them with patients. Supervisors will regularly quiz students on topics related to cases the student will be observing and/or taking on various counseling roles.

Estimated caseloads: Pediatric – an average of 3 cases per week

Evaluation process: Students will be given an overview of expectations at the beginning of each rotation. They will meet with clinic supervisors throughout the rotation, but both a mid-rotation evaluation and an end of rotation evaluation (written and verbal) with feedback from supervisors will be provided. If a student requires additional remediation or instruction, the program director and/or clinical site coordinators will schedule additional meetings as needed.

Student Expectations:

- General
 - Contact your supervisor at least one week prior to your start date to ask questions and more fully understand the expectations of each clinical site which may vary such as dress code, hours of operation, location etc.
 - Actively participate in cases during each rotation
 - Research cases in advance when possible including the indication, testing options etc.
 - Have appropriate visual aids.
 - Bring all necessary paperwork (evaluation sheets, patient resources etc.)
 - Discuss plan for the case in advance
 - Provide quality patient care as directed by supervisor
 - Discuss the case with the supervisor afterwards for feedback
- Specific/Technical
 - Complete the Pre-Clinical Rotation Expectations Form
 - Write a clinical summary for at least one case each week. This may be in the form of a patient directed letter, chart note summary, or physician directed letter depending on the clinical site
 - Complete Clinical Site Evaluation Form at the completion of the rotation.

Course Content Areas: All topics in Course Outline below as well as review of: 1. Codes of Ethical Conduct a. National Society of Genetic Counselors (NSGC) b. American Counseling Association (ACA) c. National Board of Certified Counselors (NCC) 2. Introduction to Helping 3. Theoretical Foundations in the Three-Stage Model of Helping 4. Ethical Issues in Helping 5. The Three Stage Model of Counseling a. Counseling Skills for the Exploration Stage i. Attending and Listening ii. Open Questions and Probes iii. Restatement iv. Reflection of Feelings b. Counseling Skills for the Insight Stage i. Challenge ii. Interpretation iii. Self Disclosure of Insight iv. Immediacy c. Counseling Skills for the Action Stage i. Giving Information ii.

Feedback About the Client iii. Process Advisement iv. Direct Guidance v. Disclosure of Strategies d. Integration of the Three Stages

Required Text: LeRoy, B.S., Veach, P.M., Bartels, D.M. (2010). Genetic counseling practice; Advanced concepts and skills. Hoboken, New Jersey: Wiley-Blackwell.

Bibliography

Bellet, P. S., Maloney, M.J. (1991). The importance of empathy as an interviewing skill. *Journal of the American Medical Association*, 266, 1831--1832.

Bower, J.A., McCarthy Veach, P., LeRoy, B.S Bartels, D. M. (2002). Ethical and professional challenges; A survey of counselors' experiences. *Journal of Genetic Counseling*, 11, 163--186.

Hendrickson, S.M., McCarthy Veach, P., LeRoy, B.S. (2002). A qualitative investigation of student and supervisor perceptions of live supervision in genetic counseling. *Journal of Genetic Counseling*, 11, 25-50.

Hill, C.E., (2001). *Helping skills; Facilitation exploration, insight, and action* (2nd ed.). Washington, DC: American Psychological Association.

Ivey, A.E (1994). *Intentional interviewing and counseling; facilitating client development in a multicultural society* (3rd ed.). Pacific Grove, CA; Brooks/Cole.

Skouholt, T.S. (2000). *The resilient practitioner: Burnout prevention and self-care*. Boston: Allyn and Bacon.

Sue, D.W., Sue, D. (2003) *Counseling the culturally different: Theory and practice* (4th ed.). New York: John Wiley & Sons. Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Grades for the core clinical rotations will be based on faculty assessment of students skills using a rubric derived from the Accreditation Council for Genetic Counseling standards for competency. A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review. (See Student Handbook for more details.)

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Core Clinical Rotation-Prenatal Genetics

Instructors:	Jane Gibson, Ph.D., FACMG	Term:	2017-2018
Office:	406K	Class Meeting Days:	R,F
Phone:	407-266-1100	Class Meeting Hours:	9:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	Offsite Hospital
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Core Clinical Rotation in Prenatal Genetics. This course provides clinical experiences in Pre-natal Genetics and Genetic Counseling at one of the program clinical rotation training sites. You will be assigned to a clinical site as well as the days and times of your rotation.

II. University Course Catalog Description

Clinical experience in Pre-natal Genetic Counseling

III. Course Objectives

Students will be able to:

1. Discuss the inherited basis of genetic counseling with respect to pre-natal genetic testing and risk assessment
2. Describe various aspects pre-natal genetic testing and genetic counseling
3. Discuss clinical and reproductive implications for patients who are high-risk for genetic disorders

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 1 credit hour (1,0)

VI. Course Faculty and Staff

Jane Gibson, Ph.D., FACMG Co-Director, Professor of Pathology
Program Director- TBH (To be hired)

VII. Required Texts and Materials

Thompson and Thompson's Genetics in Medicine

Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard
Saunders, 8th edition, 2015
978-1-416-03080-5

VIII. Supplementary Information, Texts and Materials

Course Description: This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Under the auspices of the Genetic Counseling Program, a board-certified genetic counselor or physician supervisor will provide weekly supervision at placement sites where the student will observe and practice genetic counseling.

Core Course Objectives: 1. Student will develop an understanding of essential interviewing and counseling skills in order to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries. 2. Students will learn counseling theories that provide consistent models to conceptualize client presentation and select appropriate counseling interventions. Students will examine affective, behavioral, and cognitive approaches and will apply these theories to their work with clients. Students will also be exposed to models of genetic counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling. 3. Students will explore the counselor and client characteristics and behaviors that influence helping processes including age, gender, ethnicity, sexual orientation, verbal and non-verbal behaviors and personal characteristics including medical history. 4. Students will demonstrate the ability to communicate biological and genetic information to clients within a supportive and therapeutic environment. 5. Students will develop an awareness of the limits of their training and competence and will recognize when it may be necessary to refer clients to other mental health and health care practitioners. 6. Students will demonstrate knowledge of and a determination to implement and adhere to all professional ethical codes of conduct.

Expectations from students during clinical rotations:

1st semester observation experiences?

1st rotation (beginning of second semester): Develop familiarity with the contracting process; take pedigrees; understand and describe basic inheritance patterns and describe chromosomes; access resources and perform literature searches; identify psychosocial issues in discussions with counselors; prepare for upcoming cases to familiarize yourself with relevant content and counseling issues. Become more adept at taking and assessing pedigrees; begin explaining tests including benefits, risks and limitations; write chart notes; take on role of coordination of basic tests; learn more complicated concepts; begin addressing basic psychosocial issues.

(2nd) Summer rotation: Improve taking medical histories; improve your ability to explain various genetic conditions in understandable terms; increased ability to perform risk assessment and facilitate decision making; recognize more complex psychosocial issues; increased ability to address psychosocial issues. Should be prepared to take on all roles of the counseling session and accumulate log book cases (under supervision).

3rd rotation: Develop flexibility in sessions; independent cases management skills; become comfortable with complex counseling situations; incorporate medical management knowledge into counseling situations; become adept at delivering normal and abnormal results; schedule follow-up; incorporate bereavement counseling as needed.

4th rotation: Should be operating independently with supervisor observation; charting and documentation skills should be sharpened.

Throughout all clinical rotations, students will be expected to prepare for relevant case content and disease processes relevant to the case even if he/she will not be discussing them with patients. Supervisors will regularly quiz students on topics related to cases the student will be observing and/or taking on various counseling roles.

Estimated caseloads: Prenatal – an average of 5 cases per week

Evaluation process: Students will be given an overview of expectations at the beginning of each rotation. They will meet with clinic supervisors throughout the rotation, but both a mid-rotation evaluation and an end of rotation evaluation (written and verbal) with feedback from supervisors will be provided. If a student requires additional remediation or instruction, the program director and/or clinical site coordinators will schedule additional meetings as needed.

Student Expectations:

- General
 - Contact your supervisor at least one week prior to your start date to ask questions and more fully understand the expectations of each clinical site which may vary such as dress code, hours of operation, location etc.
 - Actively participate in cases during each rotation
 - Research cases in advance when possible including the indication, testing options etc.
 - Have appropriate visual aids.
 - Bring all necessary paperwork (evaluation sheets, patient resources etc.)
 - Discuss plan for the case in advance
 - Provide quality patient care as directed by supervisor
 - Discuss the case with the supervisor afterwards for feedback
- Specific/Technical
 - Complete the Pre-Clinical Rotation Expectations Form
 - Write a clinical summary for at least one case each week. This may be in the form of a patient directed letter, chart note summary, or physician directed letter depending on the clinical site
 - Complete Clinical Site Evaluation Form at the completion of the rotation.

Course Content Areas: All topics in Course Outline below as well as review of: 1. Codes of Ethical Conduct a. National Society of Genetic Counselors (NSGC) b. American Counseling Association (ACA) c. National Board of Certified Counselors (NCC) 2. Introduction to Helping 3. Theoretical Foundations in the Three-Stage Model of Helping 4. Ethical Issues in Helping 5. The Three Stage Model of Counseling a. Counseling Skills for the Exploration Stage i. Attending and Listening ii. Open Questions and Probes iii. Restatement iv. Reflection of Feelings b. Counseling Skills for the Insight Stage i. Challenge ii. Interpretation iii. Self Disclosure of Insight iv. Immediacy c. Counseling Skills for the Action Stage i. Giving Information ii. Feedback About the Client iii. Process Advisement iv. Direct Guidance v. Disclosure of Strategies d. Integration of the Three Stages

Required Text: LeRoy, B.S., Veach, P.M., Bartels, D.M. (2010). Genetic counseling practice; Advanced concepts and skills. Hoboken, New Jersey: Wiley-Blackwell.

Bibliography

Bellet, P. S., Maloney, M.J. (1991). The importance of empathy as an interviewing skill. Journal of the American Medical Association, 266, 1831--1832.

Bower, J.A., McCarthy Veach, P., LeRoy, B.S Bartels, D. M. (2002). Ethical and professional challenges; A survey of counselors' experiences. Journal of Genetic Counseling, 11, 163--186.

Hendrickson, S.M., McCarthy Veach, P., LeRoy, B.S. (2002). A qualitative investigation of student and supervisor perceptions of live supervision in genetic counseling. Journal of Genetic Counseling, 11, 25-50.

Hill, C.E., (2001). Helping skills; Facilitation exploration, insight, and action (2nd ed.). Washington, DC: American Psychological Association.

Ivey, A.E (1994). Intentional interviewing and counseling; facilitating client development in a multicultural society (3rd ed.). Pacific Grove, CA; Brooks/Cole.

Skouholt, T.S. (2000). The resilient practitioner: Burnout prevention and self-care. Boston: Allyn and Bacon.

Sue, D.W., Sue, D. (2003) Counseling the culturally different: Theory and practice (4th ed.). New York: John Wiley & Sons. Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Grades for the core clinical rotations will be based on faculty assessment of students skills using a rubric derived from the Accreditation Council for Genetic Counseling standards for competency. A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.

DIG 5XXXC Digital Asset Creation

Fall Credit Hours: 3

FIEA Art Faculty

Wen Moon Seun wen.seun@ucf.edu; room 122C
Chris Roda croda@ucf.edu; room 122B

Office Hours

Tues/Thurs 3:00pm-5:00 pm or by appointment

Class Day/Time

Common Core

Wednesday 12:00 pm – 1:20 pm (All Art Students)

Technical Art

Tuesday & Thursday 9:00 am – 10:20 am

2D/3D Art

Monday & Wednesday 4:30 pm – 5:50 pm

Animation

Monday & Wednesday 9:00 am – 10:20 am

Drawing Fundamentals

Friday 10:00 am – 11:00 am

Other workshops by notification

Class Locations

FIEA Campus, Center for Emerging Media 500 Bentley Street, Orlando, Florida.
The Bridge, Mario & Classrooms or as specified by instructor.

COURSE OBJECTIVE

This course has several objectives. In the common class, students will be introduced to the entire graphics workflow within the context of game production. With the exercises related to weekly discussions, the students will develop a working familiarity with the fundamental game workflow including 2D concepts, game engines, 3D modelling, materials, lighting, animation and visual effects. Focus will be given to deliver all work within context of a particular game engine.

COURSE DESCRIPTION

This course is comprised of a common core class for all artists in addition to three separate classes in areas of specializations: 2D Art/3D Art, Technical Art, and Animation. All students will be required to participate in the Drawing Fundamentals class.

All students are encouraged to attend all specialization classes for the first four weeks. At the end of the four weeks, the student must declare an area of concentration and attend that specialization class for a grade. The specialization courses will provide a rigorous concentration in advanced industry based content creation concepts, design, planning, principles, methods, and exercises using industry standard tools, programming languages

and game engines. After the fourth week, student may not change specialization without instructor approval.

Students are expected to create portfolio quality art assets, pipeline processes, tools and solutions on time and at a demanding industry pace.

COMMON CLASS OUTCOME

The primary goal of the Common Class is to expose the students to the full game art production pipeline and have them deliver regular exercises reinforcing relevant aspects of the workflow. Most of the exercises will require the students to deliver their work within the context of a professional game engine.

DRAWING FUNDAMENTALS OUTCOME

The goal of this course is to teach all of our artist about the foundational aspects of art. We will be using drawing as a medium of choice to deliver on the concepts. Weekly sketchbooks will serve as a means of documenting and recording the various topics and when fully complete will serve a series of visual notes that the student can return to over their career here as a student and also as a professional artist out in the field of their choice.

A more detailed breakdown will be provided in the Drawing Fundamentals syllabus.

SPECIALIZATION OUTCOMES

Outcomes for specializations will be indicated per specialization class syllabus.

NOTES

Some areas of specialization will overlap with each other and the common class which may require students to attend specific classes or workshops in addition to their concentration and common class.

Students are encouraged and welcome to attend or participate in all specialization classes.

The student is responsible to ensure that his or her progress is satisfactory from periodic input from instructors. The faculty is available, here to help and are genuinely interested in your progress.

GRADING BREAKDOWN

Common Class	30% of total grade
Specialization Class	60% of total grade
Drawing Fundamentals	10% of total grade

Common Class Breakdown

Attendance	32% of common class grade
Homework	68% of common class grade

Drawing Fundamentals

Attendance	64% of Drawing Fundamentals class grade
Final Delivery	36% of Drawing Fundamentals class grade

Specialization Class Breakdowns

Breakdowns for specializations will be indicated per specialization class syllabus.

GRADING CRITERIA

Assignments are graded from the standpoint of what would be expected from a production artist in a game studio:

- Timeliness and following directions explicitly.
- Artistic style and creativity within exact guidelines and specifications.
- Technical competency and execution.
- Finished level of quality in work and perceived effort & individual ability.
- Class participation and positive attitude towards team.
- Code and other work must be original.

GRADING SCALE

Graduate students are expected to maintain a minimum B average.

A	94 - 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
FAIL	Below 70

GRADING STANDARDS

- A high **A**, 95 percent or above is considered professional quality, suitable for a portfolio website. A low **A**, 90 – 94 is acceptable quality or effort for the assignment with room for polish and improvement.
- A **B** represents average quality and effort. This is considered passing an assignment but not the kind of work that would lead to or maintain employment in the entertainment or related industries.
- A **C** represents poor quality and minimal effort.
- Below **C** represents unacceptable quality and effort

GRADING NOTES

Substantial effort toward the completion of any assignment may be invested by the student, however, unforeseeable technical challenges and issues may arise. Though the effort may be recognized, the grading criteria of any assignment or portfolio work is based upon meeting professional quality aesthetics and technical execution on time as outlined by the portfolio goals of the student or the assignment by the instructor.

MATERIALS AND TEXTBOOKS

Instructional materials, such as instructor authored videos, tutorials, assigned readings, etc. are required.

CLASS POLICES

Blog

All FIEA artists will create a FIEA specific Blog to document and display all FIEA work during their time at FIEA. The blog-name should follow this template;
<FirstName><LastName>FIEA.blogspot.com

Late Work

Outside of emergencies, or extenuating circumstances, late work will not be accepted.

Attendance

Arrive to class on time and prepared. Professional courtesy in avoiding social networks, cell phones, websites & other distractions is expected. Tardiness and absences must be communicated ahead of time to the instructors or consultants. Have fun! Make your positive attitude and presence known by participating in class exercises, discussions, and critiques. For every missed class, a 1 % grade reduction will occur. For every late class, a 1/2 % grade reduction will occur.

COURSE STRUCTURE

Course material will be delivered via lectures, video content, power point presentations and other media. Students will periodically present work and participate in aesthetic and technical critiques.

EMAIL

It is the responsibility of the student to check email for critical updates and information from faculty regarding classes and assignments.

COMMON COURSE CONTENT AND SCHEDULE

Week	Dates	Concept	Homework
1 N	8/24 - 8/28	Intro To Photoshop <ul style="list-style-type: none">• Brush/Tablet Set Up• Tool Presets• Document Set Up• Digital Painting	Assignment – Model a prop in Maya and export it and view the work in game engine. Outcomes – Students will be introduced to modeling in Maya, they will learn how to create a model. Once that model is created the students will be introduced to the game engine of choice and present their work in that engine.

2 N	8/31 - 9/4	<p>Creating Concepts</p> <ul style="list-style-type: none"> • Character • Environments 	<p>Assignment – Take your created prop and create UV's for the model. Take your created prop and import into a digital sculpting program and create a detail pass on the model.</p> <p>Outcomes – Students will be introduced to the concept and execution of UV's on a 3D model. Students will be introduced to digital sculpting tools and learn how to add professional levels of detail to a digital sculpture.</p>
3 N	9/7 - 9/11	<p>Modelling</p> <ul style="list-style-type: none"> • Character • Environment 	<p>Assignment – Bake an Ambient Occlusion Map and a Normal Map for your game resolution model, then take these results and digitally 3D paint on them in a digital 3D painting program.</p> <p>Outcomes – Students will learn how to achieve a high resolution look on their game resolution models through baking and application of texture maps. Students will also learn how to digitally paint color directly onto their 3D models.</p>
4 C	9/14 - 9/18	<p>Game Engine Intro</p> <ul style="list-style-type: none"> • What is? • Who are the engines? • UE4 Intro • Unity Intro 	<p>Assignment – Push all your work to the game engine, build a final material on your prop with an effect that is driven within the material you are creating.</p> <p>Outcomes – Students will learn how to push all of their work into the game engine, finish a final look for the asset and build a prop that has some life to it through the use of some simple material/texture tricks.</p>
5 N	9/21 - 9/25	<p>Material Intro & textures</p> <ul style="list-style-type: none"> • What are materials in UE4? • What are Texture Maps? • What are the types of Textures? 	<p>Assignment – Model a simple organic model using all the techniques learned in the previous sessions.</p> <p>Outcomes – Students will build upon the techniques learned in the previous session and apply them to a simple organic model.</p>
6 N	9/28 - 10/2	<p>Texturing Characters/ Texturing Environments</p>	<p>Assignment – Model the first ½ of a complex character.</p> <p>Outcomes – Students will be introduced to ever increasingly difficult modeling tools in Maya. Students will demonstrate their knowledge of these tools through the creation of a more complex model.</p>

7 N	10/5 - 10/9	UE4 Environments <ul style="list-style-type: none"> • Level Layouts • Terrain 	<p>Assignment – Model the second ½ of a complex character.</p> <p>Outcomes – Students will be introduced to ever increasingly difficult modeling tools in Maya. Students will demonstrate their knowledge of these tools through the creation of a more complex model.</p>
8 N	10/12 - 10/16	Digital Sculpting <ul style="list-style-type: none"> • Character • Environment • Map Baking 	<p>Assignment – Set up all UV's for your character. Begin digitally sculpting your character.</p> <p>Outcomes – Students will continue to learn about various techniques for creating UVs for their models. Students will continue to learn about digital sculpting using a limited set of tools to start off with. Primary focus will be on the head of a character and how to sculpt organic type of skin.</p>
9 C	10/19 - 10/23	Lighting <ul style="list-style-type: none"> • Lighting in UE4 • 3 Point • Point lights • Static VS. dynamic • Spot Light • Directional lights • Sky Lights • Post Process Volumes 	<p>Assignment – Finish all digital sculpting of your character.</p> <p>Outcomes – Students will continue to learn about digital sculpting using a limited set of tools to start off with. Primary focus will be on sculpting cloth and metal.</p>
10 C	10/26 - 10/30	Advanced Materials <ul style="list-style-type: none"> • Physically Based Rendering • Study of Reflectivity and Specularity • Substance Workflow 	<p>Assignment – Take all your high resolution pieces and bake normal maps for your game resolution models. Begin digital painting on your character.</p> <p>Outcomes – Students will continue to learn techniques for baking maps, from normal maps to baking lighting information. Primary focus will be on the head of the character.</p>

11 C	11/2 - 11/6	<p>Animation Introduction</p> <ul style="list-style-type: none"> • Animation in Maya • Principals of Animation • Animation in UE4 	<p>Assignment – Finish the rest of your character.</p> <p>Outcomes – Students will complete and final their character and present the results in GAME ENGINE. This will be the conclusion of this project and all techniques and work will be judged on a technical and aesthetic level.</p>
12 C	11/9 - 11/13	<p>Rigging</p> <ul style="list-style-type: none"> • Skeleton Creation • Creating a character in UE4 	<p>Assignment – Rough out your environment in the game engine and build proxy art for everything needed in the level.</p> <p>Outcomes – Students will learn how to rough in an environment, how to sculpt terrain using the landscape tool and how to add textures and materials to that landscape.</p>
13 C	11/16 - 11/20	<p>Procedural Environments</p> <ul style="list-style-type: none"> • Intro to Blueprints 	<p>Assignment – Create various repeating textures and geometry and incorporate the work into your game level.</p> <p>Outcomes – Students will need to create repeating textures in Digital Sculpting application to later be used in the game engine.</p>
14 C	11/23 - 11/27	<p>Python For Artists</p> <ul style="list-style-type: none"> • Use in Houdini/Maya 	<p>Assignment – Take all your proxy objects and build final high resolution geometry along with in game geometry, textures and materials.</p> <p>Outcomes – Students will learn how to make game assets built specifically for a game level.</p>
15 C	11/30 - 12/4	<p>Intro to FX</p> <ul style="list-style-type: none"> • Particles in UE4 	<p>Assignment – Create a foliage pack of assets that are modular in nature so you can populate your world with vegetation. Take your level and do a final pass to unify all the art and set dress it appropriately.</p> <p>Outcomes – Students will learn how to create foliage for a game, and how to take those assets and put the finishing touches on their level.</p>

16 N	12/7 - 12/11	Cameras and Cinematics <ul style="list-style-type: none"> • Intro to Camera in UE4 • Intro to Matinee 	<p>Assignment – Finish all asset, tune and deliver them in the game engine.</p> <p>Outcomes – Students will learn how to finalize all of their art and go through the tuning phase. Students will then present the totality of all of their work for final critique and grade.</p>
17	12/14 - 12/18	Final Exam	Final showing, critique and grading of work.

NOTE

Syllabus and schedule are subject to change at the instructor's discretion, via notification by email.

DIG 5XXX – Experimentation, Application and Innovation in Games

Spring Semester

Credit Hours: 3

INSTRUCTORS

Tom Carbone

Office Location: Expo Room #115K

Phone: 407-235-3578

Fax: 407-317-7094

Email: tcarbone@fiea.ucf.edu

Skype – tomcarbone

Twitter - @tcarbone

OFFICE HOURS

Tu/Th 2:50-3:50 (Hour following each class period)

CLASS DAY/TIME

Tuesday and Thursday: 1:30 pm to 2:50 pm

CLASS LOCATION

Expo Building: The Bridge

COURSE OBJECTIVES

- Explore non-traditional applications of gaming technology in today's world
- Innovation in games
- Individual presentation practice
- Team project work involving topics discussed in class

COURSE DESCRIPTION

Non-traditional game topics

AMONG THE TOPICS COVERED

Games in Medicine
Games in the Workplace
Games and Research
Innovative Games

Games in Education Games and
Military Simulation
Presentation Skills

COURSE REQUIREMENTS

Group Project– A semester long project involving topics discussed in class

Individual presentation – Each student will make a presentation on an approved topic of his/her choice

Quizzes – Periodic pop quizzes will verify student attendance and attentiveness

Week By Week

Subject to changes as needed

Week 1: Introduction, Games and Health

Week 2: Games and Health Research, Games and Education

Week 3: Group Proposals

Week 4: Presentation skills

Week 5: Experimental Design and Data Analysis

Week 6: Innovative Games

Week 7: First Playable Demonstration

Week 8: Serious Games

Week 9: Spring Break

Week 10: Student Presentations

Week 11: Student Presentations

Week 12: Group Prototypes

Weeks 13-16: Student Presentations

Weeks 17: Final Group Presentations

CLASS PARTICIPATION

Demonstrate your interest and knowledge by engaging in discussions, asking questions, providing information, opinions and feedback. Make your positive presence known.

GRADING CRITERIA

40% Group Project

- Proposal/Competitive Analysis 15%
- First Playable 20%
- Prototype Progress 20%
- Final Project/Class Presentation 30%
- Website 15%

40% Personal Project

- Proposal 15%
- Peer Feedback 35%
- Delivery 50%

20% Pop Quizzes (drop lowest)

INCOMPLETE GRADE REQUESTS

No incompletes will be given

OPTIONAL TEXTBOOKS AND MATERIALS

Play At Work: How Games Inspire Breakthrough Thinking, by Adam L. Penenberg

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to come to class on time. Quizzes will be in class only, at the beginning of class, with no makeups available. Lowest grade will be dropped in the event of an unforeseen circumstance.

FINAL PRESENTATIONS

Monday 5/4/15, Tuesday 5/5/15

Title: Game Programming Fundamentals
DIG 5XXX

Course Description: An introduction to real-time game programming fundamentals, including computer architecture and low-level programming and optimization. Specific attention to game consoles and cross-platform software development.

Course Description: An introduction to real-time game programming fundamentals, including computer architecture and low-level programming and optimization. Specific attention to game consoles and cross-platform software development.

Course Goals: Students develop working knowledge in the following areas:

1. Computer architecture concepts related specifically to developing and debugging real-time game software, such as memory types and usage, pointer arithmetic and data structure mapping.
2. C language fundamentals and common game frameworks, and leveraging high-level programming language to facilitate developing real-time cross-platform game software.
3. Concepts in profiling and optimization, including high-level algorithmic, as well as low-level optimizations.
4. Console development, specifically for XBOX gaming console, using industry standard tools and software interfaces.

Objectives: Students should be able to:

1. Use common tools to develop and debug interactive real-time game software.
2. Develop, debug and optimize a cross-platform game designed to run on both PC and console.

Required Reading: Note these are recommended, not required

1. *The C Programming Language*, Kernighan and Richie
2. *Game Engine Architecture*, Gregory
3. *Memory as a Programming Concept in C and C++*, Franck
4. *Code Complete*, McConnell
5. *Write Great Code*, Volumes 1 and 2, Hyde

Syllabus

DIG 5XXX Production and Design



Fall 2014
Credit Hours: 3

INSTRUCTOR

Office Location:	Rick Hall FIEA Building 500 W. Livingston, Room #1151
Phone:	Rick Hall 407-235-3614
Fax:	Rick Hall 407-317-7094
Email:	Rick Hall rhall@fiea.ucf.edu

OFFICE HOURS

All day, every day, except Tues & Thurs from 1:30pm – 4:30 pm

CLASS DAY/TIME

Tuesday and Thursday: 3:00 PM to 4:30 PM

CLASS LOCATION

FIEA Building: Classroom The Bridge

COURSE OBJECTIVE

To provide a fundamental understanding of the entire game development process, from pre-production to scheduling, budgeting, production, alpha, staffing, planning, and essential documentation. This cycle will view the development process across multiple delivery platforms. The class will focus on giving the Game Development student the knowledge and experience to operate in a professional and realistic environment.

COURSE DESCRIPTION

This will be a project-based experiential learning class. The class will have three components: lecture & discussion, practical examples (samples of games production planning), and hands-on production planning. The course will require Game Development students to create a complete Development Plan based a game of their own choosing. Although the game itself will not be constructed, this course will provide practical experience in the various stages of planning and documentation that go into any development project.

GOALS

- Knowledge of the practical aspects of planning out a Game Development project in order to work within a budget and schedule
- The ability to analyze a development plan and understand why various choices were made and how to improve them
- The ability to organize and communicate within an environment consisting of multiple kinds of creative disciplines

Syllabus

DIG 5XXX Production and Design



COURSE OUTLINE

	Lecture Topic	Homework Assigned	Homework Due
Class 1	Course Intro, Iconic Characters	Iconic Characters	
Class 2	Industry Overview	Industry Metrics	Iconic Characters
Class 3	Game Review		
Class 4	Information Superiority – Pt 1		Industry Metrics
Class 5	Game Review		
Class 6	Information Superiority – Pt 2	Info. Superiority	
Class 7	Pre-Production Phase		
Class 8	Game Review		Info. Superiority
Class 9	Time Management		
Class 10	Production Phase		
Class 11	Game Review		
Class 12	Risk Assessment	Risk Assessment	
Class 13	Alpha and Beta Phases		
Class 14	Game Review		Risk Assessment
Class 15	Projections & Justifications		
Class 16	Team Culture	Team Culture	
Class 17	Game Review		
Class 18	Pipelines		Team Culture
Class 19	Dependencies		
Class 20	Game Review		
Class 21	Development Methodologies Pt 1		
Class 22	Development Methodologies – Pt 2		
Class 23	Game Review		
Class 24	Localization		
Class 25	Development Methodologies – Pt 3	Dev. Methods	
Class 26	Game Review		
Class 27	Localizations		Dev Methods
Class 28	Global Markets		
Class 29	Game Review		
Class 30	Monetization Methods		
Class 31	Assembling a Team	Assembling Teams	
Class 32	Game Review		Assembling Teams

Syllabus

DIG 5XXX Production and Design



CLASS PARTICIPATION

Demonstrate your interest and knowledge by engaging in discussions, asking questions, providing information, opinions and feedback. Make your positive presence known.

GRADING CRITERIA

Homework assignments	40%
Class Participation	20%
Final Project	40%

Plus/minus policy

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+	67 - 69
D	64 - 66
D-	60 - 63

INCOMPLETE GRADE REQUESTS

No incompletes will be given

REQUIRED TEXTBOOKS AND MATERIALS

There are no required texts for this course. Required software provided on laptops.

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to come to class on time. There will be no excused absences except for documented medical reasons or other serious emergencies. If a student has any urgent need to be absent due to an unavoidable illness, injury or emergency, he/she must notify (via phone or email) the faculty member prior to the class or event that he/she will be missing. Excused absences do not relieve the student to meet all requirements of the course. Makeup work must be scheduled with the instructor.

Attendance will factor in the determination of course grades in the following way:

- Each unexcused absence will result in lowering the course grade by one full grade.

FINAL Project DATE AND TIME

Tuesday December 2, 10:00 AM – to be confirmed

Syllabus

DIG 5XXX Production and Design



NOTE: Syllabus is subject to change at the instructor's discretion. Students should be aware of this, and will be notified if changes are made.

Syllabus

DIG 6XXX: Advanced Game Programming



Spring 2015
Credit Hours: 3

INSTRUCTOR

Paul D. Varcholik

Office Location: FIEA Building 500 W. Livingston, Room #115J

Phone: 407-235-3581

Fax: 407-317-7094

Email: pvarcholik@fiea.ucf.edu

OFFICE HOURS

Mondays and Wednesdays: 2:00pm to 4:00pm - also by appointment

CLASS DAY/TIME

Monday & Wednesday: 10:30am to 11:50am (Lectures)

Tuesday & Thursday: 10:30am to 11:50am (Recitation/Exams)

CLASS LOCATION

FIEA Building: Room 115T (Mario)

COURSE OBJECTIVE

This course will teach canonical components of game architecture and will require the student to implement several of them. The student will understand the requirements and caveats of those components, while focusing on software architecture, the object-oriented programming paradigm, design patterns and exemplary software engineering practices.

COURSE DESCRIPTION

We can describe games (or any software) as a conglomeration of parts glued together, and this course will focus on the context of how parts fit into the architecture. We will construct a framework, identify and examine game engine components, implement a selected few and assemble them within the framework. By the end of the class, through project assignments, participants will have created a data-driven framework.

GOALS

Understanding of and experience employing these elements:

- object-oriented programming paradigm with C++
- canonical components of game architecture
- design patterns
- sound software engineering practices
- internetworking
- inter-process communication
- cross-platform development

Syllabus

DIG 6XXX: Advanced Game Programming



COURSE OUTLINE

1. Introduction
 - a. Frameworks
 - b. Automated build systems (Quickbuild)
 - c. Unit testing (cxxtest)
2. Foundation
 - a. Encapsulation
 - b. Inheritance
 - c. Polymorphism
 - d. Automata
 - e. Containers, Iterators
3. Architecture
 - a. Data and type systems
 - b. Scope, environments and binding
 - c. Chain of responsibility and parsing
 - d. Memento, serialization
 - e. Singleton, Abstract Factory, Virtual constructors
 - f. Strategy, Composite
 - g. Prototype, Visitor
 - h. Observer, Mediator
 - i. Event system
4. C# For Game Related Tools & Applications
 - a. C#/C++ language comparisons
 - b. Concurrency
 - c. Networking
 - d. Unit testing
 - e. Database programming

COURSE REQUIREMENTS

CLASS PARTICIPATION

Demonstrate your interest and knowledge by engaging in erudite discussions, asking incisive questions and providing relevant information, opinions and feedback.

GRADING

The student's final grade is derived from a pool of points from all assignments, projects and tests. There are 19 total planned assignments worth 950 points (19x50 points). There are two tests worth 150 total points, a final exam worth 100 points, and a final project worth 150 points.

Syllabus

DIG 6XXX: Advanced Game Programming



Grade Criterion	Points	~ % of Total
Assignments	950	70%
Tests	150	11%
Final Exam	100	7%
Final Project	150	11%
Total	1,350	

REQUIRED TEXTBOOKS AND MATERIALS

Stroustrup: *The C++ Programming Language*

Meyers: *Effective C++, Third Edition*

Dickheiser: *C++ for Game Programmers, Second Edition*

Required commercial software provided on laptops.

RECOMMENDED TEXTBOOKS

Kernighan & Ritchie: *The C Programming Language*

Gamma, et al.: *Design Patterns*

Cormen, Lieserson & Rivest: *Introduction to Algorithms*

Aho, Lam & Sethi: *Compilers*

Silberschatz, Galvin & Gagne: *Operating System Concepts*

Comer & Stevens: *Internetworking with TCP/IP*

Optional: Van der Linden: *Expert C Programming: Deep C Secrets*

Optional: Nichols, Buttlar & Farrel: *Pthreads Programming*

Optional: Friedl: *Mastering Regular Expressions*

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to come to class on time. There will be no excused absences except for documented medical reasons or other serious emergencies. If a student has any urgent need to be absent due to an unavoidable illness, injury or emergency, he/she must notify (via phone or email) the faculty member prior to the class or event that he/she will be missing.

Excused absences do not relieve the student to meet all requirements of the course. Makeup work must be scheduled with the instructor.

Attendance will factor in the determination of course grades in the following way:

- Each unexcused absence will result in lowering the course grade by 3%.
- Each unexcused tardy will result in lowering the course grade by 1%.

Grades for late assignments will be reduced by 10% per day late. Assignments later than one week will receive no credit, unless pre-approved by the instructor.

Syllabus

DIG 6XXX: Advanced Game Programming



EXPECTED ASSIGNMENT SCHEDULE

- Reading assignments twice a week
- Programming assignments twice a week, with due dates (typically) one week from assignment
- Tests given during recitation periods

NOTES ON VALID ASSIGNMENT SUBMISSION

Programming assignments must compile and link without warning or error. Warnings are treated as errors, and all errors in compilation or link are subject to the following penalties:

Occurrence	% Deducted
1 st occurrence	10%
2 nd occurrence	25%
3 rd occurrence	50%
4 th and subsequent occurrences	100%

Thus, the first occurrence of a compilation/link warning/error, on an assignment, will result in a maximum grade of 90% of the total points available for that assignment. A student's actual grade may be further reduced by normal grading procedures (i.e. other problems with the submission that are not related to the compilation/link warning/error). After the 3rd occurrence, subsequent submissions that contain compile or link errors will result in a 0% grade on those assignments.

In order to prevent compile/link warnings/errors from persisting, the student is encouraged to verify their submission through a build performed on the "build" machine. Details of the build machine and corresponding software (e.g. QuickBuild) will be discussed during class.

FINAL EXAM DATE AND TIME

Consult the university academic calendar and final exam schedule.

