

# Graduate Council Curriculum Committee

January 9, 2019

2:30 p.m., Millican Hall 395E

## Agenda

1. Welcome and call to order
2. Review of minutes from November 21, 2018
3. General business
4. Addition of CECS/RCHM Travel Technology and Analytics MS
5. Reactivation of CCIE Governance and Policy Research Track of Public Affairs PhD
6. Revision of CAH Ethics, Theoretical and Applied Graduate Certificate
  - Revisions to elective courses
7. Revision of CAH Texts and Technology PhD
  - Revisions to new required core course ENG 6007 (on course agenda) and adjusting total required program credit hours
8. Revision of CBA Business Administration PhD, Management Track
  - Revisions to program requirements and streamlining the process of training doctoral students
9. Revision of CBA Management MSM, Entrepreneurship Track
  - Course ENT 6908 is being deleted from specialization courses, and ENT 6900 (on course agenda) is being added.
10. Revision of CBA Professional MSM, Human Resources Track
  - Name change from Management Professional MSM, Human Resources/ Change Management Track
  - Added course to Core course requirements
  - Reduced Specialization course requirements from 15 to 12 hours
11. Revision of CCIE Collaborative Intervention Specialist Graduate Certificate
  - Name change- adding the word "Collaborative"
  - Adding an option for students to select two (already existing) courses with a focus in social/emotional learning and strategies.
12. Revision of CCIE Educational Leadership MA
  - Adding 7 new courses (on course agenda) to Administration section, replacing old courses: EDA 6062, EDA 6228, EDA 6234, EDA 6245, EDA 6275, EDA 6303, EDA 6932
13. Revision of CCIE School Psychology EdS
  - Pre-reqs: Replace course EEX 5051 with EEX 6218, Replace course EDG 6415 with EEX 6061.

14. Revision of CCIE Secondary Education MED and Tracks (English Language Arts Education Track, Mathematics Education Track, Science Education Track, Social Science Education Track)

- Core courses: Replace EME 6602 with EME 6053

15. Revision of CCIE World Languages Education - Languages Other Than English (LOTE) Graduate Certificate

- Required Courses: Addition of new course FLE 5340 (on course agenda) as an option, removed FLE 5331 and FLE 5335

16. Revision of NSCM Digital Media MA

- Eliminating the Visual Language and Interactive Media Track
- Increased Required courses to 24 credit hours, revision to descriptions and titles: DIG 6647, DIG 5487, DIG 6551, DIG 6136, DIG 6825 (on course agenda)
- Thesis and Non-Thesis option credit hour changes
- Introduction of new courses to be taken in the first semester that emphasize the tools and techniques of interactive aesthetics and computation.
- A conversion of the previous exam track to an applied project track.
- Integration of a clearly-timed progression through the two-year program. There is a solid foundational first year and research/project tracks with electives and contemporary topics in the second year.

17. Revision of NSCM Emerging Media MFA - Feature Film Production

- Name change: Emerging Media MFA - Entrepreneurial Digital Cinema to Emerging Media MFA - Feature Film Production
- Reduced Total credit hours from 66 to 63
- Reduced Required courses from 48 to 30 credit hours
- Changed from 6 hours of Electives to 9 hours of Internal electives and 12 hours of External electives