WEEKLY OUTLINE

Date	Topic
Week 1	Introduction Skeleton Project Unit Testing
Week 2	Templated Singly-Linked List SList Iterator
Week 3	Vector Stack

Syllabus

DIG 6XXX: Advanced Game Programming



Week 4	Hashmap Datum
Week 5	Scope
Week 6	Attributed XML Parsing
Week 7	XML Parsing Factory Pattern
Week 8	Entity Action
Week 9	Event Reaction
Week 10	Input
Week 11	C# Messaging Internetworking Concurrency
Week 12	C# Reflection C++ Final Project
Week 13	C# Final Project C++ Final Project
Week 14	C++ Final Project
Week 15	Final Exam C++ Final Project Due

Syllabus

DIG 6XXX: Applied Programming Mechanics



Summer 2014
Credit Hours: 3

INSTRUCTORS

Paul Varcholik

Office Location: FIEA Building 500 W. Livingston, Room #115J

Phone: 407-235-3581

Fax: 407-317-7094

Email: pvarcholik@fiea.ucf.edu

Tom Carbone

Office Location: FIEA Building 500 W. Livingston, Room #115K

Phone:

Fax: 407-317-7094

Email: tcarbone@fiea.ucf.edu

OFFICE HOURS

Tuesday & Thursday: 2:00am to 4:00pm - also by appointment

CLASS DAY/TIME

Tuesday & Thursday: 10:30am to 11:50am

CLASS LOCATION

FIEA Building: Room 115T (Mario)

COURSE OBJECTIVE

A deep understanding of modern graphics programming using DirectX 11 and HLSL, model and animation rendering in C++, and memory management. Ability to demonstrate that understanding through an extensive code base of shaders and a C++ rendering engine, as well as converse in detail on the subject of modern 3D rendering.

COURSE DESCRIPTION

You will implement a large library of vertex and pixel shaders using HLSL. These shaders will encompass various lighting and texture mapping techniques, and will be incorporated into a custom C++ rendering engine. This rendering system will be used to draw static and animated models to exercise your shaders "in-game" and allow for the creation and manipulation of lights. In the last section of this course you will implement a custom memory management system.

Syllabus

DIG 6XXX: Applied Programming Mechanics



GOALS & OUTCOMES

Goal/Outcome	Measurement
A solid understanding of modern 3D rendering techniques	Converse on graphics related topics in face-to-face interviews with course professors and potential employers. Develop a set of graphics applications demonstrating modern rendering techniques.
Thorough knowledge of shader programming using HLSL	Complete (with a passing grade) numerous shader programming assignments.
Comprehensive knowledge of the Direct3D 11 API	Complete (with a passing grade) numerous C++ programming assignments that focus on the employment of the Direct3D 11 API.
A deeper understanding of the C++ programming language	Complete (with a passing grade) numerous assignments that employ C++, the STL, the C++ 11 specification, and modern programming patterns.
An understanding of computer memory management	Complete (with a passing grade) an assignment that implements a custom memory management system using C++.

COURSE ACCESSIBILITY

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

Syllabus

DIG 6XXX: Applied Programming Mechanics



COURSE OUTLINE

Week	Topic
1	Introduction Overview of the Direct3D 11 graphics pipeline 3D/Math Primer Hello, Shaders! Hello, Structs! Texture Mapping Ambient Lighting Diffuse Lighting
2	Specular Highlighting Phong Blinn-Phong Intrinsics Point Lights Spot Lights Multiple Lights Fog
3	Texture Cubes Skybox Rendering Environment Mapping Color Blending Normal Mapping Displacement Mapping
4	Rendering Framework <ul style="list-style-type: none">• Project Setup• Window Initialization• Direct3D Initialization
5	Rendering Framework <ul style="list-style-type: none">• Supporting Systems• Cameras
6	Rendering Framework <ul style="list-style-type: none">• Model Rendering
7	Rendering Framework <ul style="list-style-type: none">• Materials
8	Rendering Framework <ul style="list-style-type: none">• Lights
9	Skeletal Animation
10	Skeletal Animation
11	Memory Management
12	Memory Management

Syllabus

DIG 6XXX: Applied Programming Mechanics



RECOMMENDED TEXTBOOKS

[Real-Time 3D Rendering with DirectX and HLSL](#) Paul Varcholik

[Programming Vertex & Pixel Shaders](#) Wolfgang Engel

[Introduction to 3D Game Programming with DirectX 11](#) Frank Luna

CLASS PARTICIPATION

Demonstrate your interest and knowledge by engaging in erudite discussions, asking incisive questions and providing relevant information, opinions and feedback.

GRADING CRITERIA

The student's final grade is derived from a pool of points from all assignments and attendance. There are 8 major assignments planned, evenly weighted. Grades will be made available online through the FIEA Intranet.

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

Details on individual assignments will be provided during the course and may alter how an assignment is graded. In general, however, grading is based upon the following criteria:

Criteria	General Weighting
Completeness	25%
Correctness	25%
Design	10%
Testing	10%
Documentation	10%
Absence of failure <ul style="list-style-type: none">• Run-time• Memory leaks	10%
Coding Style <ul style="list-style-type: none">• Consistency	10%

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DIG 6XXX: Applied Programming Mechanics



- | | |
|---------------|--|
| • Readability | |
|---------------|--|

Grade deductions for these criteria are commensurate with the severity of the error. Partial credit is commonly provided.

NOTES ON VALID ASSIGNMENT SUBMISSION

Programming assignments must compile and link without warning or error. Warnings are treated as errors, and all errors in compilation or link are subject to the following penalties:

Occurrence	% Deducted
1 st occurrence	10%
2 nd occurrence	25%
3 rd occurrence	50%
4 th and subsequent occurrences	100%

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In order to prevent compile/link warnings/errors from persisting, the student is encouraged to verify their submission through a build performed on the "build machine".

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

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Attendance will factor in the determination of course grades in the following way:

- Each unexcused absence will result in lowering the course grade by 3%
- Each unexcused tardy will result in lowering the course grade by 1%

Grades for late assignments will be reduced by 10% per day late. Assignments later than one week will receive no credit, unless pre-approved by the instructor.

FINAL EXAM DATE AND TIME

There is no scheduled final exam.

Syllabus

DIG 6XXX: Applied Programming Mechanics



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.

ETHICS STATEMENT

UCF faculty support the UCF Creed. Integrity - practicing and defending academic and personal honesty - is the first tenet of the UCF Creed. This is in part a reflection of the second tenet, Scholarship: - I will cherish and honor learning as a fundamental purpose of membership in the UCF community. - Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts.

Plagiarism and cheating - presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers.

ACADEMIC INTEGRITY/PLAGIARISM

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change)

Syllabus

DIG 6XXX: Applied Programming Mechanics



your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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

Syllabus

DIG 6XXX Media Distribution



Summer 2014
Credit Hours: 3

INSTRUCTOR

Rick Hall

Office Location: Rick Hall FIEA Building 500 W. Livingston, Room #115I

Phone: Rick Hall 407-235-3614

Fax: Rick Hall 407-317-7094

Email: Rick Hall rhall@fiea.ucf.edu

CLASS LOCATION

FIEA Building: Classroom Mario

COURSE OBJECTIVE

Students will grasp a thorough understanding of game development industry from a marketing perspective, as well as develop additional organizational and communication skills. Students will learn about marketing requirements and best practices through class lectures, writing a marketing plan, creating a creative brief and press releases for their capstone projects as well as developing online advertising campaigns, Web sites and promotional videos and posters. Students will also become proficient in listening metrics common in advertising through scheduled focus group testing and the management of a small marketing budget. Students will also learn basic organizational skill through lectures and creation of a case study, as well as targeted advanced design through two design assignments.

COURSE DESCRIPTION

This will be a project-based experiential learning class. The course will be divided into two parts: 1) Students will form teams with individual members each assuming one of the marketing roles that are detailed later in this syllabus, with each team preparing the marketing and promotional materials that are necessary for their respective capstone projects. These materials will consist of packaging, promotional videos, websites, user manuals, and digital communication materials. 2) The 2nd part of the class will consist of students learning management and organizational skills that are used in the operational side of game development.

GOALS

- 1) Understand the philosophies and best practices of marketing and communication, particularly as it relates to video games (see Outcome 1)
- 2) Understand how listening metrics like focus groups and analytics are used to improve both design and marketing efficacy (see Outcome 2)
- 3) Grasp the basics of effective, actionable focus group tests (see outcome 3)
- 4) Master two advanced creativity skills for game design (see Outcome 4)

Syllabus

DIG 6XXX Media Distribution



- 5) Master organizational & communication skills needed for a game development studio (see Outcome 5)
- 6) Master, manage and develop a cohesive and coherent marketing plan across multiple platforms (due at midpoint and final)

OUTCOMES

- 1) Students will produce a marketing plan, metrics plan, influencer list, press release, trailer, promotional poster and creative brief for each team
- 2) Students will produce web sites or online stores for their games and use listening metrics like google analytics and alerts to evaluate their marketing efforts
- 3) Students must organize and conduct two focus group tests during the course of the semester. The purpose of the first focus group will be the identification of specific, targetable areas for improvement of the capstone game. The second focus group test will be conducted to validate that the targeted areas actually improved.
- 4) Two game designs will be required during the course of the semester. These designs will focus on specific aspects of games, as identified in the lectures, and will be graded according to the degree to which they meet those requirements
- 5) Students must provide a case study that demonstrates techniques being used in the gaming industry for effective forms of communication.

CLASS PARTICIPATION

Demonstrate your interest and knowledge by engaging in discussions, asking questions, providing information, opinions and feedback. Make your positive presence known. The most consistent personality trait of any producer/designer in the games industry is the ability to analyze a project strategically and objectively.

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to come to class on time. There will be no excused absences except for documented medical reasons or other serious emergencies. If a student has any urgent need to be absent due to an unavoidable illness, injury or emergency, he/she must notify (via phone or email) the faculty member prior to the class or event that he/she will be missing. Excused absences do not relieve the student to meet all requirements of the course. Makeup work must be scheduled with the instructor.

Attendance will factor in the determination of course grades in the following way:

- Each unexcused absence will result in lowering the course grade by one full grade.

GRADING CRITERIA

Management, Organizational, & Creative Skills Assignment	45%
Marketing material Assignment	45%

Syllabus

DIG 6XXX Media Distribution



Class Participation 10%

Plus/minus policy

- A 94 - 100
- A- 90 - 93
- B+ 87 - 89
- B 84 - 86
- B- 80 - 83
- C+ 77 - 79
- C 74 - 76
- C- 70 - 73
- FAIL Below 70

COURSE OUTLINE

<u>May 13</u>	Advanced Game Design - Narrative
<u>May 15</u>	Marketing Roles Assigned; The Creative Brief
<u>May 20</u>	Clarifying Vision Communication
<u>May 22</u>	Marketing Plans & Influencer Lists
<u>May 27</u>	Conducting Focus Groups
<u>May 29</u>	Media & Public Relations
<u>June 3</u>	Metrics as a design
<u>June 5</u>	Concrete Writing; Useful Marketing Metrics tool
<u>June 10</u>	Development Process Analysis – Pt 1
<u>June 12</u>	Effective game trailers & status updates
<u>June 17</u>	Development Process Analysis – Pt 2
<u>June 19</u>	Looks like assignments; poster design; status updates
<u>June 24</u>	Quality Assurance – Pt 1
<u>June 26</u>	Poster concepts; metrics plans; status updates
<u>July 1</u>	Quality Assurance – Pt 2
<u>July 3</u>	No Class
<u>July 8</u>	Gaming industry Business Models
<u>July 10</u>	Animatics and metrics plan review
<u>July 15</u>	Management and Communication
<u>July 17</u>	Complete digital presence and trailers due
<u>July 22</u>	Advanced Game Design – Designing around monetization
<u>July 24</u>	Press Releases & Effective Online Writing
<u>July 29</u>	Case Studies Due
<u>July 31</u>	All Final Marketing Materials Due

INCOMPLETE GRADE REQUESTS

No incompletes will be given

Syllabus

DIG 6XXX Media Distribution



FINAL EXAM DATE AND TIME

N/A

REQUIRED TEXTBOOKS AND MATERIALS

There are no required texts for this course. Required software provided on laptops. It is strongly recommended that students become familiar with Word, Power Point, and Excel.

Syllabus

DIG 6XXX Production and Design II



CREDIT HOURS: 3

INSTRUCTOR

Ron Weaver

Office Location: FIEA Building 500 W. Livingston, Room #115H

Phone: 407-235-3590

Fax: 407-317-7094

Email: rweaver@fiea.ucf.edu

OFFICE HOURS

TUE and THU: 3:00 pm – 5:00 pm

CLASS DAY/TIME

LECTURE – MON and WED: 3:00 pm – 4:30 pm

LAB – MON and WED: 4:30 pm – 6:00 pm

CREDIT HOURS: 3

CLASS LOCATION

LECTURE - FIEA Building: The Bridge classroom or Mario classroom

COURSE OBJECTIVE

This course empowers you to become a gameplay programmer or level designer. Both topics are thoroughly explored and students have the opportunity to choose which of these specialties to focus on through their assignments. This approach enables concentration in the discipline better suited to each student, thus customizing the course in a unique way.

The technical curriculum equips you with the software engineering fundamentals you need to implement your own game concepts and become a fruitful contributor on team projects. The primary objective is to afford you the talent to prototype ideas on your own.

The level design curriculum involves multiple level design assignments in various genres. The main focus is to craft worlds and missions with an eye for aesthetic quality and thoughtful articulation. Attention to strong narrative, backstory, and plot progression is also heavily encouraged.

COURSE DESCRIPTION

Project work dominates as you will create several games and levels within games; sometimes as a solo effort and sometimes in teams. The programming curriculum will assume familiarity with scripting and higher level programming languages. These assignments will culminate in the production of small scale casual games.

The level design assignments will test your ability to create levels within a professional grade industry tool. The elements of pace, flow, learning curve, narrative, tutorial, and consistency

Syllabus

DIG 6XXX Production and Design II



will be stressed. All assignments will be supported with lectures and workshops to teach programming and level design principles.

For solo assignments in the class, you are permitted to explore mature themes and illicit content provided that such material is lawful and shows respect for the university and its ideals. But within assignments that involve multiple team members, you are encouraged to maintain a respectful “PG-13 rating” so as not to inhibit other students’ comfort level when working on the project and showing said work in a portfolio.

The projects themselves can involve any content that you choose and should utilize unique game interactions. The platform of this course is much more open to taking risks and experimentation than the industry. You should take advantage of this opportunity to try things that nobody else is doing.

GOALS

- Learn programming fundamentals and best practices
- Gain comfort programming gameplay and implementing your own ideas
- Develop a quality small scale game
- Create customized level designs with attention to pace, flow, narrative, and aesthetic quality
- Take risks and explore creative ideas and experiments
- Become a productive game developer with many skills to contribute

COURSE OUTLINE

You will work with at least two different tools over the course of the semester. The first platform, Unity, will serve as a perfect learning curve for gaining familiarity with game programming and implementing small scale games. The second tool is an industry grade level editor such as UDK or CryEngine.

COURSE ASSIGNMENT DESCRIPTIONS

One page designs: Utilizing a new technique for creating well organized and easily readable documentation, you will create one or more examples of a one page design document/diagram. This approach is a highly effective way to quickly communicate gameplay concepts and features. It also demonstrates the fundamentals of a game design in a visually compelling way which showcases the designer in a favorable light.

Programming assignments: You will build your own complete game prototypes from scratch using Unity, sometimes solo and sometimes in teams depending on the needs of each project. Eventually these projects will grow into high quality small scale games.

Syllabus

DIG 6XXX Production and Design II



Solo level design: You must create your own level with an industry grade editor.

Team projects: Students will be divided into teams to develop a game/level with an industry grade editor. The foci will be on pacing, flow, narrative, and aesthetic quality.

The instructor reserves the right to form and rearrange teams for assignments. Students are however invited to provide feedback where team arrangements can be improved.

COURSE SCHEDULE

- WEEK 01:** One page designs; scripting fundamentals
- WEEK 02:** DUE – One page designs; advanced scripting; documentation
- WEEK 03:** DUE – Interim solo game; level design fundamentals
- WEEK 04:** DUE – Solo game; advanced level design
- WEEK 05:** DUE – Interim solo level; software design & debugging
- WEEK 06:** DUE – Solo level; design patterns
- WEEK 07:** DUE – Interim team project 1, advanced design patterns
- WEEK 08:** DUE – Interim team project 2; Guest lecture on level design
- WEEK 09:** SPRING BREAK
- WEEK 10:** DUE – Interim team project 3; Guest lecture on design
- WEEK 11:** Level design examples;
- WEEK 12:** DUE – Interim team project 4; Open world design
- WEEK 13:** 3D viewing pipeline
- WEEK 14:** DUE – Interim team project 5; Team communication
- WEEK 15:** Open discussion forum; Course postmortem
- WEEK 16:** DUE – Final team project

COURSE REQUIREMENTS

Several texts are optionally recommended for the course. These are listed on the course wiki:

<http://fiea-intranet/fieawiki/index.php/Prod2>

You should already demonstrate a core proficiency in the skills of game design and production and be well versed in the process of creating prototypes.

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. Failure to do so will result in a delay in the disbursement of your financial aid.

Academic Activity: Take the Quiz titled “Academic engagement” in Canvas (<https://webcourses.ucf.edu/>).

Syllabus

DIG 6XXX Production and Design II



CLASS PARTICIPATION

You will be expected to provide feedback in class on other student's work. You must also explain why you made particular choices in your own work and be prepared to defend those choices. There will also be numerous periods of formal and informal class discussion.

GRADING CRITERIA

The nature of the work implies subjective grading. However, here is an ordered list of the most important aspects the professor will evaluate when grading assignments:

- 1> Is the work of quality craftsmanship?
- 2> Is this something unique or innovative?
- 3> How well does the game/program accomplish its goal?
- 4> Does the concept show promise?

For team projects, all team members will start with the same grade by default. Then individual grades will be modified if a team member demonstrates a clearly higher (or lower) investment of time/energy. Assignment percentages break down as follows:

One page designs	5%
Solo program	15%
Solo level design	15%
Team project (multiple interim grades)	65%

There is one opportunity for extra credit of three total grade points. The assignment is to make significant upgrades or enhancements to a previous assignment, such as adding a key new feature, additional artwork, fixing complex bugs, etc. For team projects, you can work in conjunction with other students to incorporate the work or do so yourself. The instructor reserves the right to award these points based on the quality of the work and level of effort to achieve.

Grading scale:

A	93 - 100
A-	90 - 92.9
B+	87 - 89.9
B	83 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	73 - 76.9
C-	70 - 72.9
FAIL	Below 70

INCOMPLETE GRADE REQUESTS

Incomplete grades will only be given in situations of duress or extreme circumstance. In order to complete the grade, all work must be finished within one month of the end of the semester.

Syllabus

DIG 6XXX Production and Design II



REQUIRED TEXTBOOKS AND MATERIALS

All text will be online, handouts, or optional (see course outline above for specific texts). Required hardware and software will also be provided except when students chose tools outside of those commonly supported by the school. In this case, every effort will be made for reasonable purchases on behalf of the students.

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to come to class on time and there is a grade penalty for excessive tardiness. There will be no excused absences except for documented medical reasons or other serious emergencies. If a student has any urgent need to be absent due to an unavoidable illness, injury or emergency, he/she must notify (via phone or email) the faculty member prior to the class or event that he/she will be missing. Excused absences do not relieve the student from meeting all requirements of the course. Makeup work must be scheduled with the instructor.

Attendance and tardies will factor in the determination of course grades in the following way:

- Each *unexcused* absence will result in lowering the course grade by 1 point (out of 100).
- Each *unexcused* tardy will result in lowering the course grade by 1/3 of a point.

FINAL EXAM DATE AND TIME

There is no official final exam for the class as the team projects serve as an appropriately scaled assignment. A normally scheduled final class period may take place during finals week to cover any material not addressed during the prior weeks.

MAKEUP EXAM POLICY

This is an assignment based class and does not contain exams. Late assignments accrue a 10% grade penalty for each day late.

Disclaimer: This syllabus is subject to change at the instructor's discretion. Students should be aware of this, and will be notified if changes are made.

DIG 6XXXC ADVANCED DIGITAL ASSET CREATION

SPRING CREDIT HOURS: 3

FIEA Art Faculty

Wen Moon Seun wen.seun@ucf.edu; room 122C
Chris Roda croda@ucf.edu; room 122B

Office Hours

Tues 1:00pm-3:00 pm, Thurs 3:00pm-5:00 pm or by appointment

Class Day/Time

Common Core

Tuesday 4:30 pm – 5:50 pm (All Art Students)

Lab Sections:

Technical Art

Tuesday & Thursday 9:00 am – 10:20 am

2D/3D Art

Monday & Wednesday 4:30 pm – 5:50 pm

Animation

Monday & Wednesday 9:00 am – 10:20 am

CLASS LOCATION

UCF Center for Emerging Media 500 Bentley Street, Mario Classroom/FIEA Cohort Art Space

COURSE OBJECTIVE

This course has several objectives. In the common class, students will develop fundamental skills of planning and laying out a real-time game cinematic in a team based environment. Students will be immersed in advanced techniques through specialization classes in their chosen areas of concentration. The fruits of their individual work and study will be realized in both capstone game art production and the art class cinematic. The successful student will work with others in team dynamics and learn critical time and project management skills, balancing individual coursework and team commitments.

COURSE DESCRIPTION

This course is comprised of a common core class for all artists in addition to 3 separate classes in areas of specializations: 2D/3D Art, Technical Art, and Animation. In addition to attending the Common Class, the student must declare an area of concentration and attend that class for a grade.

This course provides a rigorous concentration in advanced industry based content creation concepts, design, planning, principles, methods, and exercises using industry standard tools, programming languages and game engines. Students are expected to create portfolio quality art assets, pipeline processes, tools and solutions on time at a demanding pace.

COMMON CLASS OUTCOME

The primary goal of the Common Class is to plan and complete the pre-production phase of a real time cinematic or animated short in collaboration with other artists using the Unreal 4 Game Engine. The successful short will include an engaging narrative or story, compelling

camera and layout work and a high level of visual quality assets, animation, lighting and effects. The production and polishing phase will be continued into semester 3.

SPECIALIZATION OUTCOMES

Outcomes for specializations will be indicated per specialization class syllabus.

NOTES

Some areas of specialization will overlap with each other and the common class which may require students to attend specific classes or workshops in addition to their concentration and common class.

Students are encouraged and welcome to attend or participate in all specialization classes.

The student is responsible to ensure that his or her progress is satisfactory from periodic input from instructors. The faculty is available, here to help and are genuinely interested in your progress.

GRADING BREAKDOWN

Common Class	50% of grade
Specialization Class	50% of grade

GRADING CRITERIA

Assignments are graded from the standpoint of what would be expected from a production artist in a game studio:

- Timeliness and following directions explicitly.
- Artistic style and creativity within exact guidelines and specifications.
- Technical competency and execution.
- Finished level of quality in work and perceived effort & individual ability.
- Class participation and positive attitude towards team.
- Code and other work must be original.

GRADING SCALE

Graduate students are expected to maintain a minimum B average.

A	94 - 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
FAIL	Below 70

GRADING STANDARDS

- A high **A**, 95 percent or above is considered professional quality, suitable for a portfolio website. A low **A**, 90 – 94 is acceptable quality or effort for the assignment with room for polish and improvement.
- A **B** represents average quality and effort. This is considered passing an assignment but not the kind of work that would lead to or maintain employment in the entertainment or related industries.
- A **C** represents poor quality and minimal effort.
- Below **C** represents unacceptable quality and effort

GRADING NOTES

Substantial effort toward the completion of any assignment may be invested by the student, however, unforeseeable technical challenges and issues may arise. Though the effort may be recognized, the grading criteria of any assignment or portfolio work is based upon meeting professional quality aesthetics and technical execution on time as outlined by the portfolio goals of the student or the assignment by the instructor.

MATERIALS AND TEXTBOOKS

Instructional materials, such as instructor authored videos, tutorials, assigned readings, etc. are required.

CLASS PARTICIPATION

Arrive to class on time and prepared. Professional courtesy in avoiding social networks, cell phones, websites & other distractions is expected. Tardiness and absences must be communicated ahead of time to the instructors or consultants. Have fun! Make your positive attitude and presence known by participating in class exercises, discussions, and critiques.

For every missed class, a 1 % grade reduction will occur. For every late class, a 1/2 % grade reduction will occur.

COURSE STRUCTURE

Course material will be delivered via lectures, video content, power point presentations and other media. Students will periodically present work and participate in aesthetic and technical critiques.

EMAIL

It is the responsibility of the student to check email for critical updates and information from faculty regarding classes and assignments.

COMMON COURSE CONTENT AND SCHEDULE

Week 01 Cinematic Presentations

Presentation: Students will have 30 seconds to pitch an idea for a cinematic. Students will vote on the pitches that they would like to work on. Top vote gets 2 points, everything else is 1. Each faculty member gets a vote in cases of a tie breaker. Cinematic teams will be established by faculty.

Week 02 Style Guides 1

Outcome: Student will gain an understanding of how to create a style guide to attain a visual target.

Assignment: Each team will be tasked with beginning a style guide.

Week 03 Script Presentation/Story Boards

Presentation: Students will present scripts

Additional Lecture: Story board/Story Reel in After Effects

NOTE: All students will attend Animation Class for this lecture

Week 04 Style Guides 2 - Environments

Outcome: Student will gain an understanding of how to create a style guide to attain a visual target.

Assignment: Each team will continue creating the style guide.

Additional Lecture: Sound design with Rich Gula

NOTE: Time and location is TBD

Week 05 Style Guides 3 - Characters

Outcome: Student will gain an understanding of how to create a style guide to attain a visual target.

Assignment: Each team will continue creating the style guide.

Week 06 Story Reel and Style Guide Critique

Presentation: Students will present a 1st pass animatic of the story board and style guides.

Week 07 Style Guides Due

Outcome: Teams should have styles solidified and clearly communicated.

Presentation: Students will present style guides incorporating feedback from the previous week.

Week 08 Game Developers Conference – No Class Scheduled

Week 09 Spring Break

Outcome: Students should get some much needed rest and relaxation!

Week 10 Story Reel Critique

Outcome: The story should be flushed out and presented in animatic form for critique.

Presentation: Teams will present story board animatics.

Week 11 Story Reel Due

Outcome: The story should be fully flushed out and presented in digital form.

Presentation: Teams will present story board animatics incorporating previous week's feedback.

Week 12 Staging

Outcome: The student will gain a fundamental understanding of staging and layout using Unreal 4 Matinee.

Lecture: Staging in Unreal Matinee

Week 13 Critique/Layout 1 UE4

Outcome: Game teams will have begun adding laying out (adding and blocking in assets into the Unreal Engine)

Critique: Faculty to assess progress and assist where necessary.

Week 14 Modular Creation UE4

Outcome: Student will gain an understanding of how to create assets for efficient modular design.

Assignment: Each team will be tasked with creating modular components for Unreal cinematic.

Week 15 Critique/Layout 2 in UE4

Outcome: Game teams will continue the layout process.

Critique: Faculty to assess progress and assist where necessary.

Week 16 Lighting in UE4

Outcome: Student will gain an understanding of lighting theory and techniques within the Unreal 4 Engine.

Assignment: Each team will be tasked with lighting their Unreal 4 cinematic.

Week 17 Final Presentation

Outcome: Teams will present the final state of their cinematic layout. Story, timing, pacing, sound, lighting effects and prototype assets should be blocked out and in place. The only thing left to do at this point is to polished assets in the following semester.

Critique: Faculty to assess progress

NOTE

Syllabus and schedule are subject to change at the instructor's discretion, via notification by email.

DIG 6XXXC DIGITAL ASSET PORTFOLIO DEVELOPMENT

Summer Credit Hours: 3

FIEA Art Faculty

Wen Moon Seun wen.seun@ucf.edu; room 122C

Chris Roda croda@ucf.edu; room 122B

Office Hours

Tues/Thurs 3:00pm-5:00 pm or by appointment

Class Day/Time

Common Core

Wednesday 12:00 pm – 1:20 pm (All Art Students)

Lab Sections:

Technical Art

Monday & Wednesday 10:30 am – 11:50 am

2D/3D Art

Monday & Wednesday 3:00 pm – 4:20 pm

Animation

Monday & Wednesday 9:00 am – 10:20 am

CLASS LOCATIONS

FIEA Campus, Center for Emerging Media 500 W. Livingston, Orlando, Florida.

The Bridge, Mario & Classrooms or as specified by instructor.

COURSE OBJECTIVE - COMMON

This course is geared towards developing a professional portfolio for entry into the field of interactive entertainment and related fields. Common class topics include real time rendering, portfolio development, presentation acumen and capstone support. Specialization classes continue to refine skills within 4 disciplines of 2D, 3D, Animation and Technical Art.

COURSE STRUCTURE

- Common Core class
 - Bi-weekly constructive feedback and critique sessions in order to assess student portfolio progress.
 - Bi-weekly classes held jointly with production students in real time game level building techniques.
- Specialization classes
 - Advanced topics in specialization held weekly.
 - Students are welcome to attend all specialization classes.
 - Students should expect to attend and collaborate across disciplines as projects dictate. Student will be notified by instructors.
- Students will participate in technique demonstrations, class discussion and critiques, assignments, breakout sessions, workshops and meetings pertaining to individual specialties pursued by the student.
- The student will document progress on a weekly blog and present portfolio work through a portfolio website.

- The class will address art related needs and issues pertaining to the Capstone production class.
- The student will identify and analyze professional game artist portfolios to serve as visual & technical quality target bars in setting portfolio goals with instructor guidance.

COURSE GOALS AND OUTCOMES

- Building upon previously learned skills and techniques, the student will develop a professional quality portfolio consisting of industry driven art work in the areas of individual chosen specializations.
- Demonstrate competency in techniques and principles taught through the course, supplemental materials, workshops, presentations and classes within individual disciplines.

Class Participation

Attendance, maintaining a class blog, participation in technique demos, discussion, critiques, and assigned material such as viewing videos, tutorials, etc. is required. It is expected that your full attention is paid to the topic at hand during class time (not engaging in work or viewing material on laptops/phones/tablets outside of present class topic & discussion).

Late Work

Outside of emergencies, or extenuating circumstances, late work will not be accepted for full credit. Make up work is at the discretion of the instructor.

Attendance

Students are expected to attend class and arrive prepared and on time. Students are required to notify the instructor for absences due to unavoidable circumstances, illness, injury or emergency. Habitual absence due to medical issues will require documentation.

Attendance is considered part of the class participation grade.

For every missed class, a 1 % grade reduction will occur.

For every late class, a 1/2 % grade reduction will occur.

Class Blog

Maintain a class blog to communicate weekly objectives and progress.

- State and provide examples of portfolio goals and objectives
- Layout a weekly schedule of tasks and objectives
- Provide a weekly summary of works in progress via scans, screenshots, or videos.
- Where specified, understanding of class concepts will be demonstrated through work posted on blog.

Portfolio Web Site

Develop a portfolio website to display portfolio quality work.

GRADING DISTRIBUTION

Common	50%
Specialization	50%

Grade Scale

A	94 – 100
A-	90 - 93.99
B+	87 - 89.99
B	84 - 86.99
B-	80 - 83.99
C+	77 - 79.99
C	74 - 76.99
C-	70 - 73.99
FAIL	Below 70

Grading Standards

- A high **A**, 95 percent or above is considered professional quality, suitable for a portfolio website. A low **A**, 90 – 94 is acceptable quality or effort for the assignment with room for polish and improvement.
- A **B** represents average quality and effort. This is considered passing an assignment but not the kind of work that would lead to or maintain employment in the entertainment or related industries.
- A **C** represents poor quality and minimal effort.
- Below **C** represents unacceptable quality and effort

Grading Notes

Substantial effort toward the completion of any assignment may be invested by the student, however, unforeseeable technical challenges and issues may arise. Though the effort may be recognized, the grading criteria of any assignment or portfolio work is based upon meeting professional quality aesthetics and technical execution as outlined by the portfolio goals of the student or the assignment by the instructor.

All due dates that fall on the same day as an actual class need to be post marked turned in on your FIEA art blog before the start of class that day.

ART SUMMER 2015 SCHEDULE - COMMON

Wed 05/20 Cinematic portfolio critique

Tues 05/26 UE4 Terrain, vegetation, Skydome, Audio, Modular Assets (Nick)

Wed 06/3 Cinematic portfolio critique

Tues 06/9 UE4 Terrain, vegetation, Skydome, Audio, Modular Assets (Nick)

Wed 06/17 Cinematic portfolio critique

Tues 06/23 UE4 Blueprints, effects (Chris)

Wed 07/1 Cinematic portfolio critique

Tues 07/07 UE4 Blueprints, effects (Chris)
Wed 07/15 Cinematic portfolio critique
Tues 07/21 UE4 Animation, lighting, cameras (Brian)
Wed 07/29 Cinematic portfolio critique
Tues 08/04 UE4 Animation, lighting, cameras (Brian)
Wed 8/12 Grades Due at UCF

**ART SUMMER 2015 SCHEDULE - ANIMATION OVERVIEW
(See Animation Syllabus for details)**

Mon 5/18 Body Mechanics - continued
Mon 5/25 Memorial Day - Class on Tues. 5/26
Mon 6/1 Rigging
Mon 6/8 Rigging - Quadrupeds
Mon 6/15 Procedural animation – Expressions
Mon 6/22 Facial Rigging
Mon 6/29 Facial Rigging
Mon 7/6 11 Second Club
Mon 7/13 11 Second Club
Mon 7/20 11 Second Club
Mon 7/27 11 Second Club
Mon 8/3 Work in class
Mon 8/10 Final Presentation
Wed 8/12 Grades Due at UCF

**ART SUMMER 2015 SCHEDULE - 2D ART OVERVIEW
(See 2D ART Syllabus for details)**

Mon 5/18 Creating Layered Photoshop Files
Mon 5/25 Memorial Day
Mon 6/1 Building the game in UE4
Mon 6/8 In class critique
Mon 6/15 ¾ Isometric View Game, Using 3D as a tool
Mon 6/22 UMG (Building Functional UI)
Mon 6/29 UE4 Movement Systems
Mon 7/6 In class critique
Mon 7/13 Start of Top down Shooter. Matinee (Small in game cinematics)
Mon 7/20 Blueprints
Mon 7/27 Particles
Mon 8/3 In class critique
Mon 8/10 Due -Final ¾ Isometric View Game Project Due in UE4
Wed 8/12 Grades Due at UCF

**ART SUMMER 2015 SCHEDULE - TECH ART OVERVIEW
(See TECH ART Syllabus for details)**

Wed 5/20 Production Management
Wed 5/27 Advanced Rendering
Wed 6/3 Advanced Rendering
Wed 6/10 Physically Based Rendering
Wed 6/17 Facial Animation
Wed 6/24 Facial Animation
Wed 7/1 MOCAP
Wed 7/8 Animation Retargeting
Wed 7/15 Texture Formats

Wed 7/22 Procedural Environments
Wed 7/29 XML and JSON
Wed 8/5 Asset Responsibility
Wed 8/5 Photogrammetry
Wed 8/12 Grades Due at UCF

**ART SUMMER 2015 SCHEDULE - 3D ART OVERVIEW
(See 3D ART Syllabus for details)**

Wed 5/20 Substance Designer
Wed 5/27 Substance Painter
Wed 6/3 Posing Your Models
Wed 6/10 In class critique
Wed 6/17 Materials in UE4
Wed 6/24 Matinee Turntables in UE4
Wed 7/1 Morph Targets in UE4
Wed 7/8 In class critique.
Wed 7/15 Working In Class
Wed 7/22 Working In Class
Wed 7/29 Working In Class
Wed 8/5 In class critique
Wed 8/10 Due - Cinematic Portfolio Piece
Wed 8/12 Grades Due at UCF

Note

Syllabus and schedule are subject to change at the instructor's discretion, via notification by email.

University of Central Florida
Florida Interactive Entertainment Academy
M.S. Interactive Entertainment

Course: DIG 6XXXC – Digital Venture Practicum (Venture)
Class Locations: Monday 11:30am – 1:30pm - The Bridge (Room 127)
Tuesday-Friday as scheduled – FIEA Ventures (Room 131)
UCF Center for Emerging Media – 500 W. Livingston St Orlando, FL 32801
Workshop Time: Periodic through semester
Instructors: Ben Noel with FIEA Faculty & Staff
bnoel@fiea.ucf.edu
407-235-3612
Office Hours: By Appointment

Course Reading Material (required): *The Lean Startup* by Eric Ries (2011)

The objective of the reading is two-fold. First, the Lean Startup is about a value system for innovation and growth. We want to open our minds to the endless possibilities for success in the new digital age, while at the same time allow us to recognize the systems of iteration and educated guesswork involved in any meaningful new thing. Second, we need a framework or system to complete the coursework. The Lean Startup provides the flexibility to measure and move accordingly.

Course Description: Simulate a start-up venture, whether it is a small team or a sole proprietorship. Provide an environment whereby students can learn through experimentation and feedback from peers and target market sampling. The final will include an investor business plan and product presentation. Course attendance will include lectures, presentations, workshops and reviews. Individual team meetings will be assigned with faculty and advisors.

Course Outcomes: Enable students to understand the many moving parts of a legal entity or business; whether the market and distribution complexities, software licensing choices, fixed assets, IP, contract and financial management. Assist students in building a discipline of continuous testing and improvement.

Grading Rubric

- Individual Assignments – 20% (4 assignments)
- Team Presentations – 20% (8 assignments)
- Product/Prototype Development – 30% (includes artist portfolio reviews)
- Final Presentation – 30%

Note: Development prototypes may have a faculty advisor. Prototype Criteria based on Research (50%) and Progress (50%)

Note: Final presentation criteria will include Business Plan (40%), Demonstration (30%) and Presentation (30%)

Note: Absence from a team presentation or class will result in a 10 point reduction for any individual grade for the specified assignment

Note: Late assignment grades will be reduced by 10 points for each day late

Grading Scale

- A 90-100
- B 80-89
- C 70-79
- F Below 70

Course Code

DIG 6944C 6 (2,6) is offered by the College of Arts & Humanities (CAH) as part of the Florida Interactive Entertainment Academy (FIEA), carries 6 hours of credit with 2 hours being in class and 6 hours of laboratory or field work including team meetings, art portfolio, programming workshops and outside testing.

Calendar

Week 1 (8/24): Course Overview – What is a start-up?

Individual Assignment (1): Executive Critique (1-2 pages) of *The Lean Startup* (**due first day of Class**)

Week 2 (8/31): Product Idea

Team Assignment (1): Team members identified and potential product areas of interest (5 min Q&A)

Individual Assignment (2): One page summary of potential venture through your eyes (**due Wednesday**)

Week 3 (9/14): Branding & Marketing Your Company

Presentation Q&A – *Effective Brand & Marketing Relationships*, Todd Deery, FIEA Communications

Week 4 (9/21): Intellectual Property & Software Development

Presentation Q&A – *IP and digital rights*, John Miner & Sandra Sovinski, UCF Commercialization

Week 5 (9/28): **Market** and Product Idea

Team Assignment (2): Teams present market analysis (10 min). You need to identify if you are penetrating an existing market or pioneering new territory. Existing markets have growth and efficiency opportunities and emerging markets bring a lot of unknowns but many times less barriers to entry. How does this market fit with your company DNA?

Week 6 (10/5): Start-Up Capital

Presentation Q&A – *Funding in Today's World*, Ben Noel, FIEA

Individual Assignment (3): Identify potential areas of funding for venture product - 2 page summary (**due Wednesday**)

Week 7 (10/12): Market and **Product** Idea 2

Team Assignment (3): Teams present market and product analysis (10 min). Why this product? Why now? Why us?

Week 8 (10/19): Financial Management

Team Assignment (4): Team presents Money Q&A - seed funds, bootstrapping, incentives, legal & admin, revenue, cost; what is the team's understanding of how to get to a minimum viable product? (10 min)

Week 9 (10/26): Prototype Review

Team Assignment (5): Present prototype update and design & testing schedule

Week 10 (11/2): Contracting

Presentation Q&A – Realities and Advantages of Contracting

Individual Assignment (4): Draft a 2-3 page generic contract of your services (**due Wednesday**)

Week 11 (11/9): Marketing & Distribution Review

Team Assignment (6): Present options for distribution and monetization

Tour & Presentation from Orlando start-up community

Week 12 (11/16): Prototype Review (5 project teams)

Team Assignment (7): Present prototype and testing data

Week 13 (11/23): Prototype Review (remaining project teams)

Team Assignment (7): Present prototype and testing data

Week 14 (11/30): Business Plan Review

Team Assignment (8): Draft presentation (soft copy submission **due before class**)

Week 15 (12/7): Final Presentations

Week 16 (12/14): Final Presentations

General Notes & Policies

- All instructors/faculty are required to document student academic activity at the beginning of each course. In Order to document that you began this course, please complete the True/False quiz in the Canvas web-portal by the first week in the course. Failure to do so may result in a delay in the disbursement of your financial aid.
- Technology & Media – laptops are allowed in the course for the purpose of coursework and taking of notes. Email and Schoology will be used to notify students of assignments.
- Assignments & Grades – Schoology will be utilized to post assignments, materials and record grades. A code will be sent to you at the beginning of the course.
- Attendance – is required and will be taken during each course by student sign-in.
- Disability Access - The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
- Professional Conduct – we expect students to respect the presentation of work by others and that all work presented is that of the student and/or team with whom they represent.

Individual Assignment Outcomes

- Assignment 1 – Understanding of business management and product development requirements
- Assignment 2 – Understanding of product venture potential and team dynamics
- Assignment 3 - Understanding of financial management needs, distribution and monetization
- Assignment 4 – Understanding of individual contract presentation and management

EDH 7xxx Curriculum, Instruction, & Distance Learning in Higher Education
University of Central Florida
Summer 2017 – section 0001 [3 credit hours]

Instructor: Dr. Kathleen P. King, Professor, HEPS

Office Location: ED 220

Office Hours: T Th 1-5pm

E-mail: Kathleen.King@UCF.edu

Course Description: Curriculum, Instruction and Distance Learning in Higher Education examines curriculum and instructional methodologies and ways that distance learning can be used to improve student learning outcomes.

Course Introduction: This course models and presents a student focused learning approach to teaching and learning in higher education. A major emphasis is placed on research and discussion of current issues in higher education curriculum, instruction and distance learning with the ultimate goal of innovation to advance student learning. Topics include research, theory, models and practices of curriculum design, instructional design, college teaching, reflective practice, andragogy (adult learning), teaching across varied disciplines, and teaching special populations, within face to face, blended and distance learning delivery systems.

Prerequisite: Doctoral student standing.

Class location and time: TBD SUMMER SEMESTERS

Course Goals and Objectives:

Understand the issues related to curriculum and instructional development in higher education.

- Develop an individual, professional view of curriculum development.
- Become familiar with the variety of curriculum models, their strengths, and applications.
- Understand roles of stakeholders, climate, and organizational culture in curriculum and instructional development.
- Understand collaborative dimensions of curriculum and instructional development.
- Identify the suggested formative steps of planning, developing and assessing curriculum and instruction.
- Understand and develop a professional approach to curriculum development and evaluation.
- Become familiar with the variety of instructional models, their strengths, and applications.
- Become familiar with the variety of distance learning design models and technologies, their strengths, and applications.
- Become familiar with the variety of distance learning instructional approaches, modes, engagement, student assessment, and online facilitation of learning including their strengths, and applications.

- Demonstrate development and analysis skills in curriculum and instructional design in multiple delivery modes.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of current innovations, guest speakers (in-person or via Skype) as needed. This course models and presents a student focused learning approach to teaching and learning in higher education. A major emphasis is placed on research and discussion of current issues in higher education curriculum, instruction and distance learning with the ultimate goal of innovation to advance student learning.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website: <http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

General Procedures/Requirements:

Required Materials:

- Lattuca, L. R., & Stark, J. S. (2009). *Shaping the college curriculum: Academic plans in context*. San Francisco, CA: Jossey Bass.
- Fink, L. D. (2014). *Creating significant learning experiences* (2nd ed.). Francisco, CA: Jossey Bass.
- King, K. P., & Cox, T. (Eds.). (2011). *The professor’s guide to taming technology: Leveraging digital media, Web 2.0 and more for learning. Series: Innovative perspectives of higher education: research, theory and practice*. Charlotte, NC: Information Age Publishing.

Suggested Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Determinants of your Grade:

Active participation and course reading:	10 pts
#1A and 1B Interview Assignments (total)	30
#2A and #2B Research Paper Assignments (total)	30
#3A and #3B Instructional Project Assignments (total)	30
Total Maximum Possible Points 100 = 100%	

Course Assignments:

Active Participation - 10% (10 pts)

This maximum 10 pts accounts for 10% of the final grade and includes: participation in learning activities, contribution to discussions (online and in class), and completion of all assigned readings. As doctoral students in a premiere research institution, course learners are expected to have read the assigned material prior to coming to class and be ready to discuss it during the class session. Bringing a list of questions about the course readings is entirely appropriate.

Please note this is not a lecture course. Instead, it is facilitated using a seminar style in which several instructional forms appear: much whole class discussion, online discussion (UCF Webcourses), brief presentations, case studies, simulations, problem solving, debates, online reading (within Webcourses), online activities, and/or other varied small group, large group and individual activities.

1A and 1B Pre/Post Experience Reflective Interview Assignments– 15% each =30% (30 pts TOTAL) ***THIS IS A 2-PART SUBMISSION***

As part of this course, learners will interview a college or university faculty member or administrator about their curriculum perspective (or philosophy). Collaboratively, our class will discuss best practices in interviewing and potential interview questions, and how to best identify the true beliefs and practices of the individuals who will be interviewed. Please note: because it is solely a class activity, it is not considered research, will not be published, and does not require IRB approval. Course learners will submit a pre-interview reflective essay and present a poster about their interview experience and findings.

#1A Pre Interview reflective essay: In this brief paper (3-4 pages, not including the cover and reference pages), provide background about why you have chosen this particular person to interview, their role in the college/institution, describe the topics or questions you expect to use for your interview, etc. Also, tie in some of the course reading to support your expectations of the interview, reasons for choosing your participant and questions, and observations about the person's role.

#1B Poster Presentation post interview: You will prepare a poster which displays your learning through and reflection about the interview process. Be sure to include the role of whom you interviewed and what you learned. DO NOT use the name of the person or the institution. Your poster presentation should demonstrate a high level reflection. It should demonstrate what you as a student, learned about this specific course subject.

Be sure to design the poster in order to guide your discussion points during your presentation. For instance, you should include answers to most of the following questions, and others, as seem appropriate to your experience

- Demographic and professional “role” of your participant.
- How does the literature you have been reading connect with this interview?
- Which curriculum theories did you see evidence of in the interviewee’s responses?
- What other issues do you see evidence of the interview responses?
- What insights did you gain? What did you expect and not expect, and why or why not?
- What will you do the same or differently because of the experience? What does the experience mean for your professional growth?

#2A and B Presentation Project: Curriculum or Instructional Research Paper and Presentation **- 20% of grade paper and 10 % presentation = (30 pts)**

The goal of this assignment is to provide the opportunity for students to investigate a course related research related topic in-depth through independent literary research. Doctoral student quality of research, analysis, synthesis and writing on specific topic is the necessary standard of work. Literary resources need to be used which are peer reviewed or book publications. Full academic APA format is required.

#2A Lit Review Paper. Students are encouraged to select a course related topic in line with their future dissertation work or possible topics to broaden their understanding of the literature and research. Selecting a topic related to past experience or current work responsibilities is also fruitful for our students. The professor is willing to discuss relevant topics with individual students and the whole class. If the class would like, we could conduct a whole group discussion about prospective topics.

#2 B Presentations. Student presentations will be conducted in round table format rather than whole class presentations. This format provides a simulation of conference sessions. This approach also helps participants advance their academic and professional skills. In addition, based on prior experience, the roundtable format cultivates exceptional peer learning, dialogue and advances immediate and future research efforts.

3 Innovative Instructional Design Project -

30% (30 pts)

Submit Online AND Present Mini Poster in Class last week of class

One valuable way to apply and demonstrate your understanding of Fink's "*Course Design for Significant Learning*" involves the direct application of your conceptual understanding to concrete a specific course design project for potential use by you in the future. However, in some cases, you might want to create an entire course, others may find creating one or two units in great depth would be a more beneficial project. Please discuss with me, to identify your focus for this assignment.

Thus, for this assignment you will first identify (a) an actual discipline-based university/college course or training program that you have taught previously, or (b) an actual discipline-based university/college course or training program that you currently teach or (c) either a graduate-level higher/adult education course or a discipline-based graduate course that you have recently completed as a doctoral student. The course or training program you identify will provide your specific and unique context for this project. The current syllabus from this course should be attached to the document you submit.

Then, using Fink's (2003; 2005) model for promoting significant learning as a general guide, in a 10-12 page paper, you will

- Describe two or more specific and significant situational factors that should be considered when redesigning this course to maximize significant learning
- Formulate a comprehensive set of learning goals to promote significant learning, understanding, and wisdom in the redesign of this course by integrating and applying the writings of Fink (2003), Wiggins & McTighe (2008) and Sternberg (2004)
- Create an "Educative Assessment Plan" for the redesign of this course that addresses two or more of the four elements of Feedback and Assessment discussed by Fink (i.e., forward-looking assessment; criteria and standards; self-assessment; and FIDeLity Feedback)
- Identify and describe two or more alternative active learning instructional strategies that are ideally suited for helping students master the learning goals you identified above to promote significant learning, understanding, and wisdom in the redesign of this course

An excellent "*Course Design for Significant Learning*" presents a clear, well-reasoned and articulated response to each of the above identified elements. Since each student will be selecting his/her own personally relevant course to provide the specific and authentic context for addressing these important issues, there are no "one size fits all" correct responses to these questions. This is a challenging assignment to complete; please allow ample time to complete it!

Your MINI-POSTER will display the key elements of your redesign. You will use the mini-poster to guide

your comments in your groups and it will also be submitted online to Dr King.

COURSE POLICIES

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. This may mean that you need to visit the UCF Writing Center.

There are several websites that have compiled the APA 6th ed. citation formats, including:

<http://www.apastyle.org/learn/index.aspx>

<http://www.umuc.edu/library/guides/apa.shtml>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

Important >> Prior to class each week, be sure to check online class space each week for additional readings, video clips, and activities to complete --- Thank you! ~ Dr King

Module 1 Introduction to Curriculum in Higher Education

Class 1 –Introductions: Class, Course and Curriculum Study

Activities, Discussions

Emergent Issues or Action Points Identified

Class 2 -Lattuca & Stark (L&S) ch 1 &2 Donald ch 1 (chapter is online)

Emergent Issues or Action Points Identified
Further Discussion Reflection & Interview Project

**Class 3 Curriculum & The Organization~~~~~ONLINE CLASS—NOT on campus
(L&S) ch 3 & 4 Internal Considerations, Stakeholders; Donald ch 2 (chapter online)**

The Organization & Accreditation; *Overview of UCF Accreditations –A PPT from KPK
Part 1 Interview Assignment Due- Upload through Canvas!*

American Council on Education (2012). *Assuring academic quality in the 21st Century: Self-Regulation in a new era*. Washington, DC: Author. <http://www.acenet.edu/news-room/Pages/Assuring-Academic-Quality-in-the-21st-Century.aspx>

Scanlon, E., & McComis, M. S. (2010). Accreditation and accountability. In G. Hentsche, V. Lechuga, & W. G. Tierney (Eds.). *For-profit colleges and universities: Their markets, regulation, performance, and place in higher education* (pp. 109-144). Sterling, Virginia: Stylus Publishing.

Gaston, P. (2014). Accreditation's alchemy hour: Riding the wave of innovation. *Liberal Education*, 100(2). Retrieved from <http://www.aacu.org/liberaleducation/le-sp14/gaston.cfm>

Gaston, P. (2014). Questions that should be frequently asked. In *Higher education accreditation: How it's changing, why it must* (pp. 5-25) Sterling, VA: Stylus. <http://www.edcentral.org/accreditation-paul-gaston/>

Assignment #1A Due- Upload Pre- Interview Brief Paper through Canvas!

Class 4- (L&S) Ch 3 & 4 Internal Considerations, Stakeholders

The Organization & The Accreditation Experience
Details of Other Accrediting Organizations- Discuss Curriculum Connections
Articles available in Canvas:

Provezia, S. (2010). Regional Accreditation and Student Learning Outcomes: Mapping the Territory. University of Illinois: National Institute for Learning Outcomes Assessment.

Donald ch 3 (online) Review: Accreditation wrap-up (toolkit)

Related issues: organization, missions, values, partnerships, articulation

Module 2 C&I: Creating Curriculum Plans & Dimensions

Class 5 – Fink, Ch 1 What is significant learning?

King & Cox Ch 1 and 2 What is Andragogy?
Related issues – special populations, nontraditional students, veterans, etc.

Class 6 – (L&S) Ch 5 Planning (L & S) Ch 10 Models & Strategies

Contextual Filters Model (graphic): [L+S-Figure5.1-ConxrtlFiltrs.JPG](#)

2 Dogmas of Curriculum (article posted in Webcourses)

**#1B Class Conference: Poster Presentations -Post Interview Assignment Due
-----Also upload poster file or camera image**

Class 7 - Hidden Curriculum, Instructional Models and Discussion of Course Project

Margolis, The Hidden Curriculum (2 chapters in Webcourses)

Instructional Models: (Online readings posted in Webcourses)

Roundtable Discussions of curriculum issues research and papers

Class 8 – (L&S) Ch 6 Learning, theory and philosophy: How do they relate?

Teaching vs Facilitation? Co-Learners and Colleagues? Teaching–learning *relationship*
Instructional theory meets philosophy and practice!! (Online readings posted in Webcourses)
Freire Chapter "Pedagogy of The Oppressed" (in Webcourses)
Nel Nodding "Caring" (in Webcourses)

Module 3 Innovation in Learning Opportunities: Technology and More

Class 9 (L&S) Ch 7; Fink Ch 2 Taxonomy; K&C ch 3-4

Designing/facilitating engaging, innovative instruction
Instructional Methods- Are our choices predetermined?
Contextualization & Breaking the Mold

Class 10 Fink Ch 3 Getting Started Designing Significant Learning Exp I

K&C ch 5-6 Designing/facilitating engaging, innovative instruction
Extensive class discussion and online activities regarding the readings

Class 11 Fink Ch 4 Getting Started Designing Significant Learning Exp II

K&C ch 7-8 Designing/facilitating engaging, innovative instruction
Extensive class discussion and online activities regarding the readings
#2A, B Assignment Due: ROUNDTABLE Presentations Curriculum Issues Paper

Class 12 - Fink Ch 5 Changing the Way We Teach, Plus Assessment

K&C ch 9-10 Designing/facilitating engaging, innovative instruction: podcasts, blogs
Extensive class discussion and online activities regarding the readings
McConnell, K. D., Van Dyke, R., & Culver, S. (2011). Assessment as a Driver of Collegiality and Cooperation in the Commonwealth of Virginia. *Peer Review*, 13(2), 13-15. (Canvas)
Cuevas, M., Matveev, A. G., & Miller, K. O. (2010). Mapping General Education Outcomes in the Major: Intentionality and Transparency. *Peer Review*, 12(1), 10-15. (Canvas)

Activity: Curricular Alignment

ROUNDTABLE Discussions of Curriculum Projects

ONLINE CLASS ONLY -- Class 13 - Fink Chapter 6 -- ONLINE EXPERIENCE

Fink Ch 6 Better Organizational Support for Faculty Assessment and Instruction
K&C ch 11-12 Designing/facilitating, engaging, innovative instruction online and with technology
History and Laboratories online
Hughes, C., & Barrie, S. (2010). Influences on the assessment of graduate attributes in higher education. *Assessment & Evaluation in Higher Education*, 35(3), 325-334. (Canvas)

Class 14 Assessment & Instruction --Classroom

Debriefing: Online learning engagement vs. participation...
K&C ch 13-14 Designing/facilitating, engaging, innovative instruction online and with technology
Assistive technology, 3D Science and technology
Online readings: Middenorf and Pace, Ch 9 & 10 Assessment and Faculty Learning
Large group roundtable continued: *Curriculum Project*
#3A DUE: SUBMIT Curriculum Project—ONLINE, also poster & hard copy

Class 15 LAST CLASS Wrap-Up: From Whence We Came, Reflections

Fink Ch 7, The Human Significance of good teaching and learning
Approaches to assessment- Curriculum
#3B Class Conference- Present Curriculum Projects Mini-POSTERS

Curriculum, Instruction, and Distance Learning in Higher Education

REFERENCE LIST

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EDH 7xxx FINANCE IN HIGHER EDUCATION (3 credits)

Spring 2017 ~ Syllabus

Dr. Kathleen P. King, Professor HEPS

Office: ED 220E ~ e-mail: Kathleen.King@UCF.edu ~ **text message:** (813 422 1451)

Office hours: By appointment: Tuesdays and Thursday 2-5pm, and other times by prior arrangement
Contacting your professor via email, Canvas, and for urgent matters, text message.

Course Location CB1 O319

Class Sessions: TUESDAYS: 5:30-8:20pm

When noted, some sessions may be asynchronous online study in Canvas with scheduled course readings, online activities, and discussion questions.

Course Prerequisites: Doctoral student standing.

Catalog Description: This course is designed to provide students with fundamental considerations, research, theory and practice regarding the funding of higher education institutions.

Full Description: This course is designed to provide students with fundamental considerations, research, theory and practice regarding the funding of higher education institutions. It is an intermediate course regarding how post-secondary institutions are financed locally, regionally, state, federal and internationally. Attention is given to financial managerial issues of institutional; resource development, and grant writing.

COURSE OBJECTIVES

By the end of the course, the student will

- Demonstrate understanding of the basic elements of finance processes and funding models for different higher education institutional types, nationally and internationally.
- Demonstrate critical thinking skills – especially in the area of higher education institutional financial decision making and research design.
- Identify and differentiate key, current issues within the realm of higher education finance as it relates to not only the entire institution or system, but also programs, units, departments, divisions, etc.
- Develop expertise independently researching, planning, conducting and writing grant proposals related to higher education contexts.
- Articulate and discuss the role and impact of state and federal legislation and funding for different higher education institutional types across different areas of the institutional budget.
- Identify and differentiate stakeholders and influences of internal and external constituencies in higher education, nationally and internationally.
- Demonstrate expertise in designing higher education project and departmental budgets.
- Demonstrate expertise in planning, conducting and writing basic financial cost analysis/evaluation.
- Demonstrate understanding of planning budget tracking and accountability.
- Identify and critique the major challenges for financial support, implementation, and accountability.
- Demonstrate knowledge of ethical concerns in institutional financial matters and processes:

- planning, development, grant writing, internal controls, auditing, accountability, etc.
- Demonstrate ability to determine ways in which the socio-political context support, limit or constrain financial planning, resources availability, legislative impact, implementation, accountability, internal controls, audits, choices, and research, nationally and internationally.
- Identify and understand how to critically evaluate various finance models related to higher education contexts.

REQUIRED BOOKS AND MATERIALS

(All the books are required and will be used frequently. Yet, you may look for used copies of the books!)

1. McKeown-Moak, M. P., & Mullin, C. M. (2014). *Higher education finance research: Policy, politics, and practice*. Charlotte, NC: IAP.
2. Johnstone, D. B., & Marcucci, P. N. (2010). *Financing higher education worldwide: Who pays? Who should pay?* Baltimore, MD: JHU Press.
3. Dougherty, K. J., & Reddy, V. (2013). *Performance Funding for Higher Education: What Are the Mechanisms What Are the Impacts: ASHE Higher Education Report, 39: 2*. New York, NY: John Wiley & Sons.
4. **FREE BOOK available online-** Pequegnat, W., Stover, E., & Boyce, C.A. (2011). *How to write a successful research grant application: A guide for social and behavioral scientists*. New York, NY: Springer. [electronic resource]

FOR EVERY COURSE WITH DR KING >>> American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. More information available online at <http://www.apastyle.org/>. The website has tutorials and other information- well worth exploring!

* **One of the best, other, free APA Style Documentation Resources** online is, <http://owl.english.purdue.edu/owl/resource/560/01/> **However, be sure to use the APA format listed on this site!**

	Due Date	Max Points
Assignments/Activities		
#1a Course Discussion, Participation & Preparation (25 total)		
1a Weekly	Weekly	10
1b 1 st Week Online Activity	Week 1	5
1c Case studies in class	Various	10
#2 Research Grant Proposal (30 total)		
2a Finance Related Research Proposal	2/9/16	15
2b Complete Grant Proposal	3/15/16	15
#3 Finance Theory/Practice Research Article (45 = 15 + 15 + 15)		
3a Part 1- Intro and Conceptual Perspective	2/23/16	15
3b Part 2 – Lit Review and Data	3/29/16	15
3c Part 3 – Key Findings, Discussion and Implications	4/19/16	15
Maximum Possible Grade Total		100

ASSIGNMENT 1 ---READINGS, PARTICIPATION, ACTIVITIES

Assignment 1a. Completion of Assigned Readings and Participation in Discussions.

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria - See the related rubric distributed in class and posted in our online learning space.

This is a graduate level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute actively and positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

Assignment 1b. Mandatory First week online activity- APA tutorial

Due Date: Must be completed by THURSDAY of first week of classes! This deadline is because of University requirements.

See activity online. It will take you about 20-30 minutes to complete and IS worthwhile!

Assignment 1c. Budget Case Study Activities

Due Date: Various.

To be distributed and discussed in class. Related to classroom work on institutional budgets.

ASSIGNMENT 2. HIGHER EDUCATION FINANCE RESEARCH GRANT PROPOSAL

Assignment 2a: Finance Related Research Proposal

DUE DATE – See Due Date Table above

Evaluation Criteria - Exercises will be scored according the level of depth, clarity, and relevance to higher education finance. Address every question (above) to receive full credit. In addition, overall criteria are indicated in the rubric shared in class and posted in our online learning space.

NOTE: The night that the final papers are handed in to the professor, the class will discuss their paper with their small group.

Students should start thinking about this exercise at the beginning of the semester. We will have in-class presentations to share students' preliminary ideas on what topic you plan to study for your final project.

At this point in the semester, students should have a sense of what principles and theories are most relevant to their topic. They should then start to identify data sources for studying this topic. In no more than 2000 words (~6 double-spaced pages), offer a concise narrative (with in line citations and reference list) that addresses the following questions:

- a) What finance topic do you propose to study? Why?
- b) What research question do you intend to ask?
- c) What is your unit of analysis (e.g., students, faculty, colleges, states, nations)?
- d) What economic principle(s) or finance theory is most relevant for answering this question?
- e) Why is this finance topic important to *you*? To *policymakers*? To *researchers*?
- f) What data source will you use? Choose one from the list of seven (7) below (all are available online):
 - IPEDS
 - PowerStats
 - College InSight
 - Federal Student Aid Data Center
 - Delta Cost Project
 - NCHEMS
 - Athletics Database

Assignment 2b: Finance Related Research Grant

DUE DATE – See Due Date Table above

Evaluation Criteria - Overall criteria are indicated in the rubric shared in class and posted in our online learning space.

A full grant proposal that addresses the issues outline above in “Assignment 2a” will be developed and submitted. All applicable documents, budgets, explanations, etc. should be included in this final project. The length and detail of this project should not exceed 12-20 pp. document.

You will follow the standard requirements for a grant proposal (Common Grant Form) which many funding organizations request. Since Florida does not have such a form, we are using materials from the State of Missouri. Please know that in Florida, each funder would include their specific required forms in the Request for Proposal document, or list all the requirements and the grant writer would assemble the document. Many states have moved to the Common Grant Form in the last 6 years. Likely Florida will too in the coming years. You will find the Common Grant Form application, Budget Template, User’s Guide and Glossary of terms all posted in WebCourses.

An excellent Grant Proposal presents a clear, well-reasoned and articulated proposal to a specific RFP observing all requirements, and limitations described. Please follow the grant application in detail. Also please note that the size of the “blocks” often times does not indicate the length of response. (In the application Word document, you just hit “Enter” to create more space for a longer response!!).

NOTE: DO NOT CONTACT your institution or any grant funding agencies for documents! The professor FULLY understands and expects that students in this course may NOT be able to obtain some bone fide documents from their organization for this assignment. In these cases (IRS forms, Official signed forms, etc.) simply include a mock page titled as designated and filled in as much as possible. Also write on the page a note that it is a MOCK PAGE).

Since each student will be selecting his/her own personally relevant grant proposal to provide a specific and authentic context for this assignment, there are no “one size fits all,” correct responses to an RFP. This assignment is challenging to complete; please allow ample time to prepare a suitable submission for grading!

Assignment 3: Finance Theory/Practice Research Article

Due Date: See Due Date Table above

Evaluation: Final papers will be scored according to the rubric shared in class and posted in our online learning space.

This assignment is broken into three parts. At this time an overview of the entire project is provided. Read on to see which section is submitted first!

A major publisher has contacted our think tank, **Knights Consultants**, to write a comprehensive report entitled “Conditions of Higher Education Finance **2017**.” The primary objective of this report is to focus on a range of finance issues that are relevant to institutional, state, and federal policy-makers. Each chapter within the report will be an original analysis of a finance topic related to college access, affordability, accountability, or quality.

Your role as a Higher Education expert for “**Knights Consultants**” is to write a chapter for this report. *Chapters should be approximately 20 double-spaced pages; APA format; 1- inch margins; and tables/charts attached as Appendices.* Throughout the term, we will devote class time to develop the

chapters (i.e., Assignment 1, etc.).

Authors/researchers must organize their chapters according to standard designs for empirical studies:

Assignment Division	Finance Research Article Sections, length and key topics
Part 1	1. Introduction and research question (~1 page). <i>What finance topic is being explored? Why should the public care about this topic? What unit of analysis is being examined?</i>
	2. Conceptual perspectives (~ 3 pages). <i>What theory/principle guides your analysis? How is it applicable?</i>
<i>Part 1 Roundtable Session -Read below for roundtable format...</i> <ul style="list-style-type: none"> Part 1 Roundtable Date 2 weeks prior to submission due date <i>Part 1 Submission Due Date <u>2/23/2017</u></i>	
Part 2	3. Literature review (~4 pages). <i>Why is your topic relevant to a particular higher education financial issue? What are the salient themes that inform the current study?</i>
	4. Data sources and analytical technique (~4 pages). <i>What evidence is necessary to draw conclusions about this finance topic? How do you analyze your data?</i>
<i>Part 2 Roundtable Session-Read below for roundtable format...</i> <ul style="list-style-type: none"> Part 2 Roundtable Date 2 weeks prior to submission due date <i>Part 2 Submission <u>3/29/2017</u></i>	
Part 3	5. Key findings (~4 pages). <i>What are the primary findings that will inform the readers' understanding of the issue? (Aim for three key findings.)</i>
	6. Discussion and implications (~3-4 pages). <i>How do your findings contribute to the field of higher education finance's understanding of the problem/issue? What can they do about it, and why should they? How has your study contributed to the body of scholarship on the topic?</i>
<i>Part 3 Roundtable Session -Read below for roundtable format...</i> <ul style="list-style-type: none"> Part 3 Roundtable Date 2 weeks prior to submission due date <i>Part 3 Submission <u>4/19/2017</u></i>	

ROUNDTABLE SESSIONS--- AKA IN-CLASS THINK TANKS!

Course participants facilitate roundtable discussions to share the progress the progress and development of their major assignment AND to gain feedback and formative direction from their classmates!

Just as higher education professionals collaborate in their/our work, this assignment includes in-class collaborative working/feedback sessions. These sessions are known as roundtables, roundtable forums or in-class think tanks. They not only mirror the sessions held at professional conferences, but also provide valuable opportunities to interact with your classmates on their research topics. Instead of only studying one research topic, you will have the opportunity to learn about and contribute to 4 or more projects!

- **Clarification:** Although we use roundtables, each classmate will hand in their own, different final project.

Roundtable discussions should be interactive and engage your course colleagues in exploring your topic, offering suggestions for additional literature, theoretical concerns and constraints, assignment elements which may or may not include, research design, analysis methods, findings, discussion and recommendations. (No PowerPoint presentations, please!) *Maximize your learning; enjoy the feedback and be a valuable team member for others!*

POLICIES FOR THIS CLASS

Missed Assignments/Make-Ups/Extra Credit

All assignments are due by the due date. All assignments and due dates are provided at the first class meeting. Please plan accordingly.

Evaluation and Grading

“No grade below “C”: will be accepted toward a graduate degree. This includes C-grades.” Grading system and percentages to be used in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	N/A	A	93-100	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D+	66-63	D-	62-60
F	59-				

University GPA equivalents of the above grades are as follows:

A+	4.00 (Please note no additional grade points for A+ designation)	A	4.00	A-	3.67
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67
F	0				

How to Earn an “A” in this Course or “Other Course Procedures”

Quality of Work

- All assignments (including drafts) must be word-processed. Need we say in this century, hand-written assignments **will not** be accepted. Please double-space, use 12 pt. font, 1-inch margins, APA format title page and **footer with student name in it.**
- **Please name all electronic submissions (files) with your last name and the assignment title!**
- *Please note that the title/cover page and reference pages do not count towards the total number of pages for any of your papers.*
- The quality of writing and format of all written work will be taken into account in grading. All written work should be presented at a graduate/doctoral level of proficiency.
- The manual of style adopted by the UCF College of Education, American Psychological Association (APA), 6th edition, and should be adhered to in all written work.
- All papers should be spell checked and edited for correct grammar. Proofreading is essential in being sure our best work is presented for grading ☺ (Consider this point, NO published author would consider submitting un-proofread material, why should you?)

All Assignments

- All assignments will be submitted online through Canvas and hard copies handed in to the Professor at class time.
- The official due date for all assignments is listed in this full syllabus document.

- Unless otherwise stated, the TIME of the deadline for all assignments is 12 noon on the due date.
- All assignments (papers, projects, discussion board posts, essays, blog posts, etc.) that are submitted late will be marked down for each day they are late.
- In order to maintain equity for all students, I cannot accept written work early, nor can I review your work and provide feedback before the deadline.
- In order to enable grading to occur, Discussion Board posting areas will be locked and no further submissions accepted 10 days after the due date.
- ***Being absent is an insufficient reason for not submitting an assignment. You will still be marked down unless there are extreme circumstances.***
- If students miss a class when an assignment is due, they must upload the assignment to the online class space **and** email it to the professor. It is the **responsibility of the student** to secure confirmation of receipt of the assignment by the professor.

Attendance Policy

Attendance is mandatory unless special circumstances are discussed in advance with the instructor. If for some reason you must miss class, email the instructor as soon as possible.

Diversity and Inclusion Policy

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

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the 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 – EO/AA - <http://www.eeo.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>

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester

to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) and an ESSENTIAL part of our course this semester. We will be using Webcourses to not only to turn in assignments, but also to distribute announcements, dialogue with your classmates, and access much essential course material. Under the "Discussion" section, you will have a designated forum section. I recommend that you check our class in Webcourses every 2-3 days for updates from your classmates and/or myself.

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.

Recordings of Class Sessions: *Please ask permission of the instructor in advance if you would like to record any of the class activities/lectures, etc. Please note that students are not allowed to post in public spaces, sell, rent or monetarily gain from recordings of class sessions, including, but not limited to lectures, presentations, discussions, and demonstrations. Any and all student recordings of our class sessions are solely for the personal use of the student.*

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this university and will maintain the highest standards of academic integrity.

Original Work- Issues of Intellectual Property, Copyright and Academic Dishonesty. "Academic Dishonesty: Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in

footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the entirety of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F: with a numerical value of zero on the item submitted, and the "F: shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course." (UCF Policy)

Dr. Kathleen P. King (Revised 6/2015): Plagiarism and Paraphrasing Policy

How rampant is the problem of plagiarism in our society? In recent years, we have seen newspaper headlines of school superintendents plagiarizing whole speeches, political advisors plagiarizing reports and business people caught in the same. As a result, these people suffer severe professional consequences. I point of these issues in order to provide an opportunity for you to build best practice and strategies so that your work will always be substantial and well documented. Building and sustaining such efforts are essential in our academic and professional careers. Please feel free to ask me questions about this matter in class or privately.

Paraphrase Policy: Many of our course discussions and essays may request comments, references to or further development of specific issues and arguments discussed in the readings. Paraphrasing is the academic appropriate way to cite ideas, concepts, theories, etc. from other sources. To paraphrase means to restate the author's content in your own words and **then clearly identify the source** as a citation and reference. My pedagogical and assessment goals are to determine if you understand these concepts in depth, are able to analyze them, and develop effective examples to illustrate them, when relevant. When students repeatedly quote the original text they often end up masking their own interpretation and diluting the authentic communication value of their work.

*While it is acceptable to quote from the text directly, I discourage overuse of this technique. In order to better evaluate your understanding, I prefer to see how you communicate the concept in your own words. By practicing this approach in my class, you will 1) learn how to appropriately paraphrase, 2) become less reliant on direct quotes, and 3) improve your academic writing. Therefore, any paper or essay which has more than 5% of direct quotations will be rejected and receive a zero score. (5% is only 5 lines in every 100 lines and translates to ½ page of quotes in a 10 page paper. It is not much. The safest strategy is to **always** paraphrase **and** also cite your source (see the next section)!*

Plagiarism Policy: As indicated in the UCF policy (see the catalog and handbooks), any concept, wording or idea, which is not your own, needs to be cited as to its original source and the reference, included in your reference list for that assignment. (The APA 6th edition is an excellent guide on this important matter.) I strongly recommend that you review the rules of citations, references, and what constitutes plagiarism.