18. Fees

19. Courses

20. Adjournment

Members of the Graduate Council Curriculum Committee

Elsie Olan, Chair, College of Community Innovation and Education

Andre Gesquiere, Vice Chair, College of Sciences

Sonia Arellano, College of Arts and Humanities

Mathilda Van Niekerk, Rosen College of Hospitality Management

Art Weeks, College of Engineering and Computer Science

Jihe (Jackie) Zhao, College of Medicine

Diane Andrews, College of Nursing

Mercedeh Khajavikhan, College of Optics and Photonics

Olga Molina, College of Health Professions and Sciences

Alex Rubenstein, College of Business Administration

Terrie Sypolt, University Libraries

Wei Wei, Rosen College of Hospitality Management

Kiana Terrell, Graduate Student Association

Tosha Dupras, College of Sciences, Administrator

Joellen Edwards, College of Nursing, Administrator

Ali Gordon, College of Engineering and Computer Science, Administrator

David Hagan, College of Optics and Photonics, Administrator  
Lynn Hepner, College of Arts and Humanities, Administrator  
Devon Jensen, Graduate Studies, Administrator  
Glenn Lambie, College of Community Innovation and Education, Administrator  
Saleh Naser, College of Medicine, Administrator  
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator  
Sevil Sonmez, College of Business Administration, Administrator  
Youcheng Wang, Rosen College of Hospitality Management, Administrator

# Graduate Program Addition-New - College of Engineering and Computer Science - MS in Travel Technology and Analytics

2018-2019 Graduate Program New

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.

A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type\***  Program  
 Shared Core

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

## \*\*Read before you begin\*\*

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

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

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

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

**College\*** College of Engineering and Computer Science

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

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

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

**Proposed Effective Term / Year\*** Fall 2020

**Name of program, track and / or certificate:\*** MS in Travel Technology and Analytics

**Unit(s) Housing Program:** College of Engineering and Computer Science

**Type of Action:\***  Program  
 Track  
 Certificate

**Delivery:\***  Face to Face  
 UCF Online  
 Mixed Delivery

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

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

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

**Brief Program Description:\***

<b>College:</b> College of Engineering & Computer Science and Rosen College of Hospitality Management	<b>Degree:</b> MS
<b>Department:</b>	<b>Option:</b> Nonthesis
<b>Program Website:</b>	

**Rationale:**

International travel and tourism represent the world’s largest commercial service sector and a multi-trillion industry as seen in 2017 figures below.

*Employed 292 million—or 1 in 10 jobs—globally (expected to reach 380 million by 2027). Contributed US\$8.27 trillion in direct/indirect/induced economic benefits globally. International travelers reached 1.322 billion people with 849.3 million air passenger trips recorded Florida received 116.5 million tourists (102.3 million domestic, 10.7 million overseas, 3.5 million Canadian visitors) who spent an estimated \$112 billion (reflecting \$1.5 billion loss in visitor spending due to Hurricane Irma) and supported 1.4 million jobs. Orlando alone recorded 72 million visitors (highest number of arrivals in the U.S., exceeding that of New York City and Las Vegas), with 1.46 million attendees at the Orange County Convention Center and 44.6 million passengers at the Orlando International Airport.*

This powerful industry, which functions at the intersection of engineering and management, is being transformed by rapidly increasing technological innovations and advances and is adapting to these changes by creating new positions to match. The dynamic nature of the industry and technological advances reveal the need for a workforce with advanced skills: fluency in data science and analytics, understanding of complex travel systems, strategic problem solving, big-picture thinking, technical knowledge and practical skills aligned with technological advances. The changing nature of travel and tourism jobs reveals emerging positions in areas of online travel agency, global distribution systems [GDS], data analytics, data architecture, predictive analytics, mobile devices, mobile apps, geolocation, data visualization, data translation, programming, interface design, virtual reality [VR], augmented reality [AR], hologram technology, travel click technology, business intelligence [BI], social media management, SMART-city design and development, and SMART-technologies and travel systems. The broader travel industry and its subsectors (transportation, lodging, and attractions) are experiencing the disruptive impact of direct and indirect distribution impacted by mobile devices, e-commerce, role of IT in distribution and pricing, and a highly perishable inventory (e.g., hotel rooms, airline seats) as well as those of artificial intelligence (AI) and machine learning and becoming increasingly more dependent on analytics as a key facet of business strategy.