As a UCF professor, I have the stated right to use web-based resources, such as [Turnitin.com](https://www.turnitin.com), to determine whether student assignments have been correctly cited or paraphrased. This approach to reducing incidents of plagiarism seeks to help our learners be more careful in all of their research and writing so that in their professional and academic lives they do not fall into problems related to it. I find the online tools very reliable and objective when used with the options available. If there is a question about your work regarding plagiarism, I will provide a report from the online system for us to use as a basis for discussion. However, **any** direct plagiarism will result in a ZERO for the assignment.

Please, speak to me if you have questions or concerns about this topic. I am here to help you become the best educators, as well as professionals, academics, administrators, and researchers you aspire to be. I am pleased to be on this journey of professional growth and learning with you.

SCHEDULE AND READING LIST

EDH 7xxx FINANCE IN HIGHER EDUCATION (3 credits)

Note: All dates and times are subject to change

Important >> Prior to class each week, be sure to check online class space each week for additional readings, video clips, and activities to complete --- Thank you! ~ Dr. King

Week/Dates	Topics	Readings/Assignments <i>WEEKLY</i> Preparation	Due Dates
1: 1/12/2017	Course Introduction: (Syllabus, Introductions, Webcourses, Assignments, Rubrics); Finance in HE & Grant Writing	M&M 1 Bauer 1 and 2	
2: 1/19/17	Issues in Finance in HE Grant writing and budgets introduction	M&M 3; Bauer 2, 3 and others as needed KPK's materials online	
3: 1/27/17	More on grants and budgets Revenues and expenditures PROJECT DISCUSSIONS & ROUNDTABLES	M&M, 2, 4, 5 KPK's materials online	GRANT ROUNDTABLES
4: 2/2/17	Working session - consultations Finalize Finance Related Research Proposal	<i>M&M 10, 11</i>	
5: 2/9/17	Research considerations Article ROUNDTABLES	<i>J&M 1 M&M 12 Materials from KPK online</i>	2A Due: Res. Proposal AND Article ROUNDTABLES
6: 2/16/17	Accountability Overview Enron, Sarbanes Oxley, etc.	<i>M&M 6, 8 Online materials</i>	
7: 2/23/17	Performance based funding (PBF)	<i>M&M 7 ASHE 1</i>	3A Due Intro & conceptual
8: 3/1/17	Performance based funding ROUNDTABLES regarding Complete Grant Proposal	ASHE 2, 3, 4	GRANT ROUNDTABLES
<u>3/8/17</u>	<u>SPRING BREAK</u> <u>NO ON-CAMPUS CLASS</u>	<u>SPRING BREAK</u>	
9: 3/15/17	PBF - Performance based funding and Working session - consultations • Finalize Complete grant proposal	ASHE 5, 6, 7	
10: 3/22/17	PBF - Performance based funding Article ROUNDTABLES Part II	ASHE 8 & 9	2B Due - Grant ALSO Article ROUNDTABLES
11: 3/29/17	Students and Cost sharing Global Perspectives of HE Finance – - Austerity on Cost Side - Concepts of Cost Sharing	J&M 2, 3	
12: 4/5/17	Global Perspectives of HE Finance	J&M 4, 5, 6	3B Due - Lit

	- Tuition Fees and Who Pays? - Student Loan Issues		review and data
13: 4/12/17	Global Perspectives of HE Finance Guest expert via skype joins us	J&M 7,8	Article ROUNDTABLES
14: 4/19/17	Global Perspectives of HE Finance - Cost Sharing Article ROUNDTABLES Part III	J&M 9, 10	3C Due- All incl Disc & Impl

*Indicates articles which is posted in our online course (MyWebcourses)(Canvas)

Note: All dates and times are subject to change.

Higher Education Finance

Reference List

- Archibald, R. B., & Feldman, D. H. (2011). *Why does college cost so much?*. New York, NY: Oxford University Press.
- Bachelor's Degree Recipients 1 Year after Graduating: 1994, 2001, and 2009. Stats in Brief. NCES 2014-011. *National Center for Education Statistics*.
- Baum, S., & Schwartz, S. (2012). Is college affordable? In search of a meaningful definition. Issue Brief. *Institute for Higher Education Policy*.
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- Ikenberry, S. (2009). Privatizing the public research university. In C. Morpew and P. Eckel (Eds.). *Privatization of the public research university*. (pp.1-6). Baltimore, MD: The Johns Hopkins University Press.
- Jaquette, O., & Parra, E. (forthcoming). Using IPEDS for panel analyses: Core concepts, data challenges, and empirical applications. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (Vol. 29). Dordrecht, Netherlands: Springer.
- Johnstone, D. B., & Marcucci, P. N. (2010). Financing higher education worldwide: Who pays? Who should pay? Baltimore, MD: JHU Press.
- Kaplan, G. (2009). Governing the privatized public research university. In C. Morpew and P. Eckel (Eds.). *Privatization of the public research university*. (pp. 109-133). Baltimore, MD: The Johns Hopkins University Press.
- Lowry, R. (2009). Incomplete contracts and the political economy of privatization. In C. Morpew and P. Eckel (Eds.). *Privatization of the public research university*. (pp. 33-59). Baltimore, MD: The Johns Hopkins University Press.
- McKeown-Moak, M. P., & Mullin, C. M. (2014). *Higher education finance research: Policy, politics, and practice*. Charlotte, NC: IAP.
- McLendon, M.K., & Mokher, C. (2009). The origins and spread of state policies privatizing public higher education. In C. Morpew and P. Eckel (Eds.). *Privatization of the public research university*. (pp. 24-62). Baltimore, MD: The Johns Hopkins University Press.
- Paulsen, M. & Peseau, B. (1989). Ten essential economic concepts every administrator should know. *Journal for Higher Education Management*, 5(1), pp. 9-17.
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- Sav, G. T. (2012). Government free riding in the public provision of higher education: Panel data estimates of possible crowding out. *Applied Economics*, 44(9), 1133–1141.
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- Stater, M. (2009). Policy lessons from the privatization of public agencies. In C. Morpew and P. Eckel (Eds.). *Privatization of the public research university*. (pp. 134-159). Baltimore, MD: The Johns Hopkins University Press.
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EDH 7xxx: Higher Education Leadership
University of Central Florida
Summer 2016 – section 0001 [3 credit hours]

Instructor: Dr. Kathleen P. King
Office Location: ED 220
Office Hours: T Th 1-5pm
E-mail: Kathleen.King@UCF.edu

Course Description: To increase understanding of research, theories, models and issues related to higher education leadership including administration, college presidency and faculty roles.

Course Introduction: This course explores the dynamic, complex and critical world of leadership in higher education across institutional types as well as leadership roles. Multiple perspectives of leadership will be explored across administrative, faculty and college presidency career paths, roles and responsibilities. Students will examine trends in higher education leadership and explore research, theory, models, recommendations for practice and other literature related to the field across several contexts.

Prerequisite: Doctoral student standing,

Class Location & Time: TBD SUMMER SEMESTERS

Course Objectives:

At the end of the course, the participant should be able to:

- Describe at a general level some of the classical and contemporary theoretical approaches to leadership.
- Describe the literature relative to current leadership issues in higher education.
- Describe how the changing global economy and cultural diversity in the U.S. may be impacting leadership roles.
- Understand how some current leaders describe their own leadership development experiences.
- Describe the validity, reliability and purposes of several instruments that purport to measure some aspect of leadership.
- Describe your current leadership skills and identify areas in need of improvement.
- Articulate, in writing, a personal leadership philosophy and leadership development plan.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of current international issues, international guest speakers

(in-person or via Skype). Emphasis is placed on research and discussion of current theories, models and issues related to higher education leadership.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website:

<http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

General Procedures/Requirements:

Required Materials:

- Bennis, W. (Any edition) *On becoming a leader*. Cambridge, MA: Perseus Books.
- Kouzes, J. M. & Posner, B. Z. (1990). *The leadership challenge*. San Francisco, CA: Jossey-Bass.
- Bornstein, R. (2003). *Legitimacy in the Academic Presidency: From entrance to exit*. Westport, CT: Praeger Publishers. ISBN: 1-573565628
- Chait, R. (Ed.). (2005). *The questions of tenure*. Cambridge, MA: Harvard University Press. ISBN 978-0674016040

Recommended Materials:

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Additional articles as assigned (Available UCF library online access or Webcourses)

Cook, S. G. (2014), Women: Over-performing, under-represented, underpaid. *Women in Higher Education*, 23, 6–7. doi: 10.1002/whe.20003

Burns Phillips, D. (2008). Strategies to reach gender parity in college presidents. *Women in Higher Education*. Retrieved from <http://www.whihe.com/printBlog.jsp?id=19251>

Kezar, A. J., & Sam, C. (2010). *Understanding the new majority of non-tenured faculty in higher education*. *ASHE Higher Education Report* 36(4). New York: John Wiley.

Nelson, S. J. (2008). A college president's job is to shape a center that holds. *Chronicle of Higher Education*, 54(30), A37-A38.

Wooten, S. (2009). The university presidency: A symbol of change? *Cavalier Daily*. Retrieved from <http://www.cavalierdaily.com/2009/09/08/the-university-presidency-a-symbol-of-change/>

Related, Essential Resources

A. Reports and Papers

- *AAUP 1940 Statement of Principles on Academic Freedom and Tenure (with 1970 Interpretive Comments)* – Please download this as a .pdf file

- <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>
- *Chronicle of Higher Education 2009-2010 Almanac*. If you access The Chronicler through the UCF Library via this link, it is free, otherwise you have to pay for a subscription: <http://chronicle.com/section/Almanac-of-Higher-Education/141>
- *National Center for Education Statistics* – Please review both *Fall Staff in Postsecondary Institutions* (annual report) and *National Study of Postsecondary Faculty* (occasional paper) <http://nces.ed.gov/>

B. Professional Associations- Review for resources, publications and conferences

- *International Association of University Presidents* - <http://iaup.org/>
- *American Association of University Professors* - <http://www.aaup.org/>
- *Association for the Study of Higher Education*- <http://www.ashe.ws/>
- *Association for Continuing Higher Education*- <http://www.acheinc.org/>
- *The Adult Higher Education Alliance*- <http://ahea.org/>
- *United Faculty of Florida, UCF Chapter* <http://www.uffucf.org/>
 - *Collective Bargaining Agreements at UCF*- <http://www.collectivebargaining.ucf.edu/pages/CBA.htm>

COURSE ASSIGNMENTS

- **Assignment 1 Readings and Discussion. 14 pts total**
- **Assignment 2. Leadership Journal. 30 pts total**
- **Assignment 3. Current Issues in Higher Education. 16 pts total**
- **Assignment 4. Interview Assignments/ A (10 pts); B (20 pts), C (10 pts). 40pts total**

Evaluation and Grading

“No grade below “C: will be accepted toward a graduate degree. This includes C-grades.”
Grading system and percentages to be used in this course are as follows:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	N/A	A	93-100	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D+	66-63	D-	62-60
F	59-				

University GPA equivalents of the above grades are as follows:

A+	4.00 (Please note no additional grade points for A+ designation)	A	4.00	A-	3.67
B+	3.33	B	3.00	B-	2.67
C+	2.33	C	2.00	C-	1.67
D+	1.33	D	1.00	D-	.67
F	0				

ASSIGNMENT 1. COMPLETE ALL ASSIGNED READINGS & DISCUSSIONS

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria (14 points) - See the related rubric at the end of this document.

This is a graduate level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute

actively and positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

ASSIGNMENT 2. HIGHER EDUCATION LEADERSHIP JOURNAL AND DIALOGUE.

Assignment 3 DUE DATES – Various, Same dates as roundtable sessions.

Evaluation Criteria (10 pts each; 30 points total) - See the related rubric at the end of this document.

As part of your reflective practice for this course, you will write brief journal entries related to our class sessions, your readings, and your work-life context. Please bring your journals to class EVERY week because we will use them as the basis for small and large group dialogue about our course reading. That is, rather than trying to process your reading during class discussions, you will review your course journal, select items to share which build upon the group's reflective insights during our small and large discussions.

- Please be assured your entries will be confidential AND you are free to choose which journal entries you would like to share with your group (and perhaps the entire class). ALSO, to ensure confidentiality of your colleagues and family, please do not use last names or position titles in your journal entries.
- When roundtables are convened, your professor will also collect your journals and spot check them to assess your progress.

ASSIGNMENT 3. LEADERSHIP PRESENTATIONS

Chronicle of Higher Education and Research Journal article presentations.

DUE DATES – Various, based on sign-up date.

Evaluation (16 points total; 8 pts each) - See the related rubric distributed during class.

Your article presentation will be evaluated based on the timeliness and relevancy of your selection, your ability to summarize, analyze and relate the embedded issues to the course readings and focus.

Each class member will make two (2) brief oral presentations: a) a *current issue/hot topic or critical incident* in higher education leadership today, and b) a **RESEARCH ARTICLE** which explores higher education leadership. Each presentation is limited to 15 minutes.

Presentation guidelines:

- A. Learners will prepare a 5-7 minute oral presentation explaining the article within the context of the course readings. When you present, please provide multiple copies of the article in order that your colleagues may read and refer to it.
- B. The last 8 minutes of your time should be discussion with the class.
- C. After your session, please upload your presentation notes/handouts to the appropriate Webcourses assignment AND Discussion Board.
- D. Please note: PowerPoint™ presentations should NOT be used.

ASSIGNMENT 4. FACULTY/ADMINISTRATIVE/PRESIDENTIAL INTERVIEW

4A, 4B, 4C Pre/Post Experiences Reflective Interview Assignments– (40 pts TOTAL)

Due: 6th week THIS ASSIGNMENT IS THE FIRST OF A 3-PART SUBMISSION

Evaluation: (Max 10 pts: See the related rubric distributed during class.)

As part of this course, each learner will interview a president, senior faculty member, community college, college or university faculty member or administrator about their leadership perspective (or philosophy). In addition, each class member will submit a report, and conduct a roundtable session regarding the interview.

As a large group, our class will discuss this assignment, potential questions to ask and how to best identify the true beliefs and practices of the individuals who will be interviewed. At this time, this activity is not considered research, will not be published, and does not require IRB approval.

Course learners submit a) a pre-interview reflective essay, and b) a post interview summary paper, and c) conduct a roundtable discussion about their interview experience.

The approach to this interview is as a mini-research research project. Therefore you need to identify a conceptual framework from which you are approaching your inquiry and data collection. If you have difficulty identifying a suitable theory in higher education, you might explore the following related social sciences sites for other options.

- Sociology - <http://www.sociologyprofessor.com/>
- Anthropology - <http://anthropology.ua.edu/cultures/cultures.php>
- Economics - <http://www.economyprofessor.com/>
- Political science - <http://www.politicsprofessor.com/>
- Philosophy - <http://www.philosophyprofessor.com/>
- Leadership theories - http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm

#4A Pre Interview Reflective Essay: In this essay (5-8 pages, not counting cover, reference and appendix), provide background about why you chose this particular person to interview, their role in the college/institution, describe the topics or questions you expect to use for your interview, etc. Also, tie in some of your reading to support your expectations of the interview, reasons for choosing your questions, and observations about the person's institution and role. Be certain to include the list of questions you will use to guide your interview as a 1 page Appendix. (This assignment approximates the first portion of a traditional research article.)

Possible interview questions include, but are not limited to:

- How long have you been in your position?
- What was the promotion/advancement process for you to reach your current position?
- Please describe a typical day in your professional life.
- What strengths do you bring to your position?
- What would you say you have learned is most important to know about your role?
- What do you wish you had known before you moved into your current position?

#4B Post- Interview Summary Paper (2nd part of the assignment)

Due Date: Week 13

Evaluation: (Max 20 pts: See the related rubric distributed during class)

You will write a brief paper (15-20 pages, again, not including the cover and reference pages) which displays your learning through thematic analysis of the transcript, and reflection about the interview process. The paper you submit should approximate a research paper (meaning it should NOT look like an interview transcript).

You must conduct your interview, transcribe it, and identify themes and summaries. After this data analysis is completed, you write your academic paper to communicate your findings and learning (reflection). (Your professor will demonstrate how to analyze interview data.)

Be sure to include the role of whom you interviewed and what you learned. However, to preserve confidentiality, please DO NOT use the name of the person or the institution. Your paper should demonstrate high level reflection about how the interview connects to our course reading and discussion. Be sure to organize your paper in a way that it will guide your discussion logically. For instance, you should include answers to most of the following questions, and others, as seem appropriate to your interview experience.

Your final paper will be in the form of a mini-research summary and include

- Your research design (qualitative), setting and participant information;
- Your data (interview responses), present your data as overarching ideas or themes you extracted from the interview (NOT the transcript);
- Your interpretation of the data based on your chosen conceptual framework;
- Discussion, conclusions and recommendations; and
- One appendix which includes your interview questions (also called the interview protocol).

In your analysis and discussion, you should incorporate responses to the following questions:

- What specific themes did you see within the data, and how?
- How does the literature you have been reading connect with this interview?
- Which leadership and organizational theories did you see evidence of in the interviewee's responses?
- What other course related issues did you see evidence of in the interview responses?
- What insights did you gain? What did you expect and not expect, and why or why not?
- What will you do the same or differently because of the experience? What does the experience mean for your professional growth?

#4C Post- Interview Round Table Discussion (Final of 3 part assignment)

Due Date: Pick one date on the sign-up sheet for your round Table Discussion.

Evaluation: (Max 10 pts: See the related rubric distributed during class)

Your roundtable discussion will be evaluated based on your preparation, facilitation and dialogue skills. The same night that course members hand in their interview paper to the professor, we will begin holding roundtable discussions about the interviews.

- Each class member will explain (generally) who they interviewed, what their findings and final analysis revealed.
- It is most helpful to bring a short (1 page) handout to guide your discussion with your group.
- You might consider an activity to help your class colleagues' process, reflect upon, discuss, and raise questions about your findings.

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. This may mean that you need to visit the UCF Writing Center.

There are several websites that have compiled the APA 6th ed. citation formats, including:

<http://www.apastyle.org/learn/index.aspx>

<http://www.umuc.edu/library/guides/apa.shtml>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

SCHEDULE AND READING LIST

EDH 7xxx LEADERSHIP IN HIGHER EDUCATION (3 credits)

Note: All dates and times are subject to change

Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King

WEEK/DATES	TOPICS	READING/ASSIGNMENTS	DUE DATES
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
Week 1 Aug 25	Course Introduction (Syllabus, Schedule, Introductions) What is Leadership in HEIs?	Kouzes and Posner, 1 and 2 Bennis 1	
Week 2 Sep 1	What makes a leader? Leadership typology research Leadership research, theories and models Leadership inventory activity in class	Kouzes and Posner, 3-4 Bennis 2 Leadership inventory completed before class session	
Week 3 Sep 8	Diversity in leadership Crosscultural competencies in leadership Leadership research, theories and models Interview Assignment Review	Kouzes and Posner, 5-6 Bennis 3 Online articles posted in Webcourses Based on: Pi Chi Han's articles (ICE model)	<ul style="list-style-type: none"> • Article 1.1 _____ • Article 1.2 _____ • Article 1.3 _____
Week 4 Sep 15	Administrative roles in HED Administrator career paths, preparation, skillsets, lifelines of learning Think Tank: Interview Assignment Brainstorm	Kouzes and Posner, 7-8 Bennis 4 Articles posted online: career paths confusion!	<p>Submit Journal 1st time</p> <ul style="list-style-type: none"> • Article 1.4 _____ • Article 1.5 _____ • Article 1.6 _____
Week 5 Sep 22	Research: Administrators as leaders in HED Vision: Systems theory; resource development, budgets, responsibilities, strategic planning	Bennis 5-6 Articles posted online: System's Theory, resource development, strategic planning	<ul style="list-style-type: none"> • Article 1.7 _____ • Article 1.8 _____ • Article 1.9 _____
Week 6 Sep 29	"Living in the middle" Middle management and leadership in HED? Research: Leadership challenges for administrators GUEST SPEAKER CEDHP DEAN OR SENIOR ADMIN	Bennis 7-8 *Cook, S. G. (2014), Women: Over-performing, under-represented, underpaid. <i>Women in Higher Education</i> , 23, 6-7. doi: 10.1002/whe.20003 Articles posted online: Middle management in HED	<p>Pre-Interview Paper Due</p> <ul style="list-style-type: none"> • Article 1.10 _____ • Article 1.11 _____ • Article 1.12 _____
Week 7 Oct 6	Leveraging resources and networks in leadership: Delegation, Supervision; Performance reviews, Systems theory; Technology tools; Benchmarks, Dashboards, ERP GUEST SPEAKERS PRE-OR RECENT TENURE	Bennis 9-10 Articles posted online: Personnel issues, Administrators' Tech tools	<ul style="list-style-type: none"> • Article 1.13 _____ • Article 1.14 _____ • Article 1.15 _____

	FACULTY		
Week 8 Oct 13	Introduction to tenure models and processes Tenure Socialization	Chait, Intro, Ch. 1, 2 and 6 *Kezar, A. J., & Sam, C. (2010). <i>Understanding the new majority of non-tenured faculty in higher education. ASHE Higher Education Report 36(4)</i> . New York: John Wiley. Read Introduction	<ul style="list-style-type: none"> • Article 1.16 _____ • Article 1.17 _____ • _____
Week 9 Oct 20	Rethinking Tenure Just Say No to Tenure?	Chait, Ch. 4, 5 & 10 *Kezar, & Sam, Ch. 1	<p>Submit Journal 2nd time</p> <ul style="list-style-type: none"> • Article 1.18 _____
Week 10 Oct 27	Faculty leaders? Tenure Debates Continue GUEST SPEAKER CEDHP DEPT CHAIR	Chait, Ch. 7, 8, 9 Article posted online: AAUP current articles	<ul style="list-style-type: none"> • R article 1 _____ • R article 2 _____ • R article 3 _____
Week 11 Nov 3	New Roles for the Academic Presidency What is Legitimacy?	Bornstein, Ch.1, 2, 3, 4, 5 *Nelson, S. J. (2008). A college president's job is to shape a center that holds. <i>Chronicle of Higher Education, 54(30)</i> , A37-A38.	<ul style="list-style-type: none"> • R article 4 _____ • R article 5 _____ • R article 6 _____
Week 12 Nov 10	Achieving Presidential Legitimacy	Bornstein, Ch. 6 THROUGH 9	<ul style="list-style-type: none"> • R article 7 _____ • R article 8 _____ • R article 9 _____
Week 13 Nov 17	CHANGE! Assuring the Legitimacy of Change GUEST SPEAKER PRES RITA BORNSTEIN	Bornstein, Ch. 10 THROUGH 15 *Wooten, S. (2009). The university presidency: A symbol of change? <i>Cavalier Daily</i> . Retrieved from http://www.cavalierdaily.com/2009/09/08/the-university-presidency-a-symbol-of-change/	<ul style="list-style-type: none"> • DUE Post Intv Paper • Due Intv Roundtables! • R article 10 _____ • R article 11 _____
Week 14 Nov 24	Presidential Transitions GUEST SPEAKER PRES. JOHN HITT	Bornstein, Ch. 16 -20 * Burns Phillips, D. (2008). Strategies to reach gender parity in college presidents. <i>Women in Higher Education 17(6)</i> , 6-8. Retrieved from http://www.whihe.com/printBlog.jsp?id=19251	<ul style="list-style-type: none"> • R article 12 _____ • R article 13 _____ • R article 14 _____ • R article 15 _____
Week 15 Dec 1	Changing Leaders Succession Process	Online articles	<p>Submit Journal 3rd time</p> <ul style="list-style-type: none"> • R article 16 _____ • R article 17 _____ • R article 18 _____

*Indicates articles which is posted in our online course (MyWebcourses)(Canvas)

Note: All dates and times are subject to change.

Higher Education Leadership REFERENCE LIST

- Austin, I., & Jones, G. A. (2016). *Governance of higher education: Global perspectives, theories, and practices*. New York, NY: Routledge,
- Bastedo, M. N. (2012). *The organization of higher education: Managing colleges for a new era*. Baltimore, MD: Johns Hopkins University Press.
- Bataille, G. M., Cordova, D. I., & Peters, J. G. (2014). *Managing the unthinkable: Crisis preparation and response for campus leaders*. Sterling, VA: Stylus.
- Bennis, W. (Any edition). *On becoming a leader*. Cambridge, MA: Perseus Books.
- Bess, J. L., & Dee, J.R. (2012). *Understanding college and university organization: Theories for effective policy and practice*. Sterling, VA: Stylus Publishing.
- Bornstein, R. (2014). Presidencies derailed: Why university leaders fail and how to prevent it. *Journal of Higher Education*, (4), 599.
- Bornstein, R. (2003). *Legitimacy in the Academic Presidency: From entrance to exit*. Westport, CT: Praeger Publishers. ISBN: 1-573565628
- Bowen W. G., & Shapiro, H. T. (2016). *Universities and their leadership*. Princeton, NJ: Princeton University Press.
- Breneman, D. W., & Yakoboski, P. J. (2011). *Smart leadership for higher education in difficult times*. Northampton, MA: Edward Elgar.
- Buller, J. L. (2015). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Jossey-Bass.
- Burns Phillips, D. (2008). Strategies to reach gender parity in college presidents. *Women in Higher Education*. Retrieved from <http://www.whihe.com/printBlog.jsp?id=19251>
- Campbell, S., Mueller, K., & Souza, J. M. (2010). Shared leadership experiences of women community college presidents. *Journal of Women in Educational Leadership*, 8(1), 19-32.
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- Chevaz, A. F. (2012). *Identity and leadership: Informing our lives, informing our practice*. Washington, DC: National Association of Student Personnel Administrators.
- Cleverley-Thompson, S. (2016). The role of academic deans as entrepreneurial leaders in higher education institutions. *Innovative Higher Education*, 41(1), 75-85.
- Collins, J. C. (2001). *Good to great: Why some companies make the leap... and others don't*. New York, NY: Random House.
- Collins, J., & Hansen, M. T. (2011). *Great by choice: Uncertainty, chaos and luck-Why some thrive despite them all*. New York, NY: Random House.
- Cook, S. G. (2014). Women: Over-performing, under-represented, underpaid. *Women in Higher Education*, 23, 6-7. doi: 10.1002/whe.20003
- Fitzgerald, T. (2014). *Advancing knowledge in higher education: Universities in turbulent times*. Hershey PA: Information Science Reference - IGI Global.
- Fullan, M., Scott, G., & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco, CA: Jossey-Bass.
- Garwe, E. C. (2014). The effect of institutional leadership on quality of higher education provision. *Research in Higher Education Journal*, 22.
- Gmelch, W. H., & Buller, J. L. (2015). *Building academic leadership capacity: A guide to best practices*. San Francisco, CA: Jossey-Bass.

- Hempsall, K. (2014). Developing leadership in higher education: Perspectives from the USA, the UK and Australia. *Journal of Higher Education Policy & Management*, 36(4), 383-394. doi:10.1080/1360080X.2014.916468.
- Hendrickson, R. M., Lane, J. E., Harris, J. T., & Dorman, R. H. (2013). *Academic leadership and governance of higher education: A guide for trustees, leaders, and aspiring leaders of two- and four-year institutions*. Sterling, VA: Stylus.
- Higgerson, M.L. (2016). *Communication strategies for managing conflict: A guide for academic leaders*. San Francisco, CA: Jossey-Bass
- Hofmeyer, A., Sheingold, B. H., Klopper, H. C., & Warland, J. (2015). Leadership in learning and teaching in higher education: Perspectives of academics in non-formal leadership roles. *Contemporary Issues in Education Research*, 8(3), 181-192.
- Kezar, A. (2009). *Rethinking leadership in a complex, multicultural, and global environment*. Sterling, VA: Stylus Publishing.
- Kezar, A. J., & Sam, C. (2010). *Understanding the new majority of non-tenured faculty in higher education*. ASHE Higher Education Report 36(4). New York: John Wiley.
- Kouzes, J. M. & Posner, B. Z. (1990). *The leadership challenge*. San Francisco, CA: Jossey-Bass.
- MacKinnon, P. (2014). *University leadership and public policy in the twenty-first century: A president's perspective*. Toronto, Canada: University of Toronto Press.
- Mortimer, K. P., & Sathre, C. O. (2007). *The art and politics of academic governance: Relations among boards, presidents, and faculty*. Westport, CT: Praeger Publishers
- Nair, C. S., Webster, L., Mertova, P., Nair, C. S., & Mertova, P. (2010). *Leadership and management of quality in higher education*. Oxford, UK: Chandos Publishing.
- Nelson, S. J. (2012). *Decades of chaos and revolution: Showdowns for college presidents*. Lanham, MD.: Rowman & Littlefield Publishers.
- Nelson, S. J. (2008). A college president's job is to shape a center that holds. *Chronicle of Higher Education*, 54(30), A37-A38.
- Nevarez, C., Wood, J. L., & Penrose, R. (2013). *Leadership theory and the community college: Applying theory to practice*. Sterling, VA: Stylus.
- Rath, (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.
- Rudhumbu, N. (2015). Managing curriculum change from the middle: How academic middle managers enact their role in higher education. *International Journal of Higher Education*, 4(1), 106-119.
- Shugart, S. C. (2014). *Leadership in the crucible of works*. Orlando, FL: Florida Hospital Publishing.
- Smerek, R. (2013). Sense-making and new college presidents: A conceptual study of the transition process. *Review of Higher Education*, 36(3), 371-403. doi:10.1353/rhe.2013.0028.
- Sternberg, R. J. (2015). *Academic leadership in higher education: From the top down and the bottom up*. Lanham, MD: Rowman & Littlefield.
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- Tierney, W. G. (2008). *The impact of culture on organizational decision-making theory and practice in higher education*. Sterling, VA: Stylus Publishing.
- Trachtenberg, S. J. (2013). *Presidencies derailed: Why university leaders fail and how to prevent it*. Baltimore, MD: The John Hopkins University Press.
- Wartell, M. (2016). *Defining the university president: An examination of the leader's multifaceted responsibilities*. Lanham, MD: Rowman & Littlefield Publishers.

- Wheelan, B. (2012). Ten qualities of a strong community college leader. *Community College Journal*, 82(5), 26-29.
- Williams, D.A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus Publishing.
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**EDH 7xxx Higher Education: Philosophical/ Historical Perspectives
Summer 2016 – section 0001 [3 credit hours]**

Instructor: Dr. Kathleen P. King
Office Location: ED 220 E
Office Hours: T Th 1-5pm
E-mail: Kathleen.King@UCF.edu

Course Description: This course examines basic philosophical positions and history of American Higher Education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Course Introduction:

This course engages participants in examining and researching the sociocultural, political, philosophical, and historical forces that have shaped USA higher education from the Harvard's founding in 1636 to the present day. The course readings, discussions, and assignments provide multiple opportunities to analyze and evaluate higher education institutions and the USA higher education system and its multi-faceted historical context. In addition, the major philosophical perspectives which inform educational thought, research, theory and practice will be examined through analysis of primary and secondary source readings.

Broadly, course projects will provide and introduction to and experience with 2) historical research and analysis methods, and 2) philosophical analysis and application. These assignments include several of, but are not limited to, the following: primary document analysis; historical document collection, documentation, analysis of the living history of higher education; assessment of and reflection upon personal philosophy of education; analysis of different philosophies; development of advanced, contextualized personal philosophy of education.

Prerequisite: Doctoral student standing.

Class location and time: FALL SEMESTERS - LOCATION TBD

Course Goals:

This course aims at an in-depth understanding of the higher education paradigm and organization through historical and philosophical analysis; thus, it is expected that students will:

1. Critically review and understand USA higher education historiography (historical research methods);
2. Learn how to conduct oral higher education history interviews and higher education physical artifact data gathering;
3. Identify the unique elements of colleges and universities in the USA in contrast to other nations;
4. Recognize specific “movements” and/or landmarks in the history of USA higher education;

5. Analyze the historical events that led to the foundation of different USA higher education institutions and institutional types;
6. Evaluate the present state of affairs in USA colleges and universities based on higher education historiography and be able to succinctly and plausibly explain or predict higher education historical phenomena;
7. Recognize, critically review and understand the unique elements, characteristics and perspectives of different philosophies which have shaped higher education, with specific focus given to Progressivism, Behaviorism, Humanism, Constructivism, Social Justice;
8. Analyze the origins, similarities and differences among philosophies, with specific focus given to Progressivism, Behaviorism, Humanism, Constructivism, Social Justice;
9. Evaluate the roles and “fit” of different philosophies and their applications based on multiple contextual, social and cultural factors;
10. Recognize and understand the role/s which metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic play in developing a philosophy of education;
11. Critically evaluate and synthesize one’s values, beliefs and understandings with the study of philosophy to develop an informed and well supported professional educational philosophy of higher education.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of history and philosophy readings, analyses and assignments, guest speakers (in-person or via Skype). Emphasis is placed on historical research understanding and experience, analysis, critical perspectives, and in-depth discussion of the many standpoints, perspectives, dimensions, and limitations of USA higher education history and philosophy. Unique, personal perspectives will be cultivated with strong, supported rationale from research and literature.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website: <http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

Required Materials/Readings:

Theelin, J. R. (2011). *A history of American higher education*. Baltimore, MD: JHU Press.

- Solomon, B.M. (1986). *In the company of educated women: A history of women in higher education*. New Haven, CT: Yale University.
- Gasman, M. (Ed.). (2010). *The history of US higher education: Methods for understanding the past*. New York, NY: Routledge.
- Elias, J., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger.
- Noddings, N. (2016). *Philosophy of education*. (4th ed.). Boulder, CO: Westview Press ISBN: 978-0813349725 (\$ 39 or less)
- Dewey, J. (1997). *Experience and education*. New York, NY: Free Press. (This reprint is \$8)

Available in Webcourses as posted readings.

- Foucault, M. (1972). *The archaeology of knowledge*: Translated from the French by AM Sheridan Smith. New York, NY: Pantheon Books.
- Galbraith, M. W. (1999/2000, Winter). Philosophy and the instructional process, *Adult Learning*; (11)2, 11-13.
- Montell, G. (2003). How to write a statement of teaching philosophy. *The Chronicle of Higher Education*.
- Zinn, L. M. (1998). Identifying your philosophical orientation. In M. W. Galbraith (Ed.). *Adult learning methods* (2nd ed.), (pp. 37-72). Malabar, FL: Krieger.

Recommended Materials:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Brundage, A. (2013). *Going to the sources: A guide to historical research and writing*. John Wiley & Sons.
- Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York, NY: Routledge (500+ pages)
- Rudolph, F. (1962). *The American college and university: A history*. Athens, GA: University of Georgia Press.

Supporting Philosophy Materials (select one to provide report and discussion)

- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. New York, NY: John Wiley & Sons.
- Spring, J. H. (2008). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Confucianism to human rights*. New York, NY: Routledge.
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- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Boulder, CO: Paradigm.
- Giroux, H. A. (2008). *Against the terror of neoliberalism*. Boulder, CO: Paradigm.
- Giroux, H. A. (2012). *Education and the crisis of public values*. New York, NY: Peter Lang.
- Giroux, H. A. (2013). *America's educational deficit and the war on youth*. New York, NY: Monthly Review Press.
- Giroux, H. A. (2014). *Neoliberalism's war against higher education*. Chicago, IL: Haymarket Press.
- Giroux, H. A. (2015). Democracy in crisis, the specter of authoritarianism, and the future of Higher Education. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 1(1), 101-113. Retrieved from <http://ecommons.luc.edu/cgi/viewcontent.cgi?article=1001&context=jcshea>

Additional Philosophy of Education Resources

- Conti, G. J. (2007). Identifying your educational philosophy: Development of the Philosophies Held by Instructors of Lifelong-Learners (PHIL). *Journal of Adult Education*, 36(1), 19-35.
- Galbraith, M. W., & Jones, M. S. (2008). First Things First in Becoming a Teacher of Adults. *Journal of Adult Education*, 37(1), 1-12.

Liu, A. (1994 to present). Literary Theory at *Voice of the Shuttle*- Comprehensive website of Philosophy and theory resources and texts: <http://vos.ucsb.edu/browse.asp?id=2718>
Retrieved as of 1-25-16

Additional History Resources

- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York, NY: Oxford University Press.
- Calloway, C.G. (2010). *The Indian history of an American institution: Native Americans and Dartmouth*. Hanover, NH: Dartmouth University Press.
- Cohen, A.C. & Kisker, C.B. (2009). *The shaping of American higher education: Emergence and growth of the contemporary system*. Jossey-Bass. ISBN-10: 0470480068
- Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Cambridge, MA: Harvard University Press.
- Haskins, C. H. (1957). *The rise of universities*. Ithaca, NY: Cornell University.
- Karabel, J. (2006). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York, NY: Houghton Mifflin Harcourt.
- Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, 50(1), 1-23.

GRADING	Due	CONTRIBUTION TO FINAL GRADE
ASSIGNMENT		
1. ACTIVE PARTICIPATION		
• Reading & Participation in Class Activities		10%
2. HISTORY & HISTORICAL RESEARCH		
2A History Research Group Presentation	Weeks 4-8	20%
2B History Research Paper - Brief Essay Overview (Think Tanks /Workshop, 2-3 weeks prior)	Week 7	10%
2C History Research Paper – Final Submission (Think Tanks /Workshop, 2-3 weeks prior)	Week 14	25%
3. PHILOSOPHY		
3A Philosophy of Education	Week 12	20%
3B Philosophy Roundtable presentations of selected readings	Weeks 9-15	15%
Maximum Total		100%

Course Assignments:

All assignments are to be uploaded to WebCourses and submitted in hardcopy to the professor. There is no "make up" work in this course. All assignment due dates are provided in this syllabus.

ASSIGNMENT 1 ---READINGS, PARTICIPATION, ACTIVITIES

Assignment 1a. Completion of Assigned Readings and Participation in Discussions.

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria - See the related rubric distributed in class.

This course is a doctoral level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute actively and

positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

ASSIGNMENT GROUP 2 ---HISTORY

Assignment 2A GROUP PROJECTS/PRESENTATIONS

From Week 4-8, each week a group of students will present an important historical event within higher education related to the specific themes/time period presented in the readings for that day. You must identify the event from a source other than the assigned reading sources, but it must be from approximately the same time period.

One week before your assigned presentation, your group should upload a one page outline of your presentation to Webcourses. (In order to receive a grade in WebCourses, each group member should upload the same materials.)

Content Guidelines: In your materials and presentation, the followings items must be included/discussed:

- a) Name and description of the specific, important USA HE historical event,
- b) Results from at least two interviews with someone still living that experienced that specific historical event (Interview conducted via face-to-face, phone, or SKYPE—email interviews, articles of interviews, or interviews used in other courses or research are not appropriate),
- c) At least two historical artifacts and their sources which may include, but are not limited to, pictures, songs, videos, yearbooks, etc.,
- d) At least 4 outside peer-reviewed articles,
- e) Description of the relationship of the selected historical event to the readings for that week,
- f) The specific, current impact of your findings for one or more application in HE (student affairs, administration, teaching, etc.).

Quality Guidelines for excellent presentations and discussions! Develop ways to incorporate

- a) Creativity in your presentation,
- b) Engagement of our course colleagues,
- c) Meaningful participation all group members in the presentation,
- d) Communication of in-depth understanding, critique, analysis, application and synthesis of the topic,
- e) Professional quality of all presentation materials (i.e., spelling/grammar, documentation, APA, etc.).

Assignment HISTORY RESEARCH PAPER- DESCRIPTION

Primary Document and Living Community History Collection, Analysis Research Paper.

In this assignment, students will identify a specific historical higher education event of interest to them that has not been covered in our readings or the group presentations. In this research paper, students must address the three (3) most significant historical periods within the specific higher education historical subject selected. As part of the documentation included in the paper, there will be a *living community history research* component.

In addition to the assignment deliverables, to aid the development of your research project and submissions, we will convene Think Tanks /Workshop approximately 2-3 weeks prior to both deadlines. The focus of these sessions will be for students to work in small groups and consult regarding one another's work in progress. Please see the Schedule below for the specific dates.

The collection of living history data includes: interviews (between two to five people) collected through audio and/or video, correspondence such as current emails, memos, and/or letters.

Conducting living community history research consists of:

- 1) Identifying a historical event(s) related to higher education and a related primary document to

- analyze. (The event should be one of which people in the community to whom you have access have experienced the effects.)
- 2) Collecting data from the people currently living (at least 5 interviews) who have experienced the effects of the historical event(s) identified above.
 - a. Students must conduct the interviews either face-to-face, via phone, or SKYPE in the community that experienced the specific historical event
 - b. Please note email or interviews from other research sources are unacceptable.
 - 3) Collecting living community physical artifacts (at least five (5)) such as memorabilia, books, pictures, videos, etc. related to the specific higher education event being studied.
 - 4) Analyzing all data listed in Steps 1-3 above.
 - a. Primary Document
 - b. Interviews
 - c. Physical Artifacts

Assignment 2A. HISTORY RESEARCH PAPER- TWO PAGE OVERVIEW

Details of the “Living History Research Paper Two Page Overview”:

Page 1:

- A clear thesis statement in the first section, and
- Three (3) examples that clearly describe the important events related to, or surrounding, the chosen topic. (This overview also serves as the final paper’s introduction!)

Page 2:

- Identify the primary document to be used in the research study.
- Describe the five (5) people you plan to interview and why they were selected as relevant.
- Identify which five (5) primary artifacts you plan to incorporate.
- Specify in detail how these people and artifacts relate to your thesis topic.

Assignment 2B. HISTORY RESEARCH PAPER- FINAL PAPER

The final paper needs to provide well written, documented and supported academic research paper which describes the completed research, data, findings, analysis and discussion.

The paper should be 12-16 pp., and follow APA 5th ed. guidelines. To be eligible for full credit, the paper must include and use, at least 24 references: 14 secondary and 10 primary (these are the five interviews and five artifacts). Secondary sources must be from peer-reviewed scholarly journals.

The research analysis should include:

- Detailed description of the artifact or thematic coding of the interviews.
- The place of this archival document in relation to a specific historical period and higher education;
- The primary document’s relevance or impact on the present historical context and higher education,
- Why the specific people were relevant (rationale) to interview/analyze and their relation to the specific higher education historical event discussed, and
- Why the specific physical artifact(s) were relevant to this historical period.

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. The UCF Writing Center might be able to provide assistance to reach this standard. There are several websites that have compiled the APA 6th ed. citation formats, including:

- <http://www.apastyle.org/learn/index.aspx>
- <http://www.umuc.edu/library/guides/apa.shtml>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

SCHEDULE AND READING LIST			
EDH 7xxx Higher Education: Philosophical/ Historical Perspectives (3 credits)			
<i>Note: All dates and times are subject to change</i>			
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
WEEK/ DATES	TOPICS	READINGS	DUE DATES
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
<i>----- Indicates that a resource is available online in Webcourses -----</i>			
Week 1 Aug 25	<ul style="list-style-type: none"> • Course Intro: Syllabus, Schedule • Historical Contexts, Historians and Higher Ed • Colonial Era • Methods to Research History 	Thelin (T) Introduction & 1 Solomon Intro Gasman Intro, 1	
Week 2 Sep 1	<ul style="list-style-type: none"> • Colonial Era (continued) & • 1785-1860 • In the Company of Women: A 	Thelin 1 and 2 Solomon Intro, 1, 2 Gasman 2, 3	

	<ul style="list-style-type: none"> Forbidden World Method: Oral History & Autobiography 		
Week 3 Sep 8	<ul style="list-style-type: none"> Resilience & Diversity 1860-1890 Utility of Women's Education Critical Reviews & New Lenses 	Thelin 3 Solomon 3-4 Gasman 5,6	
Week 4 Sep 15	<ul style="list-style-type: none"> University Builders 1890-1910 Photographs Quantification 	Thelin 4, Solomon 5 Gasman 7,8	<ul style="list-style-type: none"> Group Presentations
Week 5 Sep 22	<ul style="list-style-type: none"> Alma Mater 1890-1920 Women and Modernizing Education Life History and Voice Issues in Research 2A Think Tanks / Workshop 	Thelin 5 Solomon 6, 7 Gasman 9, 10	<ul style="list-style-type: none"> Group Presentations 2A Research Overview Think Tanks / Workshop
Week 6 Sep 29	<ul style="list-style-type: none"> Expansion & Reforms 1920-1945 Collegiate Education of Women Issues in Research 	Thelin 6 Solomon 8, 9 Gasman 11	<ul style="list-style-type: none"> Group Presentations
Week 7 Oct 6	<ul style="list-style-type: none"> Golden Age 1945-1970 With Civil Unrest Issues in Research 	Thelin 7 Solomon 10 Gasman 12, 13	<ul style="list-style-type: none"> Group Presentations 2A Research Overview Submission
Week 8 Oct 13	<ul style="list-style-type: none"> Troubled Giant 1970-2000 Issues in Research 	Thelin 8 Solomon 11-12 & Gasman 14	<ul style="list-style-type: none"> Group Presentations
Week 9 Oct 20	<ul style="list-style-type: none"> Intro to Philosophy <ul style="list-style-type: none"> Plato Locke Jean-Jacques Rousseau Discussion Philosophy of Education 	Elias & Merriam 1 Noddings 1 *Locke *Plato: http://classics.mit.edu/Plato/apology.html *Galbraith article	3B Philo Roundtable Demo
Week 10 Oct 27	<ul style="list-style-type: none"> Liberal Augustine Determining your philo of educ 	EM2 *Zinn chapter *Augustine, On the Teacher	3B Philo Roundtables
Week 11 Nov 3	<ul style="list-style-type: none"> Progressive <ul style="list-style-type: none"> Dewey: Democracy, Exp. Developing your Philo of Ed 2B Think Tanks/ Workshop 	EM3 Noddings 2 Dewey	<ul style="list-style-type: none"> 2B Research Papers Think Tanks / Workshop
Week 12 Nov 10	<ul style="list-style-type: none"> Behaviorist <ul style="list-style-type: none"> Pavlov, Thorndike, Watson Skinner Humanist: Rogers & Maslow 	EM 4 & EM 5 *Montell article	3B Philosophy of Education Due 3B Philo Roundtables
Week 13 Nov 17	<ul style="list-style-type: none"> Radical/critical (phenomenology, feminist, and critical social theory) <ul style="list-style-type: none"> Wollstonecraft 	EM6 & Noddings 11 * Wollstonecraft, A Vindication of the Rights of Woman	3B Philo Roundtables
Week 14	<ul style="list-style-type: none"> Analytic: Language & Reality 	EM7	<ul style="list-style-type: none"> 2B Final Paper

Nov 24	○ Wittgenstein, Dewey	Noddings 3	Submissions ● 3B Philo Rndtables
Week 15 Dec 1	● Postmodern ● Existentialism, Deconstructionism ● Reflections & Anticipation	EM8 Noddings 12 *Foucault	3B Philo Roundtables

***Indicates articles which is posted in our online course (MyWebcourses)(Canvas)**

Note: All dates and times are subject to change.

EDH 7938 Higher Education: Historical/Philosophical Perspectives REFERENCE LIST

- Altbach, P. G. (1979). From revolution to apathy: American student activism in the 1970s. *Higher Education*, 8(6), 609-626.
- Anderson, J. D. (1993). Race, meritocracy, and the American academy during the immediate Post-World War II era. *History of Education Quarterly*, 33(2), 151-175.
- Board of Overseers and the Corporation of Harvard University (1835). *Constitutional articles and legislative enactments relative to the Board of Overseers and the Corporation of Harvard University; also rules and regulations of the Overseers*. Cambridge, MA: Author. [Primary document.]
- Dewey, J. (1997). *Experience and education*. New York, NY: Free Press. (This reprint is \$8)
- Bok, D. (1986). *Higher learning*. Cambridge, MA: Harvard.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York, NY: Oxford University Press.
- Brubacher, J. S., & Rudy, W. (1999). *Higher education in transition*. New Brunswick, NJ: Transaction Publishers
- Brundage, A. (2013). *Going to the sources: A guide to historical research and writing*. New York, NY: John Wiley & Sons.
- Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York, NY: Routledge (500+ pages)
- Calloway, C.G. (2010). *The Indian history of an American institution: Native Americans and Dartmouth*. Hanover, NH: Dartmouth University Press.
- Cohen, A.C. & Kisker, C.B. (2009). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass.
- Cole, J. R. (2009). *The great American university*. New York, NY: Public Affairs
- Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Cambridge, MA: Harvard University Press.
- Conti, G. J. (2007). Identifying your educational philosophy: Development of the Philosophies Held by Instructors of Lifelong-Learners (PHIL). *Journal of Adult Education*, 36(1), 19-35.
- Elias, J., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger.
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- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Galbraith, M. W. (1999/2000, Winter). Philosophy and the instructional process, *Adult Learning*; (11)2, 11-13.

- Galbraith, M. W., & Jones, M. S. (2008). First things first in becoming a teacher of adults. *Journal of Adult Education*, 37(1), 1-12.
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- Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Boulder, CO: Paradigm.
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- Giroux, H. A. (2012). *Education and the crisis of public values*. New York, NY: Peter Lang.
- Giroux, H. A. (2013). *America's educational deficit and the war on youth*. New York, NY: Monthly Review Press.
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- Giroux, H. A. (2015). Democracy in crisis, the specter of authoritarianism, and the future of Higher Education. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 1(1), 101-113. Retrieved from <http://ecommons.luc.edu/cgi/viewcontent.cgi?article=1001&context=jcshesa>
- Haskins, C. H. (1957). *The rise of universities*. Ithaca, NY: Cornell University.
- Jackson, L. (1995). The rights of man and the rites of youth: Fraternity and riot at eighteenth century Harvard. *History of Higher Education Annual*, 15, 5-49.
- Karabel, J. (2006). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York, NY: Houghton Mifflin Harcourt.
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. New York, NY: John Wiley & Sons.
- Lane, J. C. (1987). The Yale Report of 1828 and liberal education: A neorepublican manifesto. *History of Education Quarterly*, 27(3), 325-338.
- Liu, A. (1994 to present). *Literary theory at Voice of the Shuttle- Comprehensive website of philosophy and theory resources and texts*: <http://vos.ucsb.edu/browse.asp?id=2718> Retrieved 1-25-16
- Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York: Palgrave MacMillan.
- Maher, F. A., & Tetreault, M. K. T. (2007). *Privilege and diversity in the academy*. New York, NY: Routledge. (Chapter 1: Frameworks of Analysis: Histories and Theories of Privilege)
- Newman, J. H. (1996). *The idea of a university*. New Haven, CT: Yale.
- Noddings, N. (2016). *Philosophy of education*. (4th ed.). Boulder, CO: Westview Press
- Gasset, O. J. (1992). *Mission of the university*. Somerset, NJ: Transaction
- Patton, L. D. (2005). Power to the people! Black student protests and the emergence of black culture centers. In F. L. Hord (Ed.), *Black culture centers: Politics of survival and identity* (pp. 151-163). Chicago, IL: Third World Press.
- Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, 50(1), 1-23.
- Plato. (1992). *The republic* (G. M. A. Grube, Trans., C. D. C. Reeve, rev. ed., pp.122-185). Indianapolis, IN: Hackett.
- Rudolph, F. (1962/1990). *The American college and university: A history*. Athens, GA: University Press.
- Solomon, B.M. (1986). *In the company of educated women: A history of women in higher education*. New Haven, CT: Yale University.
- Spring, J. H. (2008). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Confucianism to human rights*. New York, NY: Routledge.
- Spring, J. H. (1993). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Socrates to Paulo Freire*. New York, NY: McGraw-Hill.
- Steering Committee on Slavery and Justice. (2006). *Slavery and justice*. Providence, RI: Brown University.

- The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the Future of U.S. Higher Education. A Report of the Commission Appointed by Secretary of Education Margaret Spellings*. Washington, DC: Department of Education.
- "The Yale Report of 1828." (1961). In R. Hofstadter & W. Smith (Eds.), *American higher education: A documentary history* (Vol. 1, pp. 275-291). Chicago, IL: University Press. [Primary document.]
- Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins.
- Webster, D. (1818). *Oral arguments in the Dartmouth College case*. [Primary document.]
- Zinn, L. M. (1998). Identifying your philosophical orientation. In M. W. Galbraith (Ed.). *Adult learning methods* (2nd ed.), (pp. 37-72). Malabar, FL: Krieger.
- Zschoche, S. (1989). Dr. Clarke revisited: Science, true womanhood, and female collegiate education. *History of Education Quarterly*, 29(4), 545-569.

**EDH 7xxx Higher Education: Philosophical/ Historical Perspectives
Summer 2016 – section 0001 [3 credit hours]**

Instructor: Dr. Kathleen P. King
Office Location: ED 220 E
Office Hours: T Th 1-5pm
E-mail: Kathleen.King@UCF.edu

Course Description: This course examines basic philosophical positions and history of American Higher Education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Course Introduction:

This course engages participants in examining and researching the sociocultural, political, philosophical, and historical forces that have shaped USA higher education from the Harvard's founding in 1636 to the present day. The course readings, discussions, and assignments provide multiple opportunities to analyze and evaluate higher education institutions and the USA higher education system and its multi-faceted historical context. In addition, the major philosophical perspectives which inform educational thought, research, theory and practice will be examined through analysis of primary and secondary source readings.

Broadly, course projects will provide and introduction to and experience with 2) historical research and analysis methods, and 2) philosophical analysis and application. These assignments include several of, but are not limited to, the following: primary document analysis; historical document collection, documentation, analysis of the living history of higher education; assessment of and reflection upon personal philosophy of education; analysis of different philosophies; development of advanced, contextualized personal philosophy of education.

Prerequisite: Doctoral student standing.

Class location and time: FALL SEMESTERS - LOCATION TBD

Course Goals:

This course aims at an in-depth understanding of the higher education paradigm and organization through historical and philosophical analysis; thus, it is expected that students will:

1. Critically review and understand USA higher education historiography (historical research methods);
2. Learn how to conduct oral higher education history interviews and higher education physical artifact data gathering;
3. Identify the unique elements of colleges and universities in the USA in contrast to other nations;
4. Recognize specific “movements” and/or landmarks in the history of USA higher education;

5. Analyze the historical events that led to the foundation of different USA higher education institutions and institutional types;
6. Evaluate the present state of affairs in USA colleges and universities based on higher education historiography and be able to succinctly and plausibly explain or predict higher education historical phenomena;
7. Recognize, critically review and understand the unique elements, characteristics and perspectives of different philosophies which have shaped higher education, with specific focus given to Progressivism, Behaviorism, Humanism, Constructivism, Social Justice;
8. Analyze the origins, similarities and differences among philosophies, with specific focus given to Progressivism, Behaviorism, Humanism, Constructivism, Social Justice;
9. Evaluate the roles and “fit” of different philosophies and their applications based on multiple contextual, social and cultural factors;
10. Recognize and understand the role/s which metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic play in developing a philosophy of education;
11. Critically evaluate and synthesize one’s values, beliefs and understandings with the study of philosophy to develop an informed and well supported professional educational philosophy of higher education.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of history and philosophy readings, analyses and assignments, guest speakers (in-person or via Skype). Emphasis is placed on historical research understanding and experience, analysis, critical perspectives, and in-depth discussion of the many standpoints, perspectives, dimensions, and limitations of USA higher education history and philosophy. Unique, personal perspectives will be cultivated with strong, supported rationale from research and literature.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website: <http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

Required Materials/Readings:

Theelin, J. R. (2011). *A history of American higher education*. Baltimore, MD: JHU Press.

- Solomon, B.M. (1986). *In the company of educated women: A history of women in higher education*. New Haven, CT: Yale University.
- Gasman, M. (Ed.). (2010). *The history of US higher education: Methods for understanding the past*. New York, NY: Routledge.
- Elias, J., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger.
- Noddings, N. (2016). *Philosophy of education*. (4th ed.). Boulder, CO: Westview Press ISBN: 978-0813349725 (\$ 39 or less)
- Dewey, J. (1997). *Experience and education*. New York, NY: Free Press. (This reprint is \$8)

Available in Webcourses as posted readings.

- Foucault, M. (1972). *The archaeology of knowledge*: Translated from the French by AM Sheridan Smith. New York, NY: Pantheon Books.
- Galbraith, M. W. (1999/2000, Winter). Philosophy and the instructional process, *Adult Learning*; (11)2, 11-13.
- Montell, G. (2003). How to write a statement of teaching philosophy. *The Chronicle of Higher Education*.
- Zinn, L. M. (1998). Identifying your philosophical orientation. In M. W. Galbraith (Ed.). *Adult learning methods* (2nd ed.), (pp. 37-72). Malabar, FL: Krieger.

Recommended Materials:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Brundage, A. (2013). *Going to the sources: A guide to historical research and writing*. John Wiley & Sons.
- Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York, NY: Routledge (500+ pages)
- Rudolph, F. (1962). *The American college and university: A history*. Athens, GA: University of Georgia Press.

Supporting Philosophy Materials (select one to provide report and discussion)

- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. New York, NY: John Wiley & Sons.
- Spring, J. H. (2008). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Confucianism to human rights*. New York, NY: Routledge.
- Spring, J. H. (1993). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Socrates to Paulo Freire*. New York, NY: McGraw-Hill.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Boulder, CO: Paradigm.
- Giroux, H. A. (2008). *Against the terror of neoliberalism*. Boulder, CO: Paradigm.
- Giroux, H. A. (2012). *Education and the crisis of public values*. New York, NY: Peter Lang.
- Giroux, H. A. (2013). *America's educational deficit and the war on youth*. New York, NY: Monthly Review Press.
- Giroux, H. A. (2014). *Neoliberalism's war against higher education*. Chicago, IL: Haymarket Press.
- Giroux, H. A. (2015). Democracy in crisis, the specter of authoritarianism, and the future of Higher Education. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 1(1), 101-113. Retrieved from <http://ecommons.luc.edu/cgi/viewcontent.cgi?article=1001&context=jcshesa>

Additional Philosophy of Education Resources

- Conti, G. J. (2007). Identifying your educational philosophy: Development of the Philosophies Held by Instructors of Lifelong-Learners (PHIL). *Journal of Adult Education*, 36(1), 19-35.
- Galbraith, M. W., & Jones, M. S. (2008). First Things First in Becoming a Teacher of Adults. *Journal of Adult Education*, 37(1), 1-12.

Liu, A. (1994 to present). Literary Theory at *Voice of the Shuttle*- Comprehensive website of Philosophy and theory resources and texts: <http://vos.ucsb.edu/browse.asp?id=2718>
Retrieved as of 1-25-16

Additional History Resources

- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York, NY: Oxford University Press.
- Calloway, C.G. (2010). *The Indian history of an American institution: Native Americans and Dartmouth*. Hanover, NH: Dartmouth University Press.
- Cohen, A.C. & Kisker, C.B. (2009). *The shaping of American higher education: Emergence and growth of the contemporary system*. Jossey-Bass. ISBN-10: 0470480068
- Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Cambridge, MA: Harvard University Press.
- Haskins, C. H. (1957). *The rise of universities*. Ithaca, NY: Cornell University.
- Karabel, J. (2006). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York, NY: Houghton Mifflin Harcourt.
- Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, 50(1), 1-23.

GRADING	Due	CONTRIBUTION TO FINAL GRADE
ASSIGNMENT		
1. ACTIVE PARTICIPATION		
• Reading & Participation in Class Activities		10%
2. HISTORY & HISTORICAL RESEARCH		
2A History Research Group Presentation	Weeks 4-8	20%
2B History Research Paper - Brief Essay Overview (Think Tanks /Workshop, 2-3 weeks prior)	Week 7	10%
2C History Research Paper – Final Submission (Think Tanks /Workshop, 2-3 weeks prior)	Week 14	25%
3. PHILOSOPHY		
3A Philosophy of Education	Week 12	20%
3B Philosophy Roundtable presentations of selected readings	Weeks 9-15	15%
Maximum Total		100%

Course Assignments:

All assignments are to be uploaded to WebCourses and submitted in hardcopy to the professor. There is no "make up" work in this course. All assignment due dates are provided in this syllabus.

ASSIGNMENT 1 ---READINGS, PARTICIPATION, ACTIVITIES

Assignment 1a. Completion of Assigned Readings and Participation in Discussions.

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria - See the related rubric distributed in class.

This course is a doctoral level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute actively and

positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

ASSIGNMENT GROUP 2 ---HISTORY

Assignment 2A GROUP PROJECTS/PRESENTATIONS

From Week 4-8, each week a group of students will present an important historical event within higher education related to the specific themes/time period presented in the readings for that day. You must identify the event from a source other than the assigned reading sources, but it must be from approximately the same time period.

One week before your assigned presentation, your group should upload a one page outline of your presentation to Webcourses. (In order to receive a grade in WebCourses, each group member should upload the same materials.)

Content Guidelines: In your materials and presentation, the followings items must be included/discussed:

- a) Name and description of the specific, important USA HE historical event,
- b) Results from at least two interviews with someone still living that experienced that specific historical event (Interview conducted via face-to-face, phone, or SKYPE—email interviews, articles of interviews, or interviews used in other courses or research are not appropriate),
- c) At least two historical artifacts and their sources which may include, but are not limited to, pictures, songs, videos, yearbooks, etc.,
- d) At least 4 outside peer-reviewed articles,
- e) Description of the relationship of the selected historical event to the readings for that week,
- f) The specific, current impact of your findings for one or more application in HE (student affairs, administration, teaching, etc.).

Quality Guidelines for excellent presentations and discussions! Develop ways to incorporate

- a) Creativity in your presentation,
- b) Engagement of our course colleagues,
- c) Meaningful participation all group members in the presentation,
- d) Communication of in-depth understanding, critique, analysis, application and synthesis of the topic,
- e) Professional quality of all presentation materials (i.e., spelling/grammar, documentation, APA, etc.).

Assignment HISTORY RESEARCH PAPER- DESCRIPTION

Primary Document and Living Community History Collection, Analysis Research Paper.

In this assignment, students will identify a specific historical higher education event of interest to them that has not been covered in our readings or the group presentations. In this research paper, students must address the three (3) most significant historical periods within the specific higher education historical subject selected. As part of the documentation included in the paper, there will be a *living community history research* component.

In addition to the assignment deliverables, to aid the development of your research project and submissions, we will convene Think Tanks /Workshop approximately 2-3 weeks prior to both deadlines. The focus of these sessions will be for students to work in small groups and consult regarding one another's work in progress. Please see the Schedule below for the specific dates.

The collection of living history data includes: interviews (between two to five people) collected through audio and/or video, correspondence such as current emails, memos, and/or letters.

Conducting living community history research consists of:

- 1) Identifying a historical event(s) related to higher education and a related primary document to

- analyze. (The event should be one of which people in the community to whom you have access have experienced the effects.)
- 2) Collecting data from the people currently living (at least 5 interviews) who have experienced the effects of the historical event(s) identified above.
 - a. Students must conduct the interviews either face-to-face, via phone, or SKYPE in the community that experienced the specific historical event
 - b. Please note email or interviews from other research sources are unacceptable.
 - 3) Collecting living community physical artifacts (at least five (5)) such as memorabilia, books, pictures, videos, etc. related to the specific higher education event being studied.
 - 4) Analyzing all data listed in Steps 1-3 above.
 - a. Primary Document
 - b. Interviews
 - c. Physical Artifacts

Assignment 2A. HISTORY RESEARCH PAPER- TWO PAGE OVERVIEW

Details of the “Living History Research Paper Two Page Overview”:

Page 1:

- A clear thesis statement in the first section, and
- Three (3) examples that clearly describe the important events related to, or surrounding, the chosen topic. (This overview also serves as the final paper’s introduction!)

Page 2:

- Identify the primary document to be used in the research study.
- Describe the five (5) people you plan to interview and why they were selected as relevant.
- Identify which five (5) primary artifacts you plan to incorporate.
- Specify in detail how these people and artifacts relate to your thesis topic.

Assignment 2B. HISTORY RESEARCH PAPER- FINAL PAPER

The final paper needs to provide well written, documented and supported academic research paper which describes the completed research, data, findings, analysis and discussion.

The paper should be 12-16 pp., and follow APA 5th ed. guidelines. To be eligible for full credit, the paper must include and use, at least 24 references: 14 secondary and 10 primary (these are the five interviews and five artifacts). Secondary sources must be from peer-reviewed scholarly journals.

The research analysis should include:

- Detailed description of the artifact or thematic coding of the interviews.
- The place of this archival document in relation to a specific historical period and higher education;
- The primary document’s relevance or impact on the present historical context and higher education,
- Why the specific people were relevant (rationale) to interview/analyze and their relation to the specific higher education historical event discussed, and
- Why the specific physical artifact(s) were relevant to this historical period.

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. The UCF Writing Center might be able to provide assistance to reach this standard. There are several websites that have compiled the APA 6th ed. citation formats, including:

- <http://www.apastyle.org/learn/index.aspx>
- <http://www.umuc.edu/library/guides/apa.shtml>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

SCHEDULE AND READING LIST			
EDH 7xxx Higher Education: Philosophical/ Historical Perspectives (3 credits)			
<i>Note: All dates and times are subject to change</i>			
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
WEEK/ DATES	TOPICS	READINGS	DUE DATES
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
<i>----- Indicates that a resource is available online in Webcourses -----</i>			
Week 1 Aug 25	<ul style="list-style-type: none"> • Course Intro: Syllabus, Schedule • Historical Contexts, Historians and Higher Ed • Colonial Era • Methods to Research History 	Thelin (T) Introduction & 1 Solomon Intro Gasman Intro, 1	
Week 2 Sep 1	<ul style="list-style-type: none"> • Colonial Era (continued) & • 1785-1860 • In the Company of Women: A 	Thelin 1 and 2 Solomon Intro, 1, 2 Gasman 2, 3	

	<ul style="list-style-type: none"> Forbidden World Method: Oral History & Autobiography 		
Week 3 Sep 8	<ul style="list-style-type: none"> Resilience & Diversity 1860-1890 Utility of Women's Education Critical Reviews & New Lenses 	Thelin 3 Solomon 3-4 Gasman 5,6	
Week 4 Sep 15	<ul style="list-style-type: none"> University Builders 1890-1910 Photographs Quantification 	Thelin 4, Solomon 5 Gasman 7,8	<ul style="list-style-type: none"> Group Presentations
Week 5 Sep 22	<ul style="list-style-type: none"> Alma Mater 1890-1920 Women and Modernizing Education Life History and Voice Issues in Research 2A Think Tanks / Workshop 	Thelin 5 Solomon 6, 7 Gasman 9, 10	<ul style="list-style-type: none"> Group Presentations 2A Research Overview Think Tanks / Workshop
Week 6 Sep 29	<ul style="list-style-type: none"> Expansion & Reforms 1920-1945 Collegiate Education of Women Issues in Research 	Thelin 6 Solomon 8, 9 Gasman 11	<ul style="list-style-type: none"> Group Presentations
Week 7 Oct 6	<ul style="list-style-type: none"> Golden Age 1945-1970 With Civil Unrest Issues in Research 	Thelin 7 Solomon 10 Gasman 12, 13	<ul style="list-style-type: none"> Group Presentations 2A Research Overview Submission
Week 8 Oct 13	<ul style="list-style-type: none"> Troubled Giant 1970-2000 Issues in Research 	Thelin 8 Solomon 11-12 & Gasman 14	<ul style="list-style-type: none"> Group Presentations
Week 9 Oct 20	<ul style="list-style-type: none"> Intro to Philosophy <ul style="list-style-type: none"> Plato Locke Jean-Jacques Rousseau Discussion Philosophy of Education 	Elias & Merriam 1 Noddings 1 *Locke *Plato: http://classics.mit.edu/Plato/apology.html *Galbraith article	3B Philo Roundtable Demo
Week 10 Oct 27	<ul style="list-style-type: none"> Liberal Augustine Determining your philo of educ 	EM2 *Zinn chapter *Augustine, On the Teacher	3B Philo Roundtables
Week 11 Nov 3	<ul style="list-style-type: none"> Progressive <ul style="list-style-type: none"> Dewey: Democracy, Exp. Developing your Philo of Ed 2B Think Tanks/ Workshop 	EM3 Noddings 2 Dewey	<ul style="list-style-type: none"> 2B Research Papers Think Tanks / Workshop
Week 12 Nov 10	<ul style="list-style-type: none"> Behaviorist <ul style="list-style-type: none"> Pavlov, Thorndike, Watson Skinner Humanist: Rogers & Maslow 	EM 4 & EM 5 *Montell article	3B Philosophy of Education Due 3B Philo Roundtables
Week 13 Nov 17	<ul style="list-style-type: none"> Radical/critical (phenomenology, feminist, and critical social theory) <ul style="list-style-type: none"> Wollstonecraft 	EM6 & Noddings 11 * Wollstonecraft, A Vindication of the Rights of Woman	3B Philo Roundtables
Week 14	<ul style="list-style-type: none"> Analytic: Language & Reality 	EM7	<ul style="list-style-type: none"> 2B Final Paper

Nov 24	○ Wittgenstein, Dewey	Noddings 3	Submissions ● 3B Philo Rndtables
Week 15 Dec 1	● Postmodern ● Existentialism, Deconstructionism ● Reflections & Anticipation	EM8 Noddings 12 *Foucault	3B Philo Roundtables

***Indicates articles which is posted in our online course (MyWebcourses)(Canvas)**

Note: All dates and times are subject to change.

EDH 7938 Higher Education: Historical/Philosophical Perspectives REFERENCE LIST

- Altbach, P. G. (1979). From revolution to apathy: American student activism in the 1970s. *Higher Education*, 8(6), 609-626.
- Anderson, J. D. (1993). Race, meritocracy, and the American academy during the immediate Post-World War II era. *History of Education Quarterly*, 33(2), 151-175.
- Board of Overseers and the Corporation of Harvard University (1835). *Constitutional articles and legislative enactments relative to the Board of Overseers and the Corporation of Harvard University; also rules and regulations of the Overseers*. Cambridge, MA: Author. [Primary document.]
- Dewey, J. (1997). *Experience and education*. New York, NY: Free Press. (This reprint is \$8)
- Bok, D. (1986). *Higher learning*. Cambridge, MA: Harvard.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America, 1900-1985*. New York, NY: Oxford University Press.
- Brubacher, J. S., & Rudy, W. (1999). *Higher education in transition*. New Brunswick, NJ: Transaction Publishers
- Brundage, A. (2013). *Going to the sources: A guide to historical research and writing*. New York, NY: John Wiley & Sons.
- Cahn, S. M. (2009). *Philosophy of education: The essential texts*. New York, NY: Routledge (500+ pages)
- Calloway, C.G. (2010). *The Indian history of an American institution: Native Americans and Dartmouth*. Hanover, NH: Dartmouth University Press.
- Cohen, A.C. & Kisker, C.B. (2009). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass.
- Cole, J. R. (2009). *The great American university*. New York, NY: Public Affairs
- Conrad, C., & Gasman, M. (2015). *Educating a diverse nation: Lessons from minority-serving institutions*. Cambridge, MA: Harvard University Press.
- Conti, G. J. (2007). Identifying your educational philosophy: Development of the Philosophies Held by Instructors of Lifelong-Learners (PHIL). *Journal of Adult Education*, 36(1), 19-35.
- Elias, J., & Merriam, S. B. (2005). *Philosophical foundations of adult education* (3rd ed.). Malabar, FL: Krieger.
- Foucault, M. (1972). *The archaeology of knowledge*: Translated from the French by AM Sheridan Smith. New York, NY: Pantheon Books.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Galbraith, M. W. (1999/2000, Winter). Philosophy and the instructional process, *Adult Learning*; (11)2, 11-13.