An estimated 2.72 million new job postings are anticipated by 2020 seeking workers with skills in data science and analytics (Burning Glass, 2017)—which currently represents the nation’s most glaring skills gaps (BHEF, 2017)—requiring substantial changes by higher education institutions and employers alike. It will forge a new paradigm of interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing engineering, science, and management contextualized by the global travel industry. Diverging from traditional

business/management degrees, the *MS in Travel Technology and Analytics* will focus on prescriptive and predictive techniques to anticipate and solve problems in a forward-looking approach. Thus, the overall goal is to be providing technical skills to professionals in Florida to prepare them for higher-skill, higher-paying jobs in growing travel industry. By 2020, zettabytes of data will be collected by governments and businesses, including those that relate directly to the travel industry (e.g., social media, credit card, transportation). Both Florida local/state governments and businesses will need to utilize these data to assure the sustainable growth of travel and tourism industry to better serve both visitors and residents.

This interdisciplinary *MS in Travel Technology and Analytics*, offered jointly by:

The College of Engineering and Computer Science (Departments of Computer Science; Industrial Engineering and Management Systems; Civil, Environmental, and Construction Engineering) and The Rosen College of Hospitality Management (Departments of Tourism, Events, and Attractions; Hospitality Services)

will be housed in CECS due to its requirement for students with primarily STEM backgrounds. The program will be launched in Fall 2020, will emphasize the technical aspects of big data analytics, including predictive analytics, algorithm design and models for SMART cities, SMART-technologies and travel systems, and systems quality engineering. The unquestionable value and importance of such a program at UCF and in Florida can be explained as follows:


Travel and tourism is the number one industry in the region and has immense economic impacts. The program promises to be significant value for the industry benefitting from the large number of visitors to the State and especially Central Florida. Members of the travel and tourism industry will have priceless opportunities to groom and observe the growth of knowledge and skills that will impact degree participants by way of influence on curriculum development (via advisory board) and applied projects (via capstone course), which in turn will contribute to the growth and advancement of the industry. The existing STEM pipeline of students at UCF and other SUS institutions is compelling considering the strong presence of the travel and tourism industry in Florida and the strong preference of students who graduate from Florida institutions to find employment in the State. The program will create a platform for the active collaboration of the travel and tourism industry and UCF's talent pipeline of students and faculty. If the expectations are met, the joint collaboration of expanding STEM pipeline at UCF under the joint auspices of two colleges (CECS and RCHM) will create a quality Master's program that will attract not only the local talent from SUS institutions but also talent from other institutions across the nation and/or around the globe. Offering the first such program of its type will contribute to the visibility of UCF as an innovative university.

The program will be 30 credits (18 core/required and 12 electives). There will be no thesis requirement, but a semester-long applied capstone project (involving industry and approved by the program director) will be



Is this a Doctoral Program?  Yes  No

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

### Step 1

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

### Step 2

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

Prospective Curriculum\*

**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 the addition of a program, track or certificate?

**Future Students**

**Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.** Students with STEM backgrounds will be accepted into the program. Prospective students will be derived from undergraduate programs in STEM fields. There will be no licensure or certification related to the proposed degree.

**Year 1**

**Headcount:** 20 **SCHs:** 480

**Year 2**

**Headcount:** 30 **SCHs:** 720

**Year 3**

**Headcount:** 60 **SCHs:** 1440

**Indicate likely career or student outcomes upon completion:** Graduates embodying both relevant tech skills and a rounded understanding of the global travel and hospitality industry will be prime candidates for employment in such companies as Travelocity, Kayak, Expedia, TravelClick, Hopper, Hipmunk, Liftopia, Jetsetter, CarTrawler, PhocusWright, Apple, IBM (Watson), Samsung, Microsoft, AT&T, Siemens, Google Inc., Yahoo! Inc., Disney World, Universal Studios, Sea World, Airbnb, Tesla, Lyft, Peek, Trip Advisor, AAA, TravelAgeWest, Tagible, TravelContact, TripFiles, Xlpr VR, Alta