- Galbraith, M. W., & Jones, M. S. (2008). First things first in becoming a teacher of adults. *Journal of Adult Education*, 37(1), 1-12.
- Gasman, M. (Ed.). (2010). *The history of US higher education: Methods for understanding the past*. New York, NY: Routledge.
- Giroux, H. A. (2007). *The university in chains: Confronting the military-industrial-academic complex*. Boulder, CO: Paradigm.
- Giroux, H. A. (2008). *Against the terror of neoliberalism*. Boulder, CO: Paradigm.
- Giroux, H. A. (2012). *Education and the crisis of public values*. New York, NY: Peter Lang.
- Giroux, H. A. (2013). *America's educational deficit and the war on youth*. New York, NY: Monthly Review Press.
- Giroux, H. A. (2014). *Neoliberalism's war against higher education*. Chicago, IL: Haymarket Press.
- Giroux, H. A. (2015). Democracy in crisis, the specter of authoritarianism, and the future of Higher Education. *Journal of Critical Scholarship on Higher Education and Student Affairs*, 1(1), 101-113. Retrieved from <http://ecommons.luc.edu/cgi/viewcontent.cgi?article=1001&context=jcshesa>
- Haskins, C. H. (1957). *The rise of universities*. Ithaca, NY: Cornell University.
- Jackson, L. (1995). The rights of man and the rites of youth: Fraternity and riot at eighteenth century Harvard. *History of Higher Education Annual*, 15, 5-49.
- Karabel, J. (2006). *The chosen: The hidden history of admission and exclusion at Harvard, Yale, and Princeton*. New York, NY: Houghton Mifflin Harcourt.
- Kneller, G. F. (1971). *Introduction to the Philosophy of Education*. New York, NY: John Wiley & Sons.
- Lane, J. C. (1987). The Yale Report of 1828 and liberal education: A neorepublican manifesto. *History of Education Quarterly*, 27(3), 325-338.
- Liu, A. (1994 to present). *Literary theory at Voice of the Shuttle- Comprehensive website of philosophy and theory resources and texts*: <http://vos.ucsb.edu/browse.asp?id=2718> Retrieved 1-25-16
- Lucas, C. J. (2006). *American higher education: A history* (2nd ed.). New York: Palgrave MacMillan.
- Maher, F. A., & Tetreault, M. K. T. (2007). *Privilege and diversity in the academy*. New York, NY: Routledge. (Chapter 1: Frameworks of Analysis: Histories and Theories of Privilege)
- Newman, J. H. (1996). *The idea of a university*. New Haven, CT: Yale.
- Noddings, N. (2016). *Philosophy of education*. (4th ed.). Boulder, CO: Westview Press
- Gasset, O. J. (1992). *Mission of the university*. Somerset, NJ: Transaction
- Patton, L. D. (2005). Power to the people! Black student protests and the emergence of black culture centers. In F. L. Hord (Ed.), *Black culture centers: Politics of survival and identity* (pp. 151-163). Chicago, IL: Third World Press.
- Perna, L., Lundy-Wagner, V., Drezner, N. D., Gasman, M., Yoon, S., Bose, E., & Gary, S. (2009). The contribution of HBCUs to the preparation of African American women for STEM careers: A case study. *Research in Higher Education*, 50(1), 1-23.
- Plato. (1992). *The republic* (G. M. A. Grube, Trans., C. D. C. Reeve, rev. ed., pp.122-185). Indianapolis, IN: Hackett.
- Rudolph, F. (1962/1990). *The American college and university: A history*. Athens, GA: University Press.
- Solomon, B.M. (1986). *In the company of educated women: A history of women in higher education*. New Haven, CT: Yale University.
- Spring, J. H. (2008). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Confucianism to human rights*. New York, NY: Routledge.
- Spring, J. H. (1993). *Wheels in the head: Educational philosophies of authority, freedom, and culture from Socrates to Paulo Freire*. New York, NY: McGraw-Hill.
- Steering Committee on Slavery and Justice. (2006). *Slavery and justice*. Providence, RI: Brown University.

- The Secretary of Education's Commission on the Future of Higher Education. (2006). *A test of leadership: Charting the Future of U.S. Higher Education. A Report of the Commission Appointed by Secretary of Education Margaret Spellings*. Washington, DC: Department of Education.
- "The Yale Report of 1828." (1961). In R. Hofstadter & W. Smith (Eds.), *American higher education: A documentary history* (Vol. 1, pp. 275-291). Chicago, IL: University Press. [Primary document.]
- Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins.
- Webster, D. (1818). *Oral arguments in the Dartmouth College case*. [Primary document.]
- Zinn, L. M. (1998). Identifying your philosophical orientation. In M. W. Galbraith (Ed.). *Adult learning methods* (2nd ed.), (pp. 37-72). Malabar, FL: Krieger.
- Zschoche, S. (1989). Dr. Clarke revisited: Science, true womanhood, and female collegiate education. *History of Education Quarterly*, 29(4), 545-569.

**EDH 7xxx: International Perspectives of Higher Education
Summer 2016 – section 0001 [3 credit hours]**

Instructor: Dr. Kathleen P. King

Office Location: ED 220

Office Hours: T Th 1-5pm

E-mail: Kathleen.King@UCF.edu

Course Description: To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.

Course Introduction: This course explores the international context and multiple perspectives of higher education in our changing world. Students will examine trends in international higher education and understanding different higher education systems, including the impact of changing political, economies, and cultures. Research will be examined across many areas including, but not limited to international students' needs, experiences, and programs; globalization, internationalization, international collaborations, and partnerships; and innovative curriculum and student learning models.

Prerequisite: Doctoral student standing,

Class location and time: TBD SUMMER SEMESTERS

Course Goals: Students will...

1. Understand, analyze and apply contextual, conceptual, and historical frameworks of international and global education.
2. Explore, comprehend, analyze, and interpret the history of internationalization of higher education from varied world views, national, cultural, and geographical stances.
3. Analyze, discuss, compare/contrast, and synthesize the higher (tertiary) education systems in representative regions and countries, worldwide.
4. Summarize, analyze, critique, synthesize and discuss literature related to the international education research project to develop an informed, well-supported literature review.
5. Critically examine positive and negative models of international education partnerships and educational expansion including, but not limited to colonialism, deculturalization, oppression, collaboration, investment, philanthropy, service learning, etc.
6. Engage in hands-on research by designing, implementing, and reporting on a qualitative research study, of limited scope, which explores the lived experiences of people involved in international education in higher education. (Examples include, but are not limited to, international students, faculty conducting research or teaching internationally, visiting scholars, Fulbright scholars, study abroad program leaders, administrators, departments which support

specific international education efforts (i.e., legal, finance, technology, etc.), etc.)

7. Analyze, summarize, organize, discuss, critique, and synthesize the literature related to the international education research project to develop an informed, well-supported literature review.
8. Critically reflect on and analyze the issues, trends, assumptions, and value/s related to our course study and investigation of international and global education through reflective journaling regarding the assigned readings and research projects.
9. Understand, analyze and apply research, theories and models of intercultural competence to inform international and global education research and practice.
10. Explore, comprehend, analyze, and synthesize research and trends related to internationalization abroad including, but not limited to, international expansion of private higher education, cross-border delivery of higher education, and international joint, double, and consecutive degrees, etc.
11. Examine, analyze and synthesize research and other literature related to how the international exchange of ideas, students, and scholars continue to change the experience and direction of higher education.
12. Explore, research and discuss many social, political, economic, cultural and technological trends, issues, and concerns related to international student and scholar mobility worldwide.
13. Discover, comprehend, analyze, and interpret models and issues related to security and crisis management, and strategic dimensions in international higher education
14. Conduct policy analysis related to international students, international and transnational research, research and development, exchange, copyright, intellectual property, contracts, etc.
15. Discover, comprehend, analyze, and interpret institutional, public and private policies related to the internationalization of the curriculum, marketing, student recruitment, dual-enrollments, teaching abroad, study abroad, and visiting faculty and administrative roles in international higher education.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of current international issues, international guest speakers (in-person or via Skype). Emphasis is placed on research and discussion of current issues in international education, exploration of issues, trends, impact of diverse forces and cultivating a global perspective and educational philosophy.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website:

<http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

General Procedures/Requirements:

Required Materials:

Altbach, P. G. (2016). *Global perspectives on Higher Education*. Baltimore, MD: John Hopkins University Press.

Deardorff, D. K., de Wit, H., & Heyl, J. D. (Eds.). (2012). *The SAGE handbook of International Higher Education*. Thousand Oaks, CA: Sage. 552 pp

Suggested Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Resources for Further Study:

Altbach, P. (2014). *International Higher Education Volume 1: An Encyclopedia* (Vol. 1). New York, NY: Routledge.

Altbach, P. (2014). *International Higher Education Volume 2: An Encyclopedia* (Vol. 2). New York, NY: Routledge.

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Grading Criteria and Assignments:

Assignments/Activities	Due Date	Grade %
#1 Course Discussion, Participation & Preparation	Weekly	10%
#2 Article Discussion Related to International Education	Week 4-8	10%
#3 International Ed H ED Research Project Elements		
3A Topic of Interest & Draft Problem Statement	Week 3	10%
3B Mini-Literature Review <i>and</i> In-Class Literature Map Presentation	Week 6	15%
3C Project Abstract	Week 7	15%
3D Roundtable/Discussion Group Presentation	Week 10	15%
3E Final Research Project Paper (Results included)	Week 13	25%
Maximum Possible Grade Total		100%

COURSE ASSIGNMENTS:

ASSIGNMENT 1. Completion of Assigned Readings and Participation in Discussions.

DUE DATE – Each week, all media included, whether the class is online or face to format.

Evaluation Criteria (10 points) - See the related rubric posted online.

This is a graduate level seminar. As such, you are expected to assume major responsibility for actively and thoughtfully contributing to each class. Therefore, you are responsible for completing the required readings in advance of the designated class meeting. You will also be expected to contribute actively and positively to discussion topics throughout the semester. Active and positive engagement in class is one means of learning new material and of considering/developing your professional and intellectual position regarding those ideas and concepts.

ASSIGNMENT 2 Article Discussion: International Education (1 per person) (10 pts total)

Due Date: See Due Date Table Above. *Be sure to sign the sign-up sheet.*

Evaluation: Grading criteria based on timely submission of assignment and all stated elements.

Each student will be responsible for contributing one research article related to our course focus: International Higher Education. You want to look at refereed journals as sources and also think about the area you are interested in. This assignment is a chance to delve deeper into the topic of your choice!

At least 48 hours in advance of your designated class discussion date, please post a word/pdf doc or link to the article along with a brief summary and at least 3 discussion questions you have crafted from reading the article. The discussion folders are already created in Webcourses. You can find them by clicking on the “Discussions” tab at the left hand side of the screen. Please make sure to post your current event as a reply to the “Discussion” corresponding to your current event Week # (Current

event “Week 1”, etc.). This posting provides the opportunity for all classmates to have the article link and read your questions in advance; it also serves as an archive.

NOTE: The discussion will be held face to face during class.

Assignment 3. International Education Higher ED Research Project Elements (10 pts)

In one semester, this Research Project provides learners with hands on experience with your own small research project from beginning to end stages. Rather than solely theoretical discussions of research, active engagement in a research project provides greater understanding of the dynamic and regulatory considerations embedded in this exciting endeavor.

To make the assignment more manageable for learners, the project is divided into five separate elements which students complete and submit in sequence using the designated online assignment space in Canvas. This assignment design and structured approach also provides clarity about educational research, including the planning, requirements, stages, and process which need to be navigated. The five elements are explained and due dates listed below.

3A: Topic of Interest and Draft Problem Statement (10 pts)

Due Date: Due week 3

Evaluation: Grading criteria based on timely submission of assignment and all stated elements.

This first step of the assignment includes a brief description of the topic you intend to explore and research this semester, as well as a problem statement. Review the course materials to learn what should be included in a Problem Statement.

You have the freedom to select any topic related to our course, *International Education*, for your extended action research project. I always encourage students to consider this a great opportunity to select an area they think they might want to explore further or test for viability as their dissertation topic. At the same time, do not put extreme pressure on yourself. This assignment is only for one semester; there is no requirement to pursue it for your future work.

3B: Action Research Mini-Literature Review & In-Class Literature Map Presentation (15 pts) (4-6 pages, plus title page and references)

Due Date both items: Week 6

Evaluation: Grading criteria based on timely submission of assignment and all the stated elements.

Regarding your action-research project, please (1) write and submit a Mini-Literature Review, and (2) present your Literature Map in class.

Mini- Literature Review, the following essentials need to be included within the 4-6 page limit:

- Depth of literary research, understanding, insight, and reflection as illustrated in overview of essential peer reviewed research sources related to your topic.
- Logical literature review including synthesis of themes and discussion of divergent issues.
- Understanding of research design by proposing an appropriate design and sampling strategy with support from the literature.
- Understanding of essential elements of data gathering and analysis by including a basic plan and providing support where needed.
- Presentation of substantial recommendations for the significance of the research project.

In-Class Literature Map Presentation and Group Discussion

Students will facilitate a roundtable presentation to discuss the findings of your literature review and your proposed topic with your classmates through a literature map. This discussion should be interactive and engage student colleagues in exploring your topic and offering suggestions for additional literature, participant selection, research design, or analysis methods. (No PowerPoint presentations, allowed!) Essential elements which are evaluated in the rubric for this assignment include

Creating a Literature Map!

Based on the work you have completed to prepare your literature review, develop the literature map of the studies on your topic. Include in the map the proposed study and draw lines from the proposed study to branches of studies in the maps so we can easily see how your proposed study will extend existing literature.

- Clarity of presentation, ability to articulate significant research need, significance, and context.
- Engagement of class participants; accurate information; well organized materials and delivery (session).

3C: Action Research Project Abstract (15 pts)

Due Date: Due week 7

Evaluation: Grading criteria based on timely submission of assignment and all stated elements.

Students will write and submit a complete research proposal abstract for their action-research project. The APA 6th edition manual has complete information as to what needs to be included in this abstract. Additionally, every research article read for this class has an abstract which can be reviewed. The difference between what you submit at these abstracts is that your project has not been completed yet- therefore you do not have findings. Yours is a Research **Proposal** Abstract

You will submit a one page document which describes *WHAT YOU INTEND TO STUDY*.

- General Topic area
- Problem/Need you are addressing: Do you know it from your experience? From your reading? Tell us in the abstract.
- Purpose of the study: SO WHAT? What difference will it make?
- Research questions you will address: What are you investigating?
- Research method you expect to use (and describe it in one or two sentences).
- Data analysis method you plan to use: Just list the name right now.
 - Participants you will study: which people, organizations, etc.
 - How will you select them? (Convenience sample, purposeful sample, volunteer sample... these fit most of our action research projects). Look up the definitions in the book to see which sample term fits what you intend to do.
- Data analysis method you plan to use: Just list the name right now.

Essential elements evaluated in the rubric for this assignment include

- Ability to include all essential elements for an abstract (per APA 6th edition).
- Clarity of presentation, ability to articulate significant research need and context.
- No errors, well-written (grammar, spelling, etc.), and well organized materials.

3D: Action Research Roundtable/Discussion Group Presentation (15 pts)

Due Date: Due week 10

Evaluation: Grading criteria based on timely submission of assignment and all the stated elements.

Students will facilitate a roundtable presentation and discussion to share the progress of their action research project. This discussion should be interactive and engage student colleagues in exploring your topic and offering suggestions for additional literature, participant selection, research design or analysis methods. (No PowerPoint presentations, please!) Essential elements which are evaluated in the rubric for this assignment include

- Clarity of presentation, ability to articulate significant research need, significance, and context.
- Application of readings and literature to determine research design and sampling method.
- Engagement of classmates; accurate information; organized materials and delivery (session).

3E: Final Action-Research Project Paper (25 pts) (10-16 pages—many parts written in 3A, B, C, D)

Due Date: Due week 13

Evaluation: Grading criteria based on timely submission of assignment and all stated elements.

This mini-research paper will include all the elements of a full research paper. This individually written paper should be a minimum 10, a maximum of 16 pages, double spaced pages (not including the title page and references). **All research method details should be included in as much as is possible at this level of study (an introductory research design course).** See the assignment rubric for the detailed criteria of this assignment.

Final notes about this paper:

- (1) Please be sure to write the paper in full narrative form (not bullet points of lists), and with the highest level of academic quality, observing APA usage, citation and reference rules.
- (2) You *may* include SHORT excerpts of collected data (i.e., interviewee responses, data charts, etc.) to clarify your discussion or interpretation.

The following chart reveals the structure and recommendations for the mini-action research paper. This chart is meant to greatly assist you in planning your assignments. (By adjusting the allocation of page lengths accordingly, the chart can also be used as an outline for research papers and research articles.)

Final Action-Research Project Paper (10-16 pp)	
Section	Estimated Length
Title Page	(Not included in page count) (1 p)
Abstract	(1 p) (Not included in page count)
Introduction and Need	0.5-1.0 p
Literature Review	3.0-4.0 pp
Participants	0.75-1.0 p
Research Design Section Overview	0.25 p

-- Research Method and Rationale	0.75-1.0 p
-- Research Instruments	0.5-1.0 p
-- Research Data Gathering Procedures	0.75-1.0 p
Findings Section Overview	0.25-0.75 p
-- Data	1-2.5 pp
-- Analysis and Rationale	1 p
Discussion (aka Discussion of Findings)	2 pp
Recommendations	0.5-0.75 p
Conclusion	0.5 p
References	(Not included in page count) (1.5 pp or more)
Appendices	(Samples, etc. Not included in page count. As needed.)

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. The UCF Writing Center might be able to provide assistance to reach this standard. There are several websites that have compiled the APA 6th ed. citation formats, including:

There are several websites that have compiled the APA 6th ed. citation formats, including:

- <http://www.apastyle.org/learn/index.aspx>
- <http://www.umuc.edu/library/guides/apa.shtml>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

SCHEDULE AND READING LIST

EDH 7xxx: International Perspectives of Higher Education (3 credits)

Note: All dates and times are subject to change

Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King

WEEK/ DATES	TOPICS	READINGS	DUE DATES
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Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King

----- **Indicates that a resource is available online in Webcourses** -----

Class 1	<ul style="list-style-type: none"> Welcome Course Intro: Syllabus, Schedule Introduction to International Education 	Altbach Intro. Deardoff Preface	
Class 2	<ul style="list-style-type: none"> Global trends and higher education Mass enrollments Contextual, Conceptual, and Historical Frameworks Internationalization Within the Higher Education Context 	Altbach 1 Deardoff: Section "A" and Chapter 1	
Class 3	<ul style="list-style-type: none"> University cross-border initiatives Concepts, Rationales, and Interpretive Frameworks In the Internationalization of Higher Education The History of Internationalization of Higher Education 	Altbach 2,3 Deardoff 2, 3	#3A Topic of Interest & Draft Problem Statement
Class 4	<ul style="list-style-type: none"> English as an academic trade language? Comprehensive and Strategic Internationalization of U.S. Higher Education Europe's Bologna Process and Its Impact On Global Higher Education An Overview and Analysis of International Education Research, Training, and Resources 	Altbach 3, 4 Deardoff 4, 5, 6	#2 Article Disc
Class 5	<ul style="list-style-type: none"> The role of research universities in developing countries Different debates or the same: Trades vs. research? Transnational Research and Development Partnerships in Higher Education: Global Perspectives 	Altbach 5, 6 Deardoff 20	#2 Article Disc
Class 6	<ul style="list-style-type: none"> The impact of the West on Asian universities Guan-xi The New Colonialism? Or Contextualism? 	Altbach 7, 8 * Online articles	#2 Article Disc #3B Mini-Literature Review and In-Class Literature Map Presentation
Class 7	<ul style="list-style-type: none"> International expansion of private higher education. 	Altbach 9, 10 Deardoff section	#2 Article Disc #3C Project

	<ul style="list-style-type: none"> • Internationalization Abroad • Cross-Border Delivery of Higher Education: Projects, Programs, and Providers • International Joint, Double, and Consecutive Degrees: New Developments, Issues, and Challenges 	"D", 18, 19	Abstract
Class 8	<ul style="list-style-type: none"> • How has the international exchange of ideas, students, and scholars altered higher education? • International Student and Scholar Mobility • International Student Recruitment in Australia and the U.S.: Approaches and Attitudes • Designer Immigrants? International Students and 'Two-Step' Migration 	Altbach 11 Deardoff 21, 22, 23	#2 Article Disc
Class 9	<ul style="list-style-type: none"> • International Student Topics Continued • International Student Security • Legal, Health, and Safety Issues: Crisis Management in International Higher Education • Strategic Dimensions in International Higher Education • Leadership in International Higher Education 	Deardoff 11, 12, section B, 7	
Class 10	<ul style="list-style-type: none"> • Institutional Strategies and International Programs: Learning From Experiences of Change • Collaborating on The Future: Strategic Partnerships and Linkages • Outcomes Assessment in The Internationalization of Higher Education 	Deardoff 8, 9, 10	# 3D Roundtable/Discussion Group Presentation
Class 11	<p>Internationalization At Home</p> <ul style="list-style-type: none"> • The Internationalization of The Curriculum • Leveraging Technology and The International Classroom for Cross-Cultural Learning 	Deardoff section C, 14, 15	
Class 12	<ul style="list-style-type: none"> • Intercultural Competence • Interculturalism: Where Global and Local Meet • The Future of Internationalism 	Deardoff 16, 17, section "E" 24, 25	# 3E Final Research Project Paper (Results included)

***Indicates articles which is posted in our online course (MyWebcourses)(Canvas)**

Note: All dates and times are subject to change.

International Perspectives of Higher Education

REFERENCE LIST

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EDH 7xxx Organizational Theory & Practices in Higher Education
University of Central Florida
Summer 2016 – section 0001 [3 credit hours]

Instructor: Dr. Kathleen P. King

Office Location: ED 220

Office Hours: T Th 1-5pm

E-mail: Kathleen.King@UCF.edu

Course Description: Explores theories and models of organizations and their applicability to colleges and universities and the work done in them. Pays particular attention to aspects of decision-making, leadership and organizational change and to the influence of internal and external actors. Also examines many of the administrative practices and processes common in colleges and universities today.

Prerequisite: Doctoral student standing.

Class location and time: TBD (USUALLY FALL SEMESTERS)

Course Goals:

In this course students will:

- 1) Develop capacity and strategies for thinking about colleges and universities as organizations.
- 2) Gain understanding and insight to evaluate the higher education unit (college, university, department, etc.) from different organizational frames/perspectives, including, but not limited to the bureaucratic, collegial, political, anarchic, cybernetic, human relations, and symbolic.
- 3) Explore, understand and analyze many of the administrative practices and processes commonly used across higher education institutions (HEIs) today.
- 4) Identify and recognize the relationship between different conceptions of higher education organizations often result in varied implementations/approaches of administration and leadership in HEIs.
- 5) Successfully complete a case study which illustrates the capacity to recognize and utilize different organizational frames.

Mode of Instruction:

This course combines the presentations by the instructor, large group discussion, small group roundtable discussions/presentations, student presentations of current international issues, international guest speakers (in-person or via Skype). Emphasis is placed on research and discussion of current issues in international education, exploration of issues, trends, impact of diverse forces and cultivating a global perspective and educational philosophy.

Accommodation for Religious Observances:

Students will be allowed to complete examinations or other course requirements that are missed because of a religious observance.

Participation by students with disabilities:

If you need special accommodations in order to meet any of the requirements of this course,

please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website: <http://www.sds.ucf.edu/main/sds/HomePage/hp2.html>

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.

General Procedures/Requirements:

Required Materials:

Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership*. (5th ed.) San Francisco, CA: Jossey-Bass.

Birnbaum, R. (1988). *How colleges work*. San Francisco, CA: Jossey-Bass. (Or latest date in paperback)

Kotter, J. (2012). *Leading change*. Boston, MA: Harvard Business School Press.

Collins, J. (2005) *Good to great and the social sectors*. (PLEASE NOTE—THIS IS ONLY 35 PAGE BOOK/BOOKLET; IT NOT THE ENTIRE BOOK- “GOOD TO GREAT.”)

Suggested Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other readings as assigned and posted online.

Course Components:

Class participation	10%	
Designated literature review and presentation	15%	Weeks 7 & 8
Class presentations of Case Study	15%	Weeks 10-13
Entire written Case Study 20/20/20	60%	Written Docs DUE: Weeks 5, 10, 14
	100%	

DESIGNATED LITERATURE REVIEW AND PRESENTATION

During the 3rd week, the class will discuss topics of emerging in interest in the field of study. Based on the generated list, students will select their area to research, analyze and present a literature review of the topic. This assignment will be a mini-literature review on a specific related topic. The outcome will be a 10 minute presentation and literature review map which illustrations your findings about the topic.

While we will discuss this assignment in class, you might conduct an online search with Google using the IMAGE search feature. This strategy will provide some examples of the many possibilities of what a literature review map can be or might look like.

During Weeks 7 and 8, these presentations will be conducted in small group, round tables. Please, no PowerPoint presentations. Instead, engage your classmates in discussion, analysis, questioning, problem solving, etc.

CASE STUDY

A major portion of this semester’s course assignment will be the development of a case study in which you will analyze a higher education institution from the perspective of the “frames theory” of Bolman and

Deal and the collegial styles of Birnbaum. You will be completing the case study in three parts, focusing on one of the Bolman and Deal frames for each section, with a concluding integrative section. Each section will need to be completed by a particular date to receive full credit.

CASE STUDY WRITTEN REPORTS

- Due Week 5 Collegial, Bureaucratic or Political Model
- Due Week 10 Bolman and Deal's Frames : Your choice which frame.
- Due Week 14 Integrative Report- Org Insights from Models and Frames, Learning Gained

You will make a class presentation of one section of your case study. Each presentation will be approximately 20-30 minutes with appropriate PPT slides and handouts, and will have been posted on Webcourses before the class.

After your presentation, the class will operate as a "leadership team," whereby each case study component will be vetted by the whole group, to learn everything possible from the data. The group should be able to identify issues that we as individuals might miss.

Each section of the case study will then be added to, culminating in a final section where you explain what you have learned about management/leadership from the experience and make concluding remarks about the organizational structure and leadership of the institution you have studied. The case study must be written in a professional style, using the APA format for citations. Each completed component is to be considered a stepping stone upon which the next section is developed. Grades will be assigned to each section as it is due. It is understood that prior sections will be re-written to include new information/insights until the final paper is completed.

Developed across the entire semester, the final document will be a major document, most likely 60+ pages. The intention is that the think-tank model of the class as well as the extensive written document, will assist in advancing your professional and academic skills significantly.

Expectations for written work:

All written work should be typed using times New Roman 12-point font. Punctuation, grammar, expression, and proper citation of sources are the responsibility of the author and are evaluated as part of the grade on an assignment. Citation formats must follow the APA 6th edition guidelines (see reference above). These mechanics are expected to reflect graduate level work, i.e., meet academic standards for professional papers. This may mean that you need to visit the UCF Writing Center.

There are several websites that have compiled the APA 6th ed. citation formats, including:

<http://www.apastyle.org/learn/index.aspx>

<http://www.umuc.edu/library/guides/apa.shtml>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Administrative Course Requirements:

Attendance and Participation are Mandatory:

Class attendance and participation are critical for your learning experience in this class. Keep up with the assignments and be prepared to contribute to the discussions. Lack of participation can easily reduce your course grade as indicated in the Determinants of your Grade.

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 Canvas (WebCourses@UCF). Failure to attend class will result in a delay in the disbursement of your financial aid. The first assignment is designed to meet this requirement.

E-mail:

Students are required to check e-mail between classes for messages and supplementary materials. For information about public access go to the website at: <http://www.acs.ucf.edu/labs.html>. Webcourses e-mail correspondence among members of the class and the instructor will further teaching and learning experiences.

Misrepresentation of Work:

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F. Misrepresenting published or Web-based work as your own will be considered plagiarism and will result in an automatic course grade of F. All assignments may be submitted to turnitin.com at the discretion of the instructor.

Organizational Theory and Practices in Higher Education

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SCHEDULE AND READING LIST
EDH 7xxx ORGANIZATIONAL THEORY AND
ADMINISTRATION IN HIGHER EDUCATION (3 credits)

Note: All dates and times are subject to change

<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
WEEK/ DATES	TOPICS	READING/ ASSIGNMENTS	DUE DATES
<i>Important>> Prior to class each week, check online for additional materials~ Thank You, Dr. King</i>			
Week 1 Aug 25	Course Introduction (Syllabus, Schedule, Introductions) Understanding colleges and universities as organizations	Birnbaum 1, 2 Problems of governance, etc	
Week 2 Sep 1	Thinking in Systems Systems Theory Organizational Models: Collegial <i>In Class Case Study 1 discussion</i>	Birnbaum 1, 2, 3 Assigned Case Study 1	
Week 3 Sep 8	HE Decision making and making sense Whole class generates topics for Designated literature review and presentation assignment	Birnbaum 3,4	
Week 4 Sep 15	Organizational Models: Bureaucratic, Political, Anarchical Guest Speaker?	Birnbaum 5,6, 7	
Week 5 Sep 22	Cybernetic institutions! Leadership of cybernetic institutions! Good to Great- On and Off the bus	Birnbaum 8,9 <i>Monograph:</i> Collins' <i>Good to Great</i>	CASE STUDY WRITTEN REPORT (Collegial, Bureaucratic or Political Model) DUE
Week 6 Sep 29	Making Sense of Organizations Introducing organizational frames	Bolman and Deal (BD) 1,2	
Week 7 Oct 6	Understanding and Using the Structural Frame Designated lit presentations 1, 2, 3, 4, 5, 6	BD 3,4,5	DESIGNATED LIT REVIEW PRESENTATIONS DUE
Week 8 Oct 13	Understanding and Using the Human Resource Frame Designated lit presentations 7, 8, 9, 10, 11, 12	BD 6,7,8	DESIGNATED LIT REVIEW PRESENTATIONS DUE
Week 9 Oct 20	Understanding and Using the Political Frame	BD 9,10,11	
Week 10 Oct 27	Understanding and Using the Symbolic Frame Leadership and Organizations.... Introducing organizational frames Final Case Study Presentations & Think Tank Discussions 1, 2	BD 12, 13, 14 V Stuart Dissertation (2015)	CASE STUDY WRITTEN REPORT (FRAME OF CHOICE) DUE • Case Study Presentations & Think Tank Discussions
Week 11 Nov 3	Improving Leadership Practice I Leading Change- Transforming orgs, or NOT? Final Case Study Presentations & Think Tank Discussions 3,4, 5	BD 15-17 Kotter 1	• Case Study Presentations & Think Tank Discussions
Week 12 Nov 10	Improving Leadership Practice II Successful change in organizations, or NOT? Case Study Presentations & Discussions 6, 7, 8	BD 19-21 Kotter 2	• Case Study Presentations & Think Tank Discussions
Week 13 Nov 17	The Eight-Stage Process of Leading Change Establishing a Sense of Urgency Creating the Guiding Coalition	Kotter 3,4,5	• Case Study Presentations & Think Tank Discussions

	Developing a Vision and Strategy Case Study Presentations & Discussions 9, 10, 11		
Week 14 Nov 24	The Eight-Stage Process of Leading Change Communication the Change Vision Empowering Employees for Broad-Based Action Generating Short-Term Wins	Kotter 6-9	CASE STUDY FINAL WRITTEN REPORT DUE
Week 15 Dec 1	The Eight-Stage Process of Leading Change Consolidating Gains and Producing More Change New Approaches in the Culture & 21 st Century Lifelong Learning for Leaders!	Kotter 10-12	



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)

COURSE SYLLABUS-Advanced Genetic Counseling 1

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,T,W
Phone:	407-266-1100	Class Meeting Hours:	3:00-4:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Introduction to Advanced Genetic Counseling

II. University Course Catalog Description

Advanced principles of genetic counseling 1.

III. Course Objectives

Students will be able to:

1. Understand the importance of a pedigree in the field of genetic counseling.
2. Understand contracting and know how to build rapport with their patients.
3. Appreciate the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics
4. Prepare for interactions with clients.

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Genetic Counseling Program Director-TBH (To be hired)
Jane Gibson, Ph.D.

VII. Required Texts and Materials

Thompson and Thompson's Genetics in Medicine
Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard
Saunders, 8th edition, 2015
978-1-416-03080-5

VIII. Other Information and Supplementary (Optional) Texts and Materials

This course discusses the current state of the genetic counseling profession with a focus on current professional issues. The course also provides a means to provide discussion of student capstone projects as a group and address presentation skills. Course Learning Objectives: At the conclusion of this course, students will be prepared to 1) participate in professional development activities including those related to promoting the genetic counseling profession, standards for training and practice, standards for professional behavior, reimbursement for services, and evidence of effective of practice, 2) provide formal patient, professional and public educational activities, and 3) effectively discuss and conduct research activities related to the field of clinical genetics and genetic counseling.

Course Outline:

Professional Issues

Certification Licensure Standards for Practice Professional Organizations Genetic Counseling Models Billing & Reimbursement Cultural Competency

Code of Ethics Expanded Roles Supervision Job Search & Interviewing Advanced Degrees Outcomes in Genetic Counseling
Education

Presentation Skills Writing for Educational Purposes, Teaching and Learning Curriculum Development, Measuring Learning Program Evaluation

Research Project

Human Subjects Research

Course Syllabus

Genetic Counselors Role in a Laboratory Setting. Understand the role of the genetic counseling in an industry setting. Describe the knowledge and skills needed to effectively perform this role. Appreciate the experiences of a genetic counselor who works in an industry/commercial setting. Professional organizations. Standards for Practice. Evolving and Expanded Roles for Genetic Counselors. Distinguish between the various professional genetics organizations. Distinguish between the Practice Based Competencies and the Scope of Practice. Evaluate the Scope of Practice and its impact on the provision of genetic counseling services. Analyze the Code of Ethics and its importance for the genetic counseling profession Presentation of assigned articles. Expanded roles of genetic counselors. Advanced Degrees in Genetic Counseling. Discussion of Research Topics. Differentiate between various options for advanced degrees. Explain issues to consider from the professional, educational and accreditation/certification perspectives. Describe potential models to be considered by the Genetic Counseling profession. Discuss research topics. Certification and licensure. Job Search and Interviewing.

Distinguish between certification and licensure. Develop a plan, including a resume and cover letter and job searching techniques, to pursue employment as a genetic counselor. Preparing a resume

Defining and Regulating GC Training and Practice: Wrap-up, Billing & Reimbursement Developing Educational Materials. Examine the approach to billing for genetic counseling and clinical genetic services including the necessary documentation. Recognize the relevant CPT codes used for billing genetic counseling services and their expected rate of reimbursement. Write and present patient educational brochure. Outcomes in Genetic Counseling. Effective presentation skills. Describe evidence based approaches to practice, be familiar with the different opportunities genetic counselors have to give presentations, and ascertain the needs and background of the audience.

Genetic Counseling “Models” Formulate a ‘model’ that best represents the genetic counseling process. Student presentations – brochures

Cultural Competency. Human Subjects Research. Institutional Review Boards. Supervision. Learn how to protect the rights and welfare of human subjects participating in research activities. Apply a step-wise process to successfully obtain IRB approval for human subjects’ research .

Discuss research topics. Complete online human research subjects training <http://phrp.nihtraining.com>. Genetic Counselors as Educators – teaching and learning in medical education; curriculum development. Convey genetic, medical and technical information to patients with a wide variety of educational, socioeconomic and cultural backgrounds. Assess patient understanding and response to information and its implications. Demonstrate the effective use of educational technologies. Adapt the characteristic styles that improve the effectiveness of a presenter. Propose an approach to bring together the content of a presentation. Student presentations/projects. Literature review paper will be assigned. Students will present an analysis of the literature related to the research project topic. Students will justify their rationale for their research project and propose the material and methods for the research project.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students’ performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: December 12, 2018, 1:00-3:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student’s satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President’s representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student’s request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)

COURSE SYLLABUS-Advanced Genetic Counseling 2

Co-Directors:	<i>Jane Gibson, Ph.D., FACMG, TBD</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,T,W
Phone:	407-266-1100	Class Meeting Hours:	2:00-3:00 pm
E-Mail:	Jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Introduction to Advanced Genetic Counseling 2.

II. University Course Catalog Description

Advanced principles of genetic counseling 2. *Spring*

III. Course Objectives

Students will be able to:

1. Understand the importance of a pedigree in the field of genetic counseling.
2. Understand contracting and know how to build rapport with their patients.
3. Appreciate the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics
4. Prepare for interactions with clients.

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Jane Gibson, Ph.D., FACMG Co-Director, Professor of Pathology

VII. Required Texts and Materials

Thompson and Thompson's Genetics in Medicine

Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard

Saunders, 8th edition, 2015

978-1-416-03080-5

VIII. Other Information and Supplementary (Optional) Texts and Materials

This course continues the principles discussed in Advanced Genetic Counseling part 1. The curriculum is focused on the current state of the genetic counseling profession with a focus on current professional issues. The course also provides a means to provide discussion of student capstone projects as a group and address presentation skills.

Course Learning Objectives: At the conclusion of this course, students will be prepared to 1) participate in professional development activities including those related to promoting the genetic counseling profession, standards for training and practice, standards for professional behavior, reimbursement for services, and evidence of effective of practice, 2) provide formal patient, professional and public educational activities, and 3) effectively discuss and conduct research activities related to the field of clinical genetics and genetic counseling.

Course Outline:

Professional Issues

Certification Licensure Standards for Practice Professional Organizations Genetic Counseling Models Billing & Reimbursement Cultural Competency

Code of Ethics Expanded Roles Supervision Job Search & Interviewing Advanced Degrees Outcomes in Genetic Counseling

Education

Presentation Skills Writing for Educational Purposes Teaching and Learning Curriculum Development Measuring Learning Program Evaluation

Research Project

Human Subjects Research

Course Syllabus: Genetic Counselors Role in a Laboratory Setting. Understand the role of the genetic counseling in an industry setting. Describe the knowledge and skills needed to effectively perform this role. Appreciate the experiences of a genetic counselor who works in an industry/commercial setting. Professional organizations. Standards for Practice. Evolving and Expanded Roles for Genetic Counselors. Distinguish between the various professional genetics organizations.

Distinguish between the Practice Based Competencies and the Scope of Practice o Evaluate the Scope of Practice and its impact on the provision of genetic counseling services. Analyze the Code of Ethics and its importance for the genetic counseling profession Presentation of assigned articles. Expanded roles of genetic counselors.

Advanced Degrees in Genetic Counseling. Discussion of Research Topics. Differentiate between various options for advanced degrees. Explain issues to consider from the professional, educational and accreditation/certification perspectives. Describe potential models to be considered by the Genetic Counseling profession. Discuss research topics. Certification and licensure. Job Search and Interviewing.