Bicycle Share, Wild China, Weathersphere, Peek, Tensator, Hoteltonight—and countless others. One example of related local employment opportunities is KPMG (working to address today’s dynamic and challenging business environments) building a 55-acre state-of-the-art learning, development, and innovation facility in Lake Nona, Orlando (<https://home.kpmg.com/us/en/home/media/press-releases/2017/01/kpmg-to-build-state-of-the-art-learning-development-and-innovation-facility-in-orlando-florida.html>). Local opportunities include the SMART-city initiatives launched by the City of Orlando (<http://www.cityoforlando.net/news/2017/06/fast-growing-orlando-frames-its-vision-of-a-smarter-more-sustainable-city/>). Positive industry feedback has been received from Hilton, Disney Cruise Lines, Google Travel, Microsoft, Hotelbeds, ForwardKeys, AVIA Travel Services Limited, Visit Orlando, and Marriott Vacation Club (refer to Appendix G).

Using a more targeted approach, as of July 9, 2018 a rapid assessment of jobs on [www.employflorida.com](http://www.employflorida.com), [www.indeed.com](http://www.indeed.com), [www.dice.com](http://www.dice.com), and [www.careerbuilder.com](http://www.careerbuilder.com) was conducted

using search terms of “travel analyst” or “hospitality analyst.” The search revealed a multitude of positions that mention “computer systems engineer,” “computer systems architect,” “data architect,” “data scientist,” “data analyst,” “systems analyst,” “information systems manager,” or simply “analyst” related to companies such as Disney Cruise Lines, Universal Orlando Resort, Wyndham Destinations, Emerging Technologies, Hotel & Leisure Advisors, Disney Parks & Resorts, and the Orlando International Airport. As of July 9, 2018, there are 89,543 active ads for “data analyst” and 29,016 for “data scientist” nationally list on www.indeed.com. In Florida alone, there are 3,820 positions described as “data analyst” and 591 described as “data scientist.” The term “hospitality analyst” yielded 967 positions nationally and 120 in Florida, with average salaries ranging from \$71,869 to \$128,000, whereas the term “tourism analyst” yielded 62 jobs covering areas of travel, tourism, food and beverage, resorts, sports, and transportation with salaries ranging from \$60,000 to \$130,000.

**Please complete the following section on financial support:**

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

**Year 1**

<b>Number of assistantship students:</b> 0	<b>Source of funds:</b> 0
<b>Number of fellowship students (specify fellowship):</b> 0	
<b>Number of tuition remissions:</b> 0	<b>Source of funds:</b> 0

**Year 2**

<b>Number of assistantship students:</b> 0	<b>Source of funds:</b> 0
<b>Number of fellowship students (specify fellowship):</b> 0	



Number of tuition  
remissions: 0

Source of funds: 0

### Year 3

Number of  
assistantship  
students: 0


Source of funds: 0

Number of  
fellowship  
students (specify  
fellowship): 0

Number of tuition  
remissions: 0

Source of funds: 0

## Attachments

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

Complete and current Graduate Catalog copy ([www.graduatecatalog.ucf.edu](http://www.graduatecatalog.ucf.edu)), including description, curriculum, contact information, application requirements, and application deadlines.

Faculty List\*  Attached

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

Library  
Assessment of  
Resources\*  Attached

## Administration Use Only

Program Type

Degree Type

Status\*  Active-Visible  Inactive-Hidden

Catalog  
Ownership:

## **MS, Travel Technology and Analytics**

College: Engineering & Computer Science (and Rosen College of Hospitality Management)

Degree: MS

Department: Industrial Engineering (NOT SURE ABOUT THIS)

Option: Nonthesis

Program Websites: TBD

### **Track Description**

The interdisciplinary Master of Science in Travel Technology and Analytics, offered jointly by the College of Engineering and Computer Science (Departments of Computer Science; Industrial Engineering and Management Systems; Civil, Environmental, and Construction Engineering) and the Rosen College of Hospitality Management (Departments of Tourism, Events, and Attractions; Hospitality Services), introduces graduate students to the technical aspects of big data analytics, including predictive analytics, algorithm design and models for SMART-cities, SMART-technologies and travel systems, and service systems quality engineering, in the specific context of global travel and tourism. The value and importance of such a program is demonstrated by travel and tourism being the number one industry globally with immense economic, social, cultural and environmental impacts. Locally, the program promises to deliver significant value for the industry benefitting from the large number of visitors to the State and especially Central Florida.