Distinguish between certification and licensure. Develop a plan, including a resume and cover letter and job searching techniques, to pursue employment as a genetic counselor. Preparing a resume

Defining and Regulating GC Training and Practice: Wrap-up, Billing & Reimbursement Developing Educational Materials.

Examine the approach to billing for genetic counseling and clinical genetic services including the necessary documentation. Recognize the relevant CPT codes used for billing genetic counseling services and their expected rate of reimbursement . Write and present patient educational brochure. Outcomes in Genetic Counseling. Effective presentation skills. Describe evidence based approaches to practice o Be familiar with the different opportunities genetic counselors have to give presentations o Ascertain the needs and background of the audience. Discuss research topics. Genetic Counseling “Models” Formulate a ‘model’ that best represents the genetic counseling process. Student presentations – brochures Cultural Competency. Human Subjects Research. Institutional Review Boards. Supervision. Learn how to protect the rights and welfare of human subjects participating in research activities. Apply a step-wise process to successfully obtain IRB approval for human subjects research Discuss research topic. Complete online human research subjects training <http://phrp.nihtraining.com>. Genetic Counselors as Educators – teaching and learning in medical education; curriculum development. Convey genetic, medical and technical information to patients with a wide variety of educational, socioeconomic and cultural backgrounds. Assess patient understanding and response to information and its implications. Demonstrate the effective use of educational technologies o Adapt the characteristic styles that improve the effectiveness of a presenter. Propose an approach to bring together the content of a presentation. Student presentations/projects. Literature review paper will be assigned. Students will present an analysis of the literature related to the research project topic. Students will justify their rationale for their research project and propose the material and methods for the research project.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students’ performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs (selectives/electives) can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: May 7, 2019, 1:00-3:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student’s satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President’s representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student’s request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS-Capstone 1

Instructors:	Jane Gibson, Ph.D., FACMG	Term:	2017-2018
Office:	406K	Class Meeting Days:	M
Phone:	407-266-1100	Class Meeting Hours:	8:00-10:00 am
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Capstone 1 course. This course facilitates student preparation of a capstone case which will be presented during the Capstone 2 course.

II. University Course Catalog Description (Use MCB 6226?)

Capstone case preparation for genetic counselors

III. Course Objectives

Students will be able to:

1. Identify a capstone case and prepare a summary of all clinical presentation, diagnostic testing and management considerations

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 2 credit hours

VI. Course Faculty and Staff

Jane Gibson, Ph.D.
Program Director-TBH (To be hired)

VII. Required Texts and Materials

Genetic Counseling Practice: Advanced Concepts and Skills 1st Edition- ISBN-13: 978-0470183557

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

This course will be graded as Pass/Fail

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS-Capstone Case 2

Instructors:	<i>Jane Gibson, Ph.D., FACMG, TBD</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,T,W
Phone:	407-266-1100	Class Meeting Hours:	3:00-4:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Capstone 2 course. This course facilitates preparation of a capstone case presentation which will be presented to the faculty with an oral examination.

II. University Course Catalog Description (Use MCB 6226?)

Capstone case presentation for genetic counselors

III. Course Objectives

Students will be able to:

1. Prepare a capstone case for presentation
2. Discuss clinical presentation, diagnostic testing and management considerations for a capstone case

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Jane Gibson, Ph.D.
TBD

VII. Required Texts and Materials

None

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

This course will be graded based on the student's presentation of a capstone clinical case which has been prepared during the semester. A grading rubric will be developed which will encompass the clinical presentation, diagnostic testing and management of a patient presented followed by an oral exam.

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Genetic Diseases of Human Organ Systems

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M, W, F
Phone:	407-266-1100	Class Meeting Hours:	9:00-10:00 am
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Genetic Diseases Of Human Organ Systems Course. This course covers a variety of genetic diseases which affect the hematopoietic, cardiovascular, reproductive/endocrine, musculoskeletal, and neurologic systems of the human body.

II. University Course Catalog Description

The Genetic Diseases of Human Organ Systems course provides an overview of genetic diseases affecting the human organ systems through lecture, group discussions, problem solving, self-learning modules, team based learning, and clinical case studies.

III. Course Objectives

Students will be able to:

1. Discuss the inherited basis of genetic diseases affecting human organ systems
2. Describe clinical presentation of human genetic diseases of various organ systems
3. Discuss clinical and reproductive implications for patients who have been diagnosed with inherited diseases

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Jane Gibson, Ph.D.
Mohtashem Samsam, M.D., Ph.D.
Judith Simms-Cendan, M.D.

VII. Required Texts and Materials

Thompson and Thompson’s Genetics in Medicine
Roderick R. McInnes, Robert L. Nussbaum and Huntington F. Willard
Saunders, 8th edition, 2015
978-1-416-03080-5

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students’ performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: May 1, 2018, 7:00-9:50 am

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%

Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student’s satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President’s representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student’s request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS- Healthcare Ethics

Instructors:	<i>Jane Gibson, Ph.D., FACMG, TBD</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,T,W
Phone:	407-266-1100	Class Meeting Hours:	2:00-3:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Foundations in Healthcare Ethics course. This course will offer a forum for discussion of current ethical issues in healthcare.

II. University Course Catalog Description

Fundamentals of healthcare ethics

III. Course Objectives

Students will be able to:

1. Describe ethical issues in healthcare
2. Discuss influences on ethical decisions made by healthcare providers and patients

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

MSGC program faculty-TBD
Jane Gibson, Ph.D.

VII. Required Texts and Materials

Health Care Ethics: Theological Foundations, Contemporary Issues, and Controversial Cases 2nd Edition-13: 978-1599821030

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: December 11, 2018, 1:00-3:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Human Anatomy and Embryology

Instructors:	<i>M. Samsam, Ph.D., J. Simms-Cendan, M.D.</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	M, W, F
Phone:	407-266-1100	Class Meeting Hours:	8:00-9:00 am
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M,W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Human Anatomy and Embryology course. This course provides an overview of human anatomy and embryologic developmental processes with emphasis on teratogenic disruption of normal embryogenesis.

II. University Course Catalog Description

Advanced functional human anatomy and embryology with focus on congenital abnormalities (*Fall*)

III. Course Objectives

Students will be able to:

1. Identify human anatomic structures of each organ system
2. Discuss structure function relationships
3. Discuss key areas of embryogenesis critical to normal embryologic formation

IV. University Course Catalog Description

The Human Anatomy and Embryology course provides an overview of human body structure and development through lecture, group discussions, problem solving, team based learning, and clinical case studies.

V. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

VI. Credit Hours:

Approved for 3 credit hours

VII. Course Faculty and Staff

Dr. M. Samsam
Dr. J. Simms-Cendan

VIII. Required Texts and Materials

Langman's Medical Embryology Thirteenth, North American Edition Edition-ISBN-13: 978-1451191646

IX. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

X. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: December 11, 2017, 7:00-9:50 am

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the module or clerkship statement of policy distributed at the beginning of the module or clerkship. This is not a process for appeal of established module or clerkship grading policies. The appeal is directed initially to the module or clerkship director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

XI. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- XXXX (Course Number)

COURSE SYLLABUS-Inborn Errors of Metabolism

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	Web-based
Phone:	407-266-1100	Class Meeting Hours:	N/A
E-Mail:	jgibson@mail.ucf.edu	Class Location:	N/A
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Inborn Errors of Metabolism course. This course will cover relationships of inherited disease which affect cellular metabolism and etiologies of associated diseases.

II. University Course Catalog Description

Fundamentals of genetic diseases associated with inborn errors of metabolism.

III. Course Objectives

Students will be able to:

1. Describe genetic diseases associated with inborn errors of metabolism
2. Describe how pathogenic variants disrupt normal cellular metabolism and contribute to disease

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

David Flory, Ph.D.

VII. Required Texts and Materials

Medical Biochemistry: Human Metabolism in Health and Disease 1st Edition- ISBN-13: 978-0470122372

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: August 3, 2018, 10:00-12:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Introduction to Genetic Counseling - 2

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,W,R
Phone:	407-266-1100	Class Meeting Hours:	9:00-10:00 am 9:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101 & Offsite
Website:	Webcourses		
Office Hours:	M,W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Introduction to Genetic Counseling-
2. This course will expand on principles from Introduction to Genetic Counseling 1, last fall semester.

II. University Course Catalog Description

Basic principles of genetic counseling-continued

III. Course Objectives

Students will be able to:

1. Understand the importance of a pedigree in the field of genetic counseling.
2. Understand contracting and know how to build rapport with their patients.
3. Appreciate the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics
4. Prepare for interactions with clients.

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Course faculty TBD/TBH (to be hired)

VII. Required Texts and Materials

A Guide to Genetic Counseling

Wendy R. Uhlmann, Jane L. Schuette, and Beverly M. Yashar
New York: Wiley-Blackwell, Inc., 2nd edition, 2009
978-0-470-17965-9

The Practical Guide to the Genetic Family History

Robin L. Bennett
2nd ed., Wiley-Liss 2nd ed., Wiley-Liss, 2010
978-0470040720

Counseling About Cancer: Strategies For Genetic Counseling

Katherine A. Schneider
Wiley-Liss, Inc., 3rd ed., 2012
978-0-470-08150-1

Breast Cancer Readings:

Amir E (2003) Evaluation of breast cancer risk assessment packages in the family history evaluation and screening programme, *J Med Genet*,40:807--814.

Antoniou AC (2008) The BOADICEA model of genetic susceptibility to breast and ovarian cancers: updates and extensions, *British Journal of Cancer* 98:1457-146.

Berliner, J, (2007) Risk Assessment and Genetic counseling for hereditary breast and ovarian cancer: recommendations of the NSGC, *J Genet Couns*,16:241-260.

Berry DA, (2002) BRCAPro Validation, Sensitivity of Genetic Testing of BRCA1/BRCA2, and prevalence of other breast Cancer Susceptibility Genes, *JCO*, 20(11):2701-2712

Claus EB, (1994) Autosomal Dominant Inheritance of Early-Onset Breast Cancer, *Cancer*, 73:643-51.

Costantino JP, (1999) Validation studies for models projecting the risk of invasive and total breast cancer incidence, *JNCI*, 91(18):1541-8

Evans DGR and Howell A (2007) Review: Breast Cancer risk-assessment models, *Breast Cancer Research*, 9(5):213.

Garber JE, (2005) Hereditary cancer predisposition syndromes, *JCO*, 23(2):276-292.

Jatoi, I, (2008) Management of Women who have a genetic predisposition for breast cancer, *Surgical Clinics of North America*, 88(4):845-61

Lindor, NM et al (2008) Concise Handbook of Familial Cancer Susceptibility Syndromes, *JNCI Monographs*, No. 38:1--93.

Lux, MP, (2006) Hereditary breast and ovarian cancer: review and future perspectives, *J Mol Med*, 84:16-28.

Olopade, O, (2000) Breast Cancer Genetics Implications for clinical practice, Hematology/oncology clinics of North America, 14(3):705-725.

King, M-C, (2003) Breast and ovarian cancer risks due to inherited mutations in BRCA1 AND BRCA 2, Science, 302(24):643-646.

Parmigiani G, (1998) Determining carrier probabilities for breast cancer- susceptibility genes BRCA1 and BRCA2, Am J Hum Genet 62:145-158.

Tan, DSP, (2008) "BRCAness" syndrome in ovarian cancer: a Case--control study describing the clinical features and outcome of patients with epithelial ovarian cancer associated with BRCA1 and BRCA2 mutations, JCO, 26(34):5530-5536.

Trepanier, A, (2004) Genetic Cancer Risk Assessment and Counseling: Recommendations of the National Society of Genetic Counselors, J Genet Couns, 13(2):83-114.

Colon Cancer Readings:

Hampel H, (2000) Hereditary colorectal cancer: risk assessment and management, Clin Genet, 57:89-97.

Marra G, (1995) Hereditary nonpolyposis colorectal cancer: the syndrome, the genes, and historical perspectives, JNCI, 87:1114--1125.

Palomaki GE, (2009), EGAPP supplementary evidence review: DNA testing strategies aimed at reducing morbidity and mortality from Lynch syndrome, Genetics in Medicine, 11(1):42-65.

Tops CMJ, (2009) Introduction to molecular and clinical genetics of colorectal cancer syndromes, Best practice & research clinical gastroenterology 23:127-146.

For Bayesian probability and Positive Predictive Value:

Gigerenzer, G (2003) Simple tools for understanding risks: from innumeracy to insight, BMJ, 327:741-4

Kelly, TE, Clinical Genetics and Genetic Counseling, 1980, Year Book Medical Publishers, Inc., Chicago.

Nora, JJ, Fraser, FC, et al, Medical Genetics Principles and Practice, 4th ed., 1994, Lea & Febiger, Philadelphia

Sutton, HE, An Introduction to Human Genetics, 3rd ed., 1980 Saunders College Philadelphia.

Thompson, JS, and Thompson, MW, Genetics in Medicine, 8th ed., 2016, WB Saunders Co., Philadelphia.

Young, ID, Introduction to Risk Calculation in Genetic Counseling, 2nd ed., 2005, Oxford University Press

VIII. Other Information and Supplementary (Optional) Texts and Materials

The goal of this course is to prepare students for their second year clinical placements. Emphasis will be placed on learning to effectively communicate broad spectrum of genetic concepts to patients including how to convey information on common genetic disorders, procedures, laboratory tests, modes of inheritance, and risks, orally and in writing. Basic skills in pedigree analysis and facilitation of decision making will be stressed. Authentic genetic counseling scenarios will be presented. Emphasis will be placed on learning to effectively communicate genetic concepts to patients including how to convey complex information, procedures, laboratory tests, modes of inheritance, and risks, orally and in writing. Basic skills in risk assessment, pedigree analysis and communication will be stressed. Authentic genetic counseling scenarios, pedigrees, and posts from the NSGC Discussion Forums will be presented for discussion.

- Preparation for Class Historical overview of genetic counseling
 - The four major domains of genetic counseling skills
 - Scope of Practice
 - The genetics team
 - Students will know that the practice of genetic counseling requires skill in communication, critical thinking, psychosocial assessment, and ethics; students will know that major discoveries and events in the field

created the need for, and the tools of, genetic counselors. Students will be able to distinguish among the genetic specialties.

Read: Uhlmann ch. 1 and website: American Board of Medical Genetics/Training Options|ABMG

Philosophy of genetic counseling Eugenics, Nondirectiveness & Empathy

Students will know that the Eugenics movement was abandoned in favor of a new and nondirective approach to patients through role play, students will be able to demonstrate empathy and nondirective counseling.

Read: Cold Spring Harbor website on Eugenics - www.eugenicsarchive.org:

prepare a 5 minute presentation on your segment.

Read: Hodgson 2005, Kessler 1998, Kessler 1992, Weil ch 5,

Uhlmann part of ch. 5, pp.133-142

Other readings:

Medical Terminology, The Language of Health Care, 2nd ed., Lippincott Williams & Wilkins, ISBN 978-0-7817-4510-9

Bennett RL (2008), Standardized human pedigree nomenclature: update and

assessment of the recommendations of the NSGC, J Genet Counsel, 17(5):424-433.

For extreme analyte values:

Craig WY, et. al. (2007) Major fetal abnormalities associated with positive screening tests for Smith-Lemli-Opitz syndrome (SLOS), Prenat Diag, 27:409-414.

Dugoff L (2010) First-and Second-Trimester Maternal serum markers for aneuploidy and adverse obstetric outcomes, Obstet Gynecol, 115(5):1052-1061.

Duric, K, et. al., (2003) Second trimester total human chorionic gonadotropin, alpha-feto-protein and unconjugated estriol in predicting pregnancy complications other than fetal aneuploidy, European J Obstet Gynec and Reproductive Biol, 110:12-15.

Kim, SY, et. al., (2000) The prediction of adverse pregnancy outcome using low unconjugated estriol in the second trimester of pregnancy without risk of Down's syndrome, Yonsei Medical J, 41(2):226-229.

McPherson, E, et. al., (2011), Extreme values of maternal serum analytes in second trimester screening, J Genet Couns, 20:396-403, DOI 10.1007/s10897-011-9364-y.

Senat, M-V, et. al., (2007), Long-term outcome of children born after a first-trimester measurement of nuchal translucency at the 99th percentile or greater with normal karyotype: A prospective study, Am J Obstet Gynecol, 196:53.e1-53.e6.

Warburton, D, et. al (2004) Trisomy Recurrence: A Reconsideration Based on North American Data, Am J Hum Genet, 75:376--385.

Websites:

NCCN

Other Recommended Books

Hodgson SV, A Practical Guide to Human cancer genetics, 3rd ed., Cambridge university press, 2007, ISBN 10-521-68563-X.

Morrison PJ, ed., Familial Breast and Ovarian Cancer, Cambridge university press, 2002, ISBN 0-521-80373X.

Offit, K, Clinical Cancer Genetics, Wiley-Liss, Inc. 1998, ISBN 0-471-14655-2.

Tarkan L, My Mother's Breast, Taylor Publishing Co., 1999, ISBN 0-87833-227-8.

Books on bereavement, published by Pineapple Press:

1. A Time To Decide, A Time To Heal
2. Yesterday, I Dreamed of Dreams...

3. A Mother's Dilemma

Visual Aids:

Genetics visual aids for educators and health care professionals, 3rd ed. (www.CCLBooks.com)

Genetic Counseling Aids, Greenwood Genetic Center, 5th. (www.ggc.org)

Readings:

American College of Obstetrics and Gynecology (ACOG) Practice Bulletin #77.

Bennett RL (2008) Standardized human pedigree nomenclature: Update and assessment of the recommendations of the National Society of Genetic Counselors, *J Genet Counsel* 17:424-433.

Grody, Wayne, (2001) ACMG policy statement, *Genet Med* 3(2):149-54.

Hodgson J, Spriggs M, (2005) A practical account of autonomy, *J Genet Counsel*, 14(2):89-97.

Kessler S, (1992) Psychological aspects of genetic counseling. VII. Thought on directiveness. *J Genet Counsel*, 1:9-17

Kessler S, (1997) Psychological aspects of genetic counseling. XI. Nondirectiveness Revisited. *Am J Med Genet*, 72:164-171.

Kessler S, (1998) Psychological aspects of genetic counseling. XII. More on Counseling Skills. *J Genet Counsel*, 7:263-278.

Kessler S, (1999) Psychological aspects of genetic counseling: XIII. Empathy and Decency, *J Genet Counsel*, 8(6):333-343

Langlois, S, et al (2008) Carrier screening for thalassemia and hemoglobinopathies, *J Obstet Gynaecol Canada*, Oct;30(10):950- 71

Polifka, JE, et al (2002) Medical genetics: 1. Clinical teratology in the age of genomics, *CMAJ*, 167(3):265-273.

Resta R, (1997) Eugenics and nondirectiveness I genetic counseling. *J Genet. Couns*6:255-8.

Resta R, (2006) A New Definition of Genetic Counseling: National Society of Genetic Counselors' Task Force Report. *J Genet Counsel* 15:77-83.

Scott SA (2010) Experience with carrier screening and prenatal diagnosis for 16 Ashkenazi Jewish Genetic Diseases, *Hum Mutat*, 31:1240-1250.

Sheets KB (2011) Practice and guideline for communicating a prenatal or postnatal diagnosis of Down syndrome: recommendations of the NSGC, *J Genet Couns*, pub. on line, DOI 10.1007/s10897=011-9375-8.

Veach PM, LeRoy BS, Bartels DM, (2003) *Facilitating the Genetic Counseling Process*, Springer, ISBN 0387-003304, pp.93-111

Weil, Jon, (2000) *Psychosocial Genetic Counseling*, Oxford University Press, ISBN-13 978-0-19-512066-0.

Supplemental:

Flessel MC, and Lorey FW, (2011), The California prenatal screening program, *Genet Med* Vol X No. XX,XXX:1-3.

Ozkaya, O, et. al., (Jun 2010) Abnormal ductus venosus flow and tricuspid regurgitation at 11-14 weeks, Taiwan *J Obstet Gynecol*, 49(2):145-50.

Kabak, M, et. al., (2010) Genetic screening in the Persian Jewish community, *Genet Med* 12(10):628:633

Fares, F, (Mar 2008) Carrier frequency of autosomal recessive disorders in the Ashkenazi Jewish Population, *Prenatal Diagnosis*, 28(3):236-41

Nyberg DA, (2003) Use of genetic sonogram for adjusting the risk for fetal Down syndrome, seminars in perinatal 27(2):130-144

Websites:

www.eugenicsarchive.org

Micromedex

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: May 2, 2018, 10:00-12:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review,

the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)

COURSE SYLLABUS-Introduction to Genetic Counseling

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	T
Phone:	407-266-1100	Class Meeting Hours:	9:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	Offsite Hospital
Website:	Webcourses	Lab Location:	See Webcourses
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Introduction to Genetic Counseling course. This course will provide the basis from which to develop and refine the clinical genetic counseling skills necessary for the ACGC practice based competencies in genetic counseling.

II. University Course Catalog Description

Basic principles of genetic counseling (*Fall*)

III. Course Objectives

Students will be able to:

1. Understand the importance of a pedigree in the field of genetic counseling.
2. Understand contracting and know how to build rapport with their patients.
3. Appreciate the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics
4. Prepare for interactions with clients.

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Course Faculty TBD/TBH

VII. Required Texts and Materials

A Guide to Genetic Counseling

Wendy R. Uhlmann, Jane L. Schuette, and Beverly M. Yashar

New York: Wiley-Blackwell, Inc., 2nd edition, 2009

978-0-470-17965-9

The Practical Guide to the Genetic Family History

Robin L. Bennett

2nd ed., Wiley-Liss 2nd ed., Wiley-Liss, 2010

978-0470040720

VIII. Other Information

Introduction

Research on the human genome continues apace, and the already considerable demand for genetic counseling services can only intensify as new genetic tests become available. Genetic tests now exist for dozens of human conditions and a course that prepares genetic counselors to meet these demands is timely.

Medical genetics is one of the first specialties in medicine to put into action the proposition that patient and their families, if well enough informed and guided, are very capable of making good decisions on their own. Genetic counseling is a science-based profession whose practice is an art. Scientific competence, knowledge, and strength of character are the hallmarks of these professionals.

Birth defects and familial disorders were historically attributed to exogenous causes—punishment by a deity, a misdeed on the part of a parent, a fright, a curse, or some natural phenomenon such as an eclipse. In contemporary societies with advances in sciences we are now able to predict medical outcomes more accurately and help individuals make informed decisions about their health care interventions. In that regard, we may agree that:

Genetic counseling is a communication process, which deals with the human problems associated with the occurrence or risk of occurrence of a genetic disorder in a family. This process involves an attempt by one or more appropriately trained persons to help the individual or family to:

- (1) Comprehend the medical facts including the diagnosis, probable course of the disorder, and the available management,*
- (2) Appreciate the way heredity contributes to the disorder and the risk of recurrence in specified relatives,*
- (3) Understand the alternatives for dealing with the risk of recurrence,*
- (4) choose a course of action which seems to them appropriate in view of their risk, their family goals, and their ethical and religious standards and act in accordance with that decision, and*
- (5) To make the best possible adjustment to the disorder in an affected family member and/or to the risk of recurrence of that disorder. (American Society of Human Genetics, 1975).*

Genetic counselors will work with individuals who face life events with the full range of personalities and experiences and who come from diverse social and cultural milieus. The counselor must therefore identify the client's strengths and weaknesses, hope, fears, and anxieties in order to craft helpful interventions. Of necessity therefore they are best prepared when they explore a diversity of theories. Carl Roger's client Centered Therapy has played a central role in the development of genetic counseling (Djurdjinovic, 1998) however, and in this course emphasis will be placed on his fundamental principles; the relationship between the therapist and client is paramount to the healing process, consequently the genetic counselor will be prepared to set the tone of the session and facilitate further, more active interventions.

Course Description This course is designed to expose students to issues confronting genetic counseling from a counseling perspective. The student will explore the counseling contexts and situations that genetics counselors are likely to face. It is critical that students understand a historical overview of the profession as they learn the procedures for obtaining a pedigree, making a diagnosis, determining risks, assessing the need for psychosocial support and exploring diverse counseling theories. In consonance with these needs students will learn the skills that are necessary to gather an accurate and relevant family history. They will explore the genetic counselors role in working with clients who are: depressed, in grief, or suicidal.

Learning objectives

- Learn counseling theories and techniques related to the common psychosocial problems encountered in genetic counselors
- Explore the psychosocial aspects of obtaining a family history
- Understand how Risk is communicated and decision making is fostered when a client is confronted with a genetic diagnosis • Solidify interviewing and counseling skills through role-play and assignments
- Understand how to address the psychosocial needs of patients, including the ability to refer patients to appropriate sources for help.

Instructional Method:

A typical class session will begin by addressing any specific concerns a student has regarding his/her assigned reading. After immediate concerns are addressed, student might engage in the following:

- Engaging in the discussion of various topics assigned for review
- Role-play best practice skills to use in situations under discussion
- Discussion on theories and techniques related to common problems and client work of concern to genetic counselors.
- Give and receive feedback with peers regarding professional interactions as a genetic counselor
- Role play counseling skills under discussion as it relates to genetic counseling concerns • Explore related literature and develop research papers
- Reports on interviews with genetic counseling practitioners

Students are taught diagnosing and assessment skills. According to the National Society of Genetic Counselors a 2014 survey of genetic counselors revealed, genetic counselors work in a variety of settings, including university medical centers, private and public hospitals/medical facilities, diagnostic laboratories, pharmaceutical companies, not-for-profit organizations, and government organizations and agencies. Genetic counselors work in multiple specialty areas, including prenatal, cardiovascular disease, cancer, metabolic disease, neurology, pediatrics, infertility, pharmacogenetics and genomic medicine. Increasing demands for genetic expertise in varied fields provides genetic counselors new ways of using their training in genetic counseling. These include working in administration, research, public and professional education, internet companies and websites, public health, laboratory support, public policy, and consulting (NSGC Professional Status Survey, 2014). This course will be outlined as follows:

Course Outline

Course Requirements

A) The genetic counselor must demonstrate practice-based competencies in order to manage a genetic counseling case. The pedagogy that defines the curriculum developed for training genetic counselors are organized into different domains. These represent practice areas that define activities of the genetic counselor. This course will address the practice of genetic counselors and explore protocols and best practice skills. The primary issues that are addressed are:

- 1) The practice of genetic counseling
 - a) Pregnancy, childbirth & the psychosocial meaning of parenthood
 - b) Coping strategies
 - c) The search for meaning
 - d) Psychological defenses
 - e) Grief and mourning
 - f) Shame and guilt
- 2) Obtaining the family history and constructing a pedigree
- 3) Interviewing techniques
- 4) Techniques for Psychosocial Genetic Counseling

- 5) Nondirective counseling, Risk perception, and Decision Making
- 6) Medical genetics evaluation
- 7) Patient education
- 8) Counseling Theories: An overview
- 9) Psychosocial counseling
- 10) Multiculturalism and the practice of genetic counseling
- 11) A guide to case management
- 12) Medical documentation
- 13) Specific Counseling Situations and Clients: Prenatal Diagnosis, Cancer risk, Genetic counseling with children and adolescents
- 14) Ethical & legal issues
- 15) Professional conduct for genetic counselor
- 16) Student supervision
- 17) Professional development
- 18) New and evolving technologies: Implication consideration for genetic counselors
- 19) Computer- based resources for clinical genetics
- 20) Case examples

Students will develop three short papers on any of the topics listed above

B) Students will interview a genetic counselor currently in practice to determine their experiences as it relates to case management and be prepared for an oral presentation in class

C) Students will construct a pedigree of their own family. Attention should be given to 1) the standard information recorded, 2) the step-by-step process, 3) ethnic background, 4) consanguinity, 5) verification of pedigree information and documentation of affected status, 6) interpreting the family history and pedigree analysis, 7) psychosocial aspects of obtaining a family history

D) Student will select a counseling theory and present an oral report on the primary proponent, fundamental principles, interventions and strategies and relevance and application as a genetic counselor

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: December 14, 2017, 10:00-12:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student’s satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President’s representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student’s request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for “extra credit” in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS- Journal Club (Spring Year 1)

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M
Phone:	407-266-1100	Class Meeting Hours:	11:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling Journal Club. This course covers review of current literature relating to advancements in genetic counseling, and the diagnosis and management of genetic diseases and risks for such.

II. University Course Catalog Description

Review and discussion of current literature relating to the practice of genetic counseling

III. Course Objectives

Students will be able to:

1. Review the published literature and summarize significant findings
2. Present relevant data to provide an overview of key findings published in the literature
3. Analyze data from the literature and critically evaluate such

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 1 credit hour

VI. Course Faculty and Staff

MSGC Program Faculty to be hired (TBH)

VII. Required Texts and Materials

Journal articles will be assigned at the beginning of the course.

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

This course will utilize a (P) pass/ (F) fail grade designation based on student work and participation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Module Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM modules. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS-Medical Biochemistry and Physiology For
Genetic Counselors

Instructors:	David Flory, Ph.D, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M, W, F
Phone:	407-266-1100	Class Meeting Hours:	8:00-9:00 am
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Medical Biochemistry and Physiology for Genetic Counselors course. This course will cover fundamental medical biochemistry and physiology.

II. University Course Catalog Description (Use MCB 6226?)

Fundamentals of medical biochemistry and physiology for genetic counselors

III. Course Objectives

Students will be able to:

1. Describe cellular biochemistry and metabolic processes
2. Understand fundamentals of human physiology

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

David Flory, Ph.D.

VII. Required Texts and Materials

Medical Biochemistry: Human Metabolism in Health and Disease 1st Edition- ISBN-13: 978-0470122372

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: April 30, 2018, 7:00-9:50 am

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)
COURSE SYLLABUS-Molecular Diagnostics

Instructors:	Jane Gibson, Ph.D., FACMG, TBD	Term:	2017-2018
Office:	406K	Class Meeting Days:	M,T,W
Phone:	407-266-1100	Class Meeting Hours:	1:00-2:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses	Lab Location:	
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Molecular Diagnostics course. This course will cover fundamental techniques utilized for clinical molecular genetics laboratory testing.

II. University Course Catalog Description (Use MCB 6226?)

Basic laboratory skills used in molecular genetic clinical diagnostic laboratories for detecting genetic diseases.

III. Course Objectives

Students will be able to:

1. Describe current methods for molecular genetic testing
2. Discuss appropriate utilization of molecular diagnostic methods
3. Demonstrate an ability to apply results to genetic disorders

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

MSGC program faculty-TBD
Jane Gibson, Ph.D.

VII. Required Texts and Materials

Molecular Diagnostics: Fundamentals, Methods and Clinical Applications 2nd Edition-13: 978-0803626775

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: December 10, 2018, 1:00-3:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

A student may appeal his or her exam or course grade if he or she feels that the grade was assigned in a manner not in accordance with the course statement of policy distributed at the beginning of the course. This is not a process for appeal of established course grading policies. The appeal is directed initially to the Course Director and then to the Program Director.

If resolution of the issue is not made to the student's satisfaction, then a formal appeal is made in writing to the Office of Faculty and Academic Affairs stating the reasons for the appeal. After an appropriate hearing and review, the Associate Dean for Faculty and Academic Affairs will recommend final disposition of the appeal. A student wishing to appeal to the Dean concerning the recommendation must make a written request within 10 school days of receipt of written notification of the recommendation from the Office of Faculty and Academic Affairs. Acting as the university President's representative, the Dean of the College of Medicine shall make a final decision on the matter within 10 school days of receipt of the student's request for review.

X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



**University of Central Florida College Of Medicine
M.S. in Genetic Counseling Program
MGC- 6XXX (Course Number)**

COURSE SYLLABUS-Scientific Inquiry In The Health Professions

Instructors:	<i>Jane Gibson, Ph.D., FACMG, TBD</i>	Term:	2017-2018
Office:	406K	Class Meeting Days:	T
Phone:	407-266-1100	Class Meeting Hours:	9:00-12:00 pm
E-Mail:	jgibson@mail.ucf.edu	Class Location:	COM 101
Website:	Webcourses		
Office Hours:	M, W 12:00-1:00 pm		

Note: This syllabus may be modified as appropriate in order to maintain the academic integrity of this course

I. Welcome!

Welcome to the University of Central Florida M.S. in Genetic Counseling program Scientific Inquiry In The Health Professions Course. This course covers a variety of topics relating to research theories and practice for health sciences and practice-related research

II. University Course Catalog Description

Fundamentals of research methods for the health professions

III. Course Objectives

Students will be able to:

1. Discuss the relevant theories of health sciences and practice-related research
2. Describe basic statistical approaches to research
3. Demonstrate an ability to critically evaluate the literature

IV. Prerequisites

Matriculation into the M.S. in Genetic Counseling program

V. Credit Hours:

Approved for 3 credit hours

VI. Course Faculty and Staff

Steve Ebert, Ph.D.
Jane Gibson, Ph.D.
MSGC program faculty- TBD/TBH

VII. Required Texts and Materials

No required texts-other materials will be provided

VIII. Supplementary (Optional) Texts and Materials

Other materials may be suggested or provided by individual instructors on a case by case basis.

IX. Basis for Final Grade

The College will use a letter system for the M.S. in Genetic Counseling program where grades are assigned for overall performance in a course. Students' performance will be evaluated by assignment of grades of (A) Excellent Performance, (B) Good Performance, (C) Conditional Performance, in order of excellence. The (F) grade (Unacceptable Performance) is given to students who fail a course, who demonstrate inappropriate professional behaviors, or who fail to attend or participate in required course activities. Other grade actions include an (I) showing incomplete work, a (W) indicating that a student withdrew from the course, and an (R*) followed by a grade showing that the student repeated the course (Grade Forgiveness). Faculty may specify that some programs can be graded using a (P) pass/ (F) fail grade designation. All grade options for the program are subject to approval by the College of Medicine Curriculum and Graduate Program Committees.

The instructor assigns an I (incomplete grade) when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short time following the close of regular classes. In all circumstances where a student receives an (I), the student and faculty member must complete an agreement that specifies how and when the incomplete grade will be made up.

Final Exam Date: May 3, 2018, 10:00-12:50 pm

Grades will be determined as follows:

Assessment	Percent of Final Grade
Mid-Term Exam	30%
Final Exam	50%
Small Group Case Studies	20%
Total	100%

Grading Scale (%)	
90-100	A
80 – 89.9	B
70 – 79.9	C

Grading Scale (%)	
<70	F

The 20% contributed by small group activities will be derived from an average of all small group sessions scheduled in the course. Small group grades will be determined by various methods including individual quizzes, group quizzes, attendance and participation. Attendance is mandatory, and punctuality is essential.

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X. Course Policies: Grades

Late Work Policy:

Make-ups for in-class quizzes, midterms, or the final exam will be provided only in unusual circumstances when an excused absence is approved by the Program Director. Other graded materials will be considered individually by the Course Director.

Extra Credit Policy:

Generally, there are no sources for "extra credit" in required COM courses. Specific exceptions may be granted for unusual circumstances by the Course Director.

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.



UNIVERSITY OF CENTRAL FLORIDA
COLLEGE of EDUCATION and HUMAN PERFORMANCE
Department of Child, Family and Community Sciences
Counselor Education and School Psychology Program
Special Topic: Career and College Readiness in Schools PK-12
Summer, 2016

Faculty: Stacy M. Van Horn, Ph.D.

Email: stacy.vanhorn@ucf.edu

Office Location: College of Education and Human Performance Building (CEDHP) - 322M

Office Hours: TBA

Course Meeting Day & Time: The week of June 20th-June 24th; Times: 9:00 am- 5:00 pm

Course Meeting Room: TBA

Course Prerequisites

Graduate Standing or (CI) Consent of Instructor

Course Description

This course will provide graduate students, as well as certified school counselors already in the field, with a developmental overview of child and adolescent career growth from a multi-systemic approach. This course is designed to link elements of career, ecosystems, and lifespan development theory to practical, applicable interventions for career education and counseling through curriculum integration, direct services, and stakeholder engagement activities.

Required Text

Curry, J., & Milson, A. (2014). *Career Counseling in P-12 Schools*. New York, NY: Springer Publishing.

Additional Readings will be assigned throughout the week long course.

Recommended Texts

Evans, K., Rotter, J., & Gold, J. (2002). *Synthesizing Family, Career, and Culture: A Model for Counseling in the Twenty-First Century*. Alexandria, VA: American Counseling Association.

Peterson, N., & Gonzalez, R. (2000). *Career Counseling Models for Diverse Populations: Hands-on Applications by Practitioners*. Belmont, CA: Wadsworth/Brooks Cole.