This powerful industry with \$8.3 trillion in economic benefits globally, which functions at the intersection of engineering and management, is being transformed by rapidly increasing technological innovations and advances and is adapting to these changes by creating new employment opportunities to match. The dynamic nature of the industry and technological advances reveal the need for a workforce with advanced skills: fluency in data science and analytics, understanding of complex travel systems, strategic problem solving, big-picture thinking, technical knowledge and practical skills aligned with technological advances. The changing nature of travel and tourism employment reveals emerging positions in areas of online travel agencies [OTA], global distribution systems [GDS], data analytics, data architecture, predictive analytics, mobile devices, travel apps, geolocation, data visualization, data translation, programming, interface design, virtual reality [VR], augmented reality [AR], hologram technology, travel click technology, business intelligence [BI], social media management, SMART-city design and development, and SMART-technologies and travel systems. The broader travel industry and its subsectors (transportation, lodging, and attractions) are experiencing the disruptive effects of direct and indirect distribution impacted by mobile devices, e-commerce, role of IT in distribution and dynamic pricing, and a highly perishable inventory (e.g., hotel rooms, airline seats) as well as those of artificial intelligence (AI) and machine learning and becoming increasingly more dependent on analytics as a key facet of business strategy.

### **Highlights:**

- Academically-rich, industry-relevant interdisciplinary program
- Flexible course offerings in face-to-face, mixed and online modalities
- Offered at UCF's main campus and UCF's Rosen College of Hospitality Management campus
- Exponential industry growth locally, regionally, nationally and globally
- Cutting edge curriculum with a strong STEM foundation

- Research opportunities in both colleges
- Skills found highly desirable by industry leaders ranging from the local to the international level (???)

## Curriculum

The program will be 30 credits (18 core/required and 12 electives). There will be no thesis requirement, however, a semester-long applied capstone project (involving industry and approved by the program director) will be required. The program will provide employable technical skills including the development of algorithms, discrete choice models, service systems quality engineering, machine learning, digital marketing and big data management, and computer systems to extract insight from big data. The foregoing will be appropriately contextualized within the global travel industry and its trajectory toward increasing technological innovations that continue to drive the industry. The curriculum includes six (6) required courses that ensure that students have skills in algorithms and statistical techniques for extracting information in addition to awareness of the global travel and tourism industry including. Although courses can generally be taken in any order, the first two (2) required (co-requisite) courses serve as pre-requisites for all remaining courses in the program.

- *Co-Requisite Course* - HMG 6710 (International Tourism Management) will provide the contextual framework for the degree program by giving a broad overview of the travel sector.
- *Co-Requisite Course* - HMG 6449 (SMART-Travel and Tourism) will introduce students to various technologies used in today's SMART travel and tourism industry.
- ESI 6251 (Service Systems Quality Engineering) will introduce students to philosophy and concepts of managing, organizing, planning, controlling and motivating for quality, quality cost, tools and techniques for improvement, special topics in travel and analytics.
- TTE 6667 (Discrete Choice Models/Predictive Analytics) will introduce students to predictive analytics.
- TTE 6608 (Algorithms/Models for SMART Cities) will focus on models for SMART-cities.
- EGN 6831 (Capstone Course) will be a semester-long course that will put all prior learning into practice in the form of an applied project involving a member of the travel industry and its related technologies to demonstrate student mastery of the requisite skills and techniques.