Recommended Journals

Career Counseling
 Career Development Quarterly
 Journal of Counseling & Development
 Journal of Counseling and Clinical Psychology
 Journal of Counseling Psychology
 Journal of Vocational Behavior

Course Objectives

The following course objectives align with the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2009) in the Career Counseling Section; Florida Educator Accomplished Practices (FEAP, 2003); and FDOE *Florida Subject Area Competency* (FSAC): *Guidance and Counseling PK-12* (Section 18, 2010) standards.

1. To understand a variety of models and theories of career counseling and career development. (CACREP Section II. G. 4, a- Career Domains A#1,5; C#2) ;(FEAP, FSAC 18.1)
2. To identify and understand student's personal, family, and cultural characteristics related to their career development. (CACREP Section II. G. 4 b, d, g)- Career Domain D: 1,2,3; Career Domain E:1,2, 3)
3. To have each student participate in the development of individual career lesson plans and to become aware of the assessment instruments and techniques that are relevant to career planning and decision making in P-12 settings (CACREP Section II.G.4. c, e, f) Career Domain C:1, Career Domain D: 1,2,3 Career Domain G: 1,2,3 (FEAP, FSAC 18.2) (FEAP/PEC1- Assessment-FS 1004.04)
4. To explore a diversity of techniques, strategies, technology, and programmatic options in the planning and implementation of programs or services of career counseling/development in school settings (CACREP Section II.G.4.c,g) Career Domain M: 1,2,3 (FSAC 18.10, 18.3) (FEAP/PEC 5-Diversity)
5. Students will recognize and utilize technology-based career development applications and strategies, including computer-assisted guidance and information systems and appropriate World Wide Web sites (CACREP Section II.G.4.c,g) Career Domain M: 1,2,3 (FSAC 18.9) (FEAP/PEC 12- Technology-FS 1004.04)
6. To demonstrate a heightened awareness of career issues for a diversity of populations such as, minorities, differently-abled persons, P-12 through college students, and other special populations (CACREP Section II.G.4.d,g) Career Domain E: 1,2,3,4,5 (FSAC 18.10) (FEAP/PEC 5-Diversity)
7. To assess the effectiveness of career development and choice theories with clients of diversity (CACREP Section II.G.4.d,g) Career Domain E: 1,2,3,4,5 (FSAC 18.10)
8. To apply career theory and research to counseling skills, practice, interventions, strategies and client needs (CACREP Section II.G.4.a,e) Career Domain A:5 Domain C: 2, Domain G: 1,2,3 Domain H: 1,2,3 (FSAC 18.8) (FEAP/PEC 4-Critical Thinking)
9. To understand ethical and legal considerations specifically relating to the practice of career counseling (CACREP Section II. G.4) Career Domain A: 2,6
10. Know the professional organizations, competencies, preparation standards and credentials relevant to the practice of career counseling and career development programs, along with the roles, functions and setting of career counselors. (CACREP Section II.G.4) Career Domain A: 3,4)

Upon completion of this course, students will be able to:

- ✓ Identify the skills and dispositions P-12 students need to acquire career and college readiness
- ✓ Enumerate federal policies and initiatives that highlight the importance of P-12 student career and college readiness
- ✓ Demonstrate the knowledge, skills, and awareness necessary to effectively provide career counseling and interventions in P-12 settings
- ✓ Identify how career development theories relate to lifespan development theories and developmental milestones and tasks
- ✓ Develop a core counseling curriculum in P-12 schools that addresses students' career development needs
- ✓ Take a multi-systemic approach to career and college readiness, including classroom core counseling, curriculum, small group counseling, individual academic advisement, parent workshops, teacher in-service, grade level activities, and more
- ✓ Identify the psychometric properties of career assessment instruments and be able to choose relevant career assessments for P-12 students
- ✓ Articulate the importance of providing assessment results and use sound evaluation procedures
- ✓ Explain to teachers, administrators, and parents how to promote career development in the school environment, classroom, and at home
- ✓ Familiarize P-12 students and stakeholders with personal-social and academic skills necessary for career development, such as financial literacy and self-regulatory behaviors
- ✓ Demonstrate knowledge of how ethical issues and concerns may arise and be dealt with when delivering career interventions in P-12 settings

University Policies and Information:**Documenting Student Engagement**

As of fall 2014, all faculty instructors on record are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 16th. Failure to do so will result in the disbursement of your financial aid.

Student Conduct & Academic Integrity:

Integrity and honor are vital to the University of Central Florida's mission to educate its students for responsible citizenship and ethical leadership. UCF requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community. By enrolling in this UCF course, you have accepted the responsibility to abide to policies and procedures set forth in the University of Central Florida *Golden Rules* (2013-2014). If you have questions concerning student conduct and academic integrity, please use the following online address to access the Golden Rule Guidebook: <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>

Plagiarism and Cheating

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

Cheating of any kind on an assignment will result at least in an "F" for that assignment (and may lead to an "F" for the entire course) and could lead to an appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I expect all students to adhere to the academic creed of this University and will maintain the highest standards of academic integrity.

Accommodating Students with Special Learning Needs:

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide "reasonable accommodations to any individual who advises us of a physical or mental disability." Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with the instructor before or after **the first class meeting**.

UCF Inclement Weather Policy:

In the event of inclement weather during the summer term, class will be cancelled **ONLY** if UCF closes. Thus, use your own discretion when deciding not to attend classes throughout the summer semester when inclement weather is not an issue. Please check UCF texts throughout the day.

Course Policies**Participation**

Given the *interactive* nature of this course, attendance is necessary in order to participate and develop knowledge and skills relating to career development, ethical & legal counseling practice, and professional identity development. Participation involves attending all class meetings, completing readings prior to class, and sharing personal and professional insights and comments through class discussions, feedback, and activities.

Note: Class will start on time and time arrangements for class breaks will be honored. We will be taking 10 minute breaks throughout the day-long class; in addition to an extended lunch break at 12pm. Tardiness on the part of one person disrupts the flow of learning for other students. Please be prepared to begin and/or resume class as agreed.

Missed Classes

Students are responsible for all missed assignments, lectures, announcements, and class discussions even when not present. Make-up presentations and assignments will not be given. If you have a conflict with a presentation date, speak with the instructor immediately during the first class meeting. *It is also advised to exchange contact information with one or more students in the class to get information on missed class discussions.*

Penalty for late work:

Students will forfeit 10% of the possible points each day an assignment is turned in beyond the announced deadline, which is any time **beyond the class meeting time** (that includes emailing an assignment during or following class). For instance there will be a 10% deduction if the assignment is not turned in during the class day it is due. There will be a 20% deduction if it is two days beyond due date, and so on....If the assignment is more than three days late it will not be accepted and will result in a 0 score. Please speak with the instructor if there are extenuating circumstances.

Incomplete Policy

Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor *prior* to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.” Please refer to the Graduate Studies online handbook for additional details.

Professional & Respectful Conduct

All students are expected to conduct themselves in a respectful and professional manner. This includes silencing cellular phones prior to the start of class and turning off computer laptops during guest speaker visits and class discussions and activities. Computer laptops may only be used for documenting notes during class lectures and utilized for information gathering when approved by the instructor.

Course Requirements:**(1) Participation**

Participation is so important because we are only meeting face to face for one week. For each day of class that a student attends AND participates they can earn up to 10 points. That is a total of 50 points for the week long course. It is your choice to attend class and earn points or not. Earning **all 10 participation points each class** includes arriving to class on time, staying until the end of class, and being **actively involved** in the discussion and group activities within class time (e.g., asking questions, sharing experiences, or providing feedback). Even if a student attends class, all 10 points cannot be earned if they are not engaged in the class discussion/activity (e.g. surfing the web, chatting with classmates, texting, head down, or taking extended breaks outside class). ***Please speak to the instructor individually for any extenuating circumstances that may need to be considered.**

(2) Service Learning Activity

This will be shared in class—details to come.

(3) Career Activities- (Throughout Course)

*There will be multiple career activities throughout the week that explore career and college readiness addressing the various developmental needs of children and adolescents.

(4) Career Guidance Lesson

With a partner, students will develop and deliver a career guidance lesson for a grade level that they are interested in pursuing as a future school counselor. They will create the lesson plan and execute the lesson connecting it to a particular aspect of developmental career theory.

(5) Career and College Readiness Portfolio

Students will choose a grade level or a particular diverse population within a school (6th graders, ESOL, ESE, Gifted learners, female adolescents, at risk high school students, etc...) and develop a portfolio of school counseling career development activities for that population. Each portfolio will consist of the following: (a) 3-5 consecutive core counseling curriculum lesson plans (grade level) or 6-8 small group counseling interventions (diverse populations); (b) one faculty in-service presentation on integrating career education with this grade level/population to teachers and staff; (c) one parent workshop for this grade level or population, and (d) one plan to advocate and promote career and college readiness for this chosen grade level/ diverse population to share with school administrators and the community.

Note: The career and college readiness portfolio will be due after the last class meeting. This due date will be shared the first day of class.

Grading and Points

Class Requirement	Percentage Towards Grade
Participation 10 points per day (total of 50 points)	25%
Service Learning Activity	15%
Career Activities	20%
Career Guidance Lesson	20%
Career and College Readiness Portfolio	20%

Course Grading Scale

Final grades will be based on a point accumulation basis. Students earn points via, class participation, class discussions, papers and reflections and career activities. Final course grades will be determined according to the following scale based on the university grading scale.

University Grading Scale

A	94-100	B-	80-82	D	60-69
A-	90-93	C+	77-79	F	<60
B+	87-89	C	73-76		
B	83-86	C-	70-72		

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

PRE- COURSE Readings:

Curry & Milsom (2014) **Chapter 1** (Ecosystem, Developmental Career Education and Counseling in Contemporary P-12 Schools) **Chapter 2** (Professional Preparation in Career Dev.)

Class 1 June 20th 2016

Introduction & Orientation to Course/ Review Course Syllabus
Overview of P-12 Career Curriculum Development and Assessments
Cultural Considerations in Career Development

Readings:

- Curry & Milsom (2014) **Chapter 3** (Cultural Considerations in P-12) **Chapter 4** (P-12 Assessment and Evaluation) and **Chapter 5** (P-12 Career Curriculum Development)
-

Class 2 June 21st 2016

Career Awareness and Exploration in the Elementary School

Readings:

- Curry & Milsom (2014) **Chapter 6** (Career Education and Counseling Grades P-1: Career Exposure) **Chapter 7** (Career Education and Counseling Grades 2-3: Career Play and Exploration) and **Chapter 8** (Career Education and Counseling for Grade 4-5: Preparing for the Middle School Transition)
-

Class 3 June 22nd 2016

Career and the Middle School Years (Transitions to middle school and Beyond)

Readings:

- Curry & Milsom (2014) **Chapter 9** (Career Education and Counseling Grades 6 and 7: Career and Self Awareness) **Chapter 10** (Career Education and Counseling Grades 8: High School Transition Planning) and **Chapter 11** (Career Education and Counseling for Grade 9: Focus on Academic Work Habits)
-

Class 4 June 23rd 2016

High School Career Development and Postsecondary Transitions

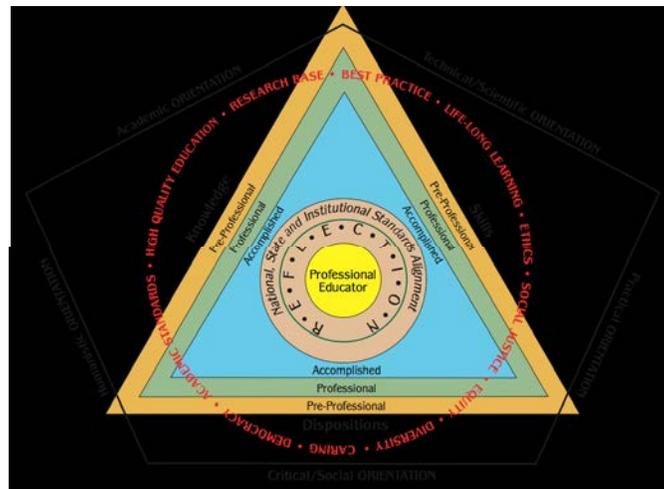
Readings:

- Curry & Milsom (2014) **Chapter 12** (Career Education and Counseling for Grade 10: Career and College Planning; **Chapter 13** (Career Education and Counseling for Grade 11: Career and College Preparation; and **Chapter 14** (Career Education and Counseling Grade 12: Postsecondary Transitions)
-

Class 5 June 24th 2016 Career Classroom Guidance Day!

UCF College of Education, Conceptual Framework “The reflective practitioner”

The programs in the College of Education are designed to inculcate a foundation of knowledge, skills, and dispositions for initial and ongoing professional development, and to enable educators and practitioners to reflect upon the effectiveness of their practice and the appropriateness of their intentions. This graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:



Course Agenda

March 2, 2017

1. Course Additions

College of Medicine Course Additions

BMS 6XXX Core Clinical Rotation - Adult Oncology Genetics 1(1,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description [This course is for students to have clinical experience in Pre-natal Genetic Counseling](#)

Annual enrollment? 16

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Core Clinical Rotation - Pediatric Genetics 1(1,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [This course is for students to have clinical experience in Pediatric Genetic Counseling.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX Core Clinical Rotation - Prenatal Genetics 1(1,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [This course is for students to have clinical experience in Pre-natal Genetic Counseling.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Scientific Inquiry In the Health Professions 3(3,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [This is an overview of research methods for the health professions, specifically Genetic Counseling.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Journal Club 1(1,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will review and discuss current literature relating to the practice of genetic counseling.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

Tabled pending further clarification and review of syllabi

NOTE: The Master of Science in Genetic Counseling is a new program that is going to BOT in July 2016. The planned start term is Fall 2017.

Discussion ensued with the below outcomes:

- **Dr. Gibson presented the COM course additions. Attention was brought to the prefix changes – listed below in red.**
- **Duplication of UCF available courses vs. COM Master of Science in Genetic Counseling program courses.**
- **Cost recovery/market rate students courses and possibility of COHPA to teach the following courses: Healthcare Economics, Ethics, Clinical Practice of Individuals.**

MDE 6XXX Advanced Genetic Counseling 1 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of the advanced principles of genetic counseling; understanding the importance of pedigree, how to build a rapport with patients, and prepare for interactions with clients.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and for the learners to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation, and address the 15 learning outcomes for the program.

MDE 6XXX Advanced Genetic Counseling 2 3(3,0)

Prerequisites: Matriculation into MS Genetic Counseling Program

Description (25 word max): Overview to continue the advanced principles of genetic counseling 2; the history of genetic counseling, the professional organizations, practice guidelines, and code of ethics.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and for the learners to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for the program.

MDE 6XXX Capstone 1 2(2,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will identify a Capstone case and prepare a summary of all clinical presentation, diagnostic testing, and management considerations.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Capstone 2 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Students will have a Capstone case for presentation; diagnostic testing and management considerations for a Capstone case.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX **COM-** **1(1,0)**

Core Clinical Rotation - Adult Oncology Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pre-natal Genetic Counseling *Spring, Summer, Fall*.

Abbrev: (28 of 30 chars) CLIN ROTATION ADULT ONCOLOGY

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX **COM-** **1(1,0)**

Core Clinical Rotation - Pediatric Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pediatric Genetic Counseling. *Spring, Summer, Fall*.

Abbrev: (26 of 30 chars) CLIN ROTATION PEDIATRIC GC

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

BMS 6XXX **COM-** **1(1,0)**

Core Clinical Rotation - Prenatal Genetics: PR: Matriculation into the MS Genetic Counseling Program. This course is for students to have clinical experience in Pre-natal Genetic Counseling. *Spring, Summer, Fall*.

Abbrev: (25 of 30 chars) CLIN ROTATION PRENATAL GC

Discussion with others: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program. Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Genetic Diseases of Human Organ Systems 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): The Genetic Diseases of Human Organ Systems course provides an overview of genetic disease affecting the human organ systems through lecture, group discussions and problem solving, self-learning modules, team based learning, and clinical case studies.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Healthcare Ethics 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview on the ethical issues in healthcare, and also discuss influences on ethical decisions made by healthcare providers and patients

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Human Anatomy and Embryology 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): An overview of the human body structure and development through lecture, group discussions, problem-solving, self-learning modules, team based learning, and clinical case studies.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Inborn Errors of Metabolism 3(3,0)

Prerequisites: Matriculation into the MS Genetic Counseling Program

Description (25 word max): Overview of the fundamentals of genetic diseases associated with inborn errors of metabolism.

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Introduction to Genetic Counseling 1 3(3,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [An introduction of the basic principles of genetic counseling.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Introduction to Genetic Counseling 2 3(3,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [This course is a continuation of the basic principles of Genetic Counseling.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Medical Biochemistry and Physiology For Genetic Counselors 3(3,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [An overview of the fundamentals of medical biochemistry and physiology for genetic counselors.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

MDE 6XXX Molecular Diagnostics 3(3,0)

Prerequisites: [Matriculation into the MS Genetic Counseling Program](#)

Description (25 word max): [An overview of basic laboratory skills used in molecular genetic clinical diagnostic laboratories for detecting genetic diseases.](#)

Discussion with other departments regarding possible conflicts: Discussions have been held with faculty in the Colleges of Nursing, Health and Public Affairs, and Education about participation in the program.

Rationale: The Accreditation Council for Genetic Counseling requires that the content of the program include core knowledge about established and evolving medical and clinical genetics and to apply this knowledge to patient care. It will be sufficient in breadth and depth to prepare the student for the clinical practice of genetic counseling, fulfill the ACGC standards for accreditation and address the 15 learning outcomes for students.

College of Arts and Humanities

DIG 5XXX Game Programming Fundamentals 3(3,0)

Prerequisites: [Admission to FIEA MS in Interactive Entertainment program or C.I.](#)

Description (25 word max): [An introduction to real-time game programming fundamentals, including computer architecture and low-level programming and optimization. Specific attention to game consoles and cross-platform software development.](#)

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of

the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXX Experimentation, Application and Innovation in Games 3(3,0)

Prerequisites: [DIG 5529C or C.I.](#)

Description (25 word max): [Survey and development of games being used in non-traditional applications, such as medical simulation, education and research.](#)

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: This course is intended to encourage and motivate our students to explore and create interactive entertainment technologies outside of games. Such topics and expectations will include educational, military and medical simulations. This revision is in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXX Production and Design I 3(3,0)

Prerequisites: [Admission to FIEA MS in Interactive Entertainment program or C.I.](#)

Description (25 word max): [Theory and methodology for creation and communication of videogame designs.](#)

Discussion with other departments regarding possible conflicts: No Conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 5XXXC Digital Asset Creation 3(1,3)

Prerequisites: [Admission to FIEA MS in Interactive Entertainment program or C.I.](#)

Description (25 word max): [Introduction to digital art asset creation fundamentals, including figure drawing, digital painting, 3d modeling, animation, character setup, technical art and contemporary game engine topics.](#)

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5045C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Media Distribution 3(3,0)

Prerequisites: [DIG 6XXX Production and Design II or C.I.](#)

Description (25 word max): [Theory and practical application of videogame messaging, advertisement and distribution.](#)

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Advanced Game Programming 3(3,0)

Prerequisites: [DIG 5XXX: Game Programming Fundamentals or C.I.](#)

Description (25 word max): [Advanced principles of software development for interactive entertainment.](#)

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5046C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

Notes / Problems / Committee Comments This is a required course.

DIG 6XXX Applied Programming Mechanics 3(3,0)

Prerequisites: [DIG 6XXX Advanced Game Programming or C.I.](#)

Description (25 word max): [Application of advanced software development principles for interactive entertainment.](#)

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXX Production and Design II 3(3,0)

Prerequisites: [DIG 5XXX Production and Design I or C.I.](#)

Description (25 word max): [Advanced principles of game design and production including integrating development skills into level designs and complete games.](#)

Discussion with other departments regarding possible conflicts: No Conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5046C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Digital Venture Practicum 6(2,4)

Prerequisites: [DIG 6718 Interactive Entertainment Project or C.I.](#)

Description (25 word max): [Principles and application of digital venture business development, IP rights, market research, iterative production, monetization, support and distribution as it relates to a start-up entity.](#)

Discussion with other departments regarding possible conflicts: Had conference call with Taylor Ellis and Cameron Ford with the College of Business to discuss the course on March 23, 2015. They requested a few small changes in the language of the course title and description to which we complied. After several follow-up email exchanges, the CAR and syllabus are now revised to reflect the College of Business approvals of the course, effective March 25, 2015.

Rationale: This lecture based course on entrepreneurship is intended for students not taking an internship in their final semester at FIEA. This revision is in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Advanced Digital Asset Creation 3(1,3)

Prerequisites: [DIG 5XXX: Digital Asset Creation or C.I.](#)

Description (25 word max): [Advanced techniques in digital asset specializations such as 2d art, mobile application art, 3d modeling and texturing, animation, lighting and effects and technical art topics.](#)

Discussion with other departments regarding possible conflicts: No conflict.

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 5046C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

DIG 6XXXC Digital Asset Portfolio Development 3(1,3)

Prerequisites: DIG 6XXX Advanced Digital Asset Creation or C.I.

Description (25 word max): Concentration in professional digital artist portfolio development in specializations such as 2d art, mobile application art, 3d modeling and texturing, animation, lighting and effects and technical art topics.

Discussion with other departments regarding possible conflicts: No conflict

Rationale: The rationale for the addition is to create a distinct class previously listed as a lab section of DIG 6785C. There are enough students in each specialization (Art, Production, Programming) to justify creating a unique course that is specific to the specialization covered. These revisions are in response to the 2012-2013 Academic Program Review recommendation to better clarify all specializations. [Review the curriculum and adjust it as appropriate to assure currency and appropriate fit to all specializations and to evaluate the appropriateness of the current lecture and lab course designations, and adjust those designations if appropriate (e.g., consider distinct courses, versus lab sections, by topic)].

College of Education and Human Performance

EDH 7XXX Higher Education: Philosophical/Historical Perspectives 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course examines basic philosophical positions and history of American higher education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level. **Rationale:**

EDH 7XXX International Perspectives of Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.

Discussion with other departments regarding possible conflicts: None of which we are aware. This course is a replacement of a course offered by our program in the distant past at the master's level: END 6067 International Higher Education. The EDH 6067 course could be retired with this new 7000 level course coming into existence.

Rationale: Currently there is no doctoral level course which addresses perspectives of international higher education research. This area has gained importance since 2000 and is the focus of much innovation. Our students need to be well versed in the advanced issues of this area.

EDH 7XXX Higher Education Leadership 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of research, theories, models and issues related to higher education leadership including administration, college presidency, and faculty roles.

Discussion with other departments regarding possible conflicts: None of which we are aware. Currently, there is no doctoral level course which addresses higher education leadership theory and research. In order not to increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course.

Rationale: Currently, there is no doctoral level course which addresses higher education leadership theory and research. In order not to increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course. It is critical that our doctoral students be well versed in the research and advanced issues of leadership in higher education.

EDH 7XXX Finance in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course is designed to provide students with fundamental considerations, research, theory and practice regarding the funding of higher education institutions.

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level.

Rationale: Currently there is no doctoral level course which addresses perspectives of finance in higher education research. This area has gained great importance over the last 40 years and is the focus of much regulation, administration, accountability, and compliance. Our students need to be well versed in the advanced issues of this area.

EDH 7XXX Curriculum, Instruction, & Distance Learning in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Curriculum, Instruction, & Distance Learning in Higher Education examines curriculum and instructional methodologies and ways that distant learning can be used to improve student learning outcomes.

Discussion with other departments regarding possible conflicts: None of which we are aware. This course fills a gap in innovative teaching and learning for higher education professionals in our program. Moreover, rather than the community college teaching focused courses, this one would be 1) university and 2) innovation focused.

Rationale: Currently, there is no doctoral level course which fills a gap in innovative teaching and learning for higher education professionals in our program. While all of our students may not become professors, most will teach/train in some capacity. Our students need to be well versed in the advanced principles, developments, and issues in this area.

EDH 7XXX Organizational Theory & Practices in Higher Education 3(3,0)

Prerequisites: Doctoral standing or C.I.

Description (25 word max): Explores theories and models of organizations and their applicability to colleges and universities and the work done in them.

Discussion with other departments regarding possible conflicts: None of which we are aware. In the doctoral programs, this course will replace a 6000 level course on a similar topic, but with more of a practitioner focus--it does not include theory and research. EDH 6635 Organization & Administration of Higher Education will continue to be offered as a core course in the MA in Educational Leadership--Student Personnel degree program.

Rationale:

2. Special Topics Additions

EDH 7938 Higher Education: Philosophical/Historical Perspectives 3(3,0)

Term to Summer 2016

30 Character Title: Higher Ed: Philo/Hist Persp

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course examines basic philosophical positions and history of American Higher Education, historical research methods, and related applications: developing educational philosophy and historical research skills.

Currently there are no doctoral level courses which address philosophy of higher education nor research of history of higher education. Developing both an informed educational philosophy and research history is vital for all education professionals. Moreover, historical research skills are very relevant and valuable in the Digital Age in which so much existing data is available. Our students need to be well versed in the advanced issues of these closely related areas.

Why offer as a Special Topic The new course will be part of our revised EdD in Educational Leadership, Higher Ed Track and PhD in Education, Higher Ed Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this ST application will allow for the course to be offered.

EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track
Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: No duplications at the 7000 level. This course is an existing FL SUS course but new to UCF at the 7000 level.

EDH 7938 International Perspectives of Higher Education 3(3,0)

Term to Summer 2016

30 Character Title: Intl Perspectives of Higher Ed

Prerequisites: Doctoral Standing or C.I.

Description (25 word max): To increase understanding of global perspectives, this course explores worldwide tertiary education systems, related collaborations, issues and trends, and the impact of politics, economies, and cultures.

Currently there is no doctoral level course which addresses perspectives of international higher education research. This area has gained great importance since 2000 and is the focus of much innovation. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher Education Track curriculum. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track students

Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. The course is a replacement of a course offered by our program in the distant past at the master's level: EDH 6067 International Higher Education. The EDH 6067 could be retired with this new 7000 level course coming into existence.

EDH 7938 Higher Education Leadership 3(3,0)

Term to Summer 2016

30 Character Title: Higher Ed Leadership

Prerequisites: Doctoral standing or C.I.

Description (25 word max): To increase understanding of research, theories, models and issues related to higher education leadership including administration, college presidency, and faculty roles.

Currently there is no doctoral level course which addresses higher education leadership theory and research. In order to not increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency course with this new leadership course. It is critical that our doctoral students be well versed in the research and advanced issues of leadership in higher education.

Why offer as a Special Topic? The new course will be part of our revised EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track. We do not have doctoral level course in this area yet. We are submitting it for approval but in case it is not improved in time for the 2016-2017 catalog, this ST application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Ed Track and PhD in Educational Leadership--Higher Ed Track

Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. Currently, there are no doctoral level courses which address higher education leadership theory and research. In order to not increase degree credits, faculty chose to replace EDH 6632 College Prof & Am Presidency courses with this new leadership course.

EDH 7938 Finance in Higher Education 3(3,0)

Term to Summer 2016

30 Character Title: Finance in Higher Ed

Prerequisites: Doctoral standing or C.I.

Description (25 word max): This course is designed to provide students with fundamental considerations, research, theory, and practice regarding the funding of higher education institutions.

Currently there is no doctoral level course which addresses perspectives of finance in higher education research. This area has gained great importance over the last 40 years and is the focus of much regulation, administration, accountability, and compliance. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic?The new course will be part of our revised EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval, but in case it is not approved in time for the 2016-2017 catalog, this Special Topics application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track.

Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: None at 7000 level. This is an existing FL SUS course but new to UCF at the 7000 level.

EDH 7938 Curriculum, Instruction, & Distance Learning in Higher Education 3(3,0)

Term to: Summer 2016

30 Character Title: [Curric, Instr, Dist Lrng Higher Ed](#)

Prerequisites: [Doctoral standing or C.I.](#)

Description (25 word max): [Curriculum, instruction, and distance learning in higher education examines curriculum and instructional methodologies and ways that distance learning can be used to improve student learning outcomes.](#)

Currently there is no doctoral level course which fills a gap in innovative teaching and learning for higher education professionals in our program. While all of our students may not become professors, most will teach/train in some capacity. Our students need to be well versed in the advanced principles, developments, and issues of this area.

Why offer as a Special Topic?The new course will be part of our revised EdD in Educational Leadership--Higher Education curriculum. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track

Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. This course fills a gap in innovative teaching and learning for higher education professionals in our program. Moreover, rather than the community college teaching focused courses, this would be 1) university and 2) innovation focused.

EDH 7938 Organizational Theory & Practices in Higher Education 3(3,0)

Term to: Summer 2016

30 Character Title: [Org Theory & Prac in Higher Ed](#)

Prerequisites: [Doctoral standing or C.I.](#)

Description (25 word max): [Explores theories and models of organizations and their applicability to colleges and universities and the work done in them](#)

Currently there is no doctoral level course which addresses higher education organizational theory and research. This area serves as a critical foundation for informed and successful higher education administration, leadership, policy, governance, assessment, and research. Our students need to be well versed in the advanced issues of this area.

Why offer as a Special Topic?The new course will be part of our revised EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track curricula. We do not have a doctoral level course in this area yet. We are submitting it for approval but in case it is not approved in time for the 2016-2017 catalog, this Special Topics application will allow the course to be offered.

If not required, what is the source of students? EdD in Educational Leadership--Higher Education Track and PhD in Education--Higher Education Track.

Do you hope to make the course permanent?

Yes

Discussion with other departments regarding possible conflicts: None of which we are aware. In the doctoral programs, this course will replace a 6000 level course on a similar topic, but with more of a practioner focus--it does not include theory and research. EDH 6635 Organization & Administration in Higher Education will continue to be offered as a core course in the MA in Educational Leadership--Student Personnel track degree.

SDS 6938 Career and College Readiness in Schools PK-12 3(3,0)

Term to: Summer 2016

30 Character Title: PK-12 Career and College Readiness

Prerequisites: Graduate Standing or C.I.

Description (25 word max): This course provides graduate students and practitioners with a developmental overview of child and adolescent career growth focusing on interventions for career education and counseling.

Why is course being offered? The current federal emphasis on career and college readiness is vital to the work of school counselors. With new initiatives, such as Reach Higher, certified school counselors need to be prepared to promote student career development and competence as outlined by the American School Counselor Association's (ASCA) National Model (2012) and the Education Trust (2011). This course is specially designed to fit the growing needs of school counselors to be prepared to develop practical and applicable interventions for career education. This course is unique in that it is designed for counselors working within the school setting who will be providing career counseling and college readiness services through curriculum integration, direct services, and stakeholder engagement activities.

Why offer as a Special Topic? This course is being offered as a special topics course in order to gauge the interest and to see the enrollment numbers prior to adding it as an elective option with the Counselor Education program.

If not required, what is the source of students? Counselor Education MA and MED students as well as certificate students needing electives.

Do you hope to make the course permanent? Yes

Discussion with other departments regarding possible conflicts: No other course exists at the University of Central Florida focusing on school counselors and career and college readiness in P-12. In addition, I have checked with our program liaison and reviewed the dates of the other week long summer courses being offered (e.g., MHS 6421) and found no scheduling conflicts. Since the MHS 6421 course is being offered the week of June 13-17th, I would like to propose the week long course for the Career and College Readiness in Schools PK-12 course to be June 20-24th.

3. Course Revisions

Course approved pending approval of the lab fee. Additional information requested regarding the lab coat, lab glasses and the list of dissection tools.

EML 5587C

Mechanics of Biostructures I

3(2,3) BME 5587C

PR: Graduate standing or C.I. Part I of a two semester course. Mechanical analysis of hard (~~bone~~) and soft (~~organs, connective tissues, etc.~~) biostructures tissues and the analysis includes preparation prosection lab on human anatomy and ~~experimental testing for constitutive equations for predictive modeling.~~ physiology. Term Offered: Occasional Fall
Rationale: This course is Part I of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.

Majors taking course: MS in Biomedical Engineering

Course approved pending approval of the lab fee. Additional information requested regarding the lab coat, lab glasses and the list of dissection tools.

EML 5588C

Mechanics of Biostructures II

3(2,3)

BME 5588C

3(2,2)

PR: ~~EML 5587C.~~ BME 5587C or C.I.

Part II of a two semester course. ~~Mechanical~~ Cell physiology and engineering principles applied to analysis of hard (bone) cellular processes and soft (~~organs, connective tissues, etc.~~) biostructures prosection anatomy lab on human anatomy and the analysis includes preparation and experimental testing for constitutive equations for predictive modeling.

physiology.

Term Offered: Occasional Spring

Rationale: This course is Part II of a two semester course that is a core requirement for all students in biomedical engineering and will serve as the educational foundation for all future bme classes.

HSA 5198 Health Care Decision Sciences and Knowledge Management 3(3,0)

30 Character Title: Health Care Dec. Sci and Knowl Decision Sciences

Prerequisites: ~~PR: STA 5206 or passing score on statistics assessment exam.~~ Graduate Standing

Description (25 word max): Emphasis on development of a general systematic approach to solving problems under uncertainty. The role of informatics and application of information technology in improving managerial decision making process will be presented.

Discussion with other departments regarding possible conflicts

Rationale: Removing the prerequisite requirement of STA 5206 or passing score on statistics assessment exam as these are no longer required for the MS-HSA students. The statistics assessment or foundations class was removed from the program requirements in the Graduate Catalog two years ago, but the prerequisite on the class was not updated.

Notes / Problems / Committee Comments Required course

HSC 6911 Scientific Inquiry in the Health Profession 3(3,0)

30 Character Title: Sci Inquiry in Health ~~Profess~~ Professions

Prerequisites: ~~PR: STA 5206 or passing score on statistics assessment exam.~~ Graduate Standing

Description (25 word max): Research design and statistical evaluation in health professions.

Discussion with other departments regarding possible conflicts

Rationale: Removing the prerequisite of "STA 5206 or passing score on statistics assessment." These requirements were removed from the program in the Graduate Catalog two years ago, however the prerequisite on the class was not updated.

Notes / Problems / Committee Comments PLEASE CHANGE DEPARTMENT. Should be Health Management and Informatics (not Health Professions).

Required Course

PAD 6053 Public Administrators in the Governance Process 3(3,0)

30 Character Title: Pub Admin in Governance Proc

Prerequisites: Admission to Master of Public Administration, or Master of Science in Urban and Regional Planning, or Certificate in Public Administration, or C. I.

Description (25 word max): An examination of the political, social, economic, and moral context of modern public administration, with special attention to the ethical dimensions of the ~~administrator's~~ administrator's role

What majors required this course? MPA & MSURP

Discussion with other departments regarding possible conflicts: Existing Course - No Conflicts

Rationale: Clarification in prerequisites

SYP 6XXX Theoretical Criminology 3(3,0)

30 Character Title: Sociological Criminology

Prerequisites: PR: Graduate standing or C.I.

~~**Description (25 word max):** To examine current theories to develop student understanding of each theory and its application to further students' skills in developing/conducting research projects.~~ The study of selected sociological knowledge and research on various issues in Criminology; the analysis of crime and criminal events.

If not required, what is the source of students? Sociology graduate students

Annual enrollment? 20

Discussion with other departments regarding possible conflicts: An email from the Criminal Justice Department is attached. There are no other possible duplications or course conflicts with other departments.

Rationale: The name change more accurately reflects the course content the past several years. That is, the course is an overview of the major theoretical perspectives applied to sociological analyses of crime and criminal behavior.

4. Course Deletions

HSA 5258 CPT Coding for Health Services Administrators 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of a graduate certificate that no longer exists.

HSA 6126 Principles of Managed Care 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It is no longer part of the curriculum for the HSA program because the content is included in other courses.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

HSA 6508 Principles of Practice Management 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of graduate certificate that no longer exists.

Discussion with other departments regarding possible conflicts: None - no other departments use this course

HSA 6510 Special Issues in Practice Management 3(3,0)

Rationale for deleting the course (25 word max): Course has not been offered in five years and will not be offered again. It was part of a graduate certificate that no longer exists.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

HSA 7115 Advanced Health Care Organization Theory 3(3,0)

Rationale for deleting the course (25 word max): The course was originally developed as a track specialization course in the Public Affairs PhD program. However, it has not been offered in five years and other courses have since been developed for the track.

Discussion with other departments regarding possible conflicts: None - no other departments use this course.

5. Course Continuations

PAF 7925 Symposium on Public Affairs Issues 3(3,0)

Symposium on PA Issues

Prerequisites: PR: Admission to Public Affairs program or C.I.

Issues and trends impacting the four subject areas in the U.S. Public Affairs along with the inter-disciplinary characteristics of the respective cognate areas will be explored

Rationale for continuing this course even though it has not been taught in the last 5 years (25 word max) Course was created as an elective and is used by faculty to offer various current topics as needed.

Notes / Problems / Committee Comments Update department from blank to Public Affairs PhD. Topics vary. Attached syllabus is for topic scheduled to be taught in Fall 2016.