Students completing these required courses will take four (4) electives from a set of 16 courses that provide more depth and specialization:

### Tourism and Hospitality Courses (2 courses from below 10 options)

- HMG 6291 (Hospitality Entrepreneurship)
- HMG 6466 (Applied Revenue Management Techniques in Hospitality Management)
- HMG 6446 (Hospitality and Tourism IT),
- HMG 6556 (Digital Marketing and Big Data Management for Hospitality and Tourism),
- HMG 6565 (Social Media in Hospitality and Tourism),
- HMG 6566 (Destination Marketing and Management),

HMG 6585 (Data Analysis in Hospitality and Tourism Research)  
HMG 6738 (Tourism Industry Analysis)  
HMG 6251 (Management of Lodging Operations)  
HMG 6347 (Advanced Vacation Ownership Resort Planning—renamed: Contemporary Issues in the Resort Industry)

Technology Courses (2 courses from below 8 options)

CAP 5610 (Machine Learning)  
CNT 5008 (Computer Communication Networks Architecture)  
COP 5711 (Parallel and Distributed Database Systems)  
COP 6526 (Parallel and Cloud Computation)  
CGN 6655 (Regional Planning Design and Development)  
EIN 5117 (Management Information Systems)  
ESI 6224 (Quality Management)  
ESI 6225 (Quality Design and Control)

Optional Elective Courses

STA 5703 (Data Mining I)  
STA 6704 (Data Mining II)  
STA 5206 (Statistical Analysis)  
STA 6714 (Data Preparation)

**Application Requirements and Prerequisites**

Admissions requirement: A Bachelor's degree in a STEM-related discipline from an accredited institution.

Depending on the degree completed, one or more prerequisite courses may be required, namely: STA 2023 (Statistical methods) and STA 3032 (Probability and Statistics for Engineers) or CAP 4630 (Artificial Intelligence).

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 goal statement. This is your opportunity to outline in 500 words why you wish to join the program, what you think you will contribute to the program, and how you feel the program will enhance you both personally and professionally in the future.
- Updated résumé.
- Three letters of recommendation.
- The GRE/GMAT is not required, however, the Admissions Committee may ask for the GRE/GMAT to strengthen a candidate's application package.

- Applicants applying to this program whose completed Bachelor’s degree is from a college/university outside the U.S. must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are only accepted from World Education Services (WES) or Josef Silny & Associates, Inc.
- A computer-based TOEFL score of 220 or 80 on the internet-based TOEFL is required if an applicant is from a country where English is not the official language, or if an applicant’s degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the official language or a university where English is the official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 6.5.

*Application Deadlines*

	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>
<i>Domestic Applicants</i>	<i>July 1</i>	-	-
<i>International Applicants</i>	<i>January 15</i>	-	-

**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 to highly qualified students based on academic merit. 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 students should do to be considered for a fellowship.

**Contact Info**

**Graduate Programs**

Dr. Ali Gordon, Associate Dean for Academic Affairs  
 Email: [ali.gordon@ucf.edu](mailto:ali.gordon@ucf.edu)  
 Telephone

**Graduate Admissions**

XXXXXXXXXXXXX  
[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)  
 Telephone: 407-8XXXXXXXX

Millican Hall 230

Graduate Admissions: <https://graduate.ucf.edu/admissions/>

Online application: <https://application.graduate.ucf.edu/#/>

### **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](mailto: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](mailto:finaid@ucf.edu)  
<http://finaid.ucf.edu>

## **COLLEGE OF ENGINEERING AND COMPUTER SCIENCE FACULTY**

Dr. Ahmad Elshennawy: <http://www.cecs.ucf.edu/faculty/ahmad-elshennawy/>  
Dr. Demetrios Glinos: <http://www.cecs.ucf.edu/faculty/demetrios-glinos/>  
Dr. Fei Liu: <http://www.cecs.ucf.edu/faculty/fei-liu/>  
Dr. Gita Sukthankar: <http://www.cecs.ucf.edu/faculty/gita-sukthankar/>  
Dr. Haiyan (Nancy) Hu: <http://www.cecs.ucf.edu/faculty/haiyan-hu/>  
Dr. Ivan Garibay: <http://www.iems.ucf.edu/people/ivan-garibay>  
Dr. Kien A. Hua: <http://www.cecs.ucf.edu/faculty/kien-hua/>  
Dr. Mainak Chatterjee: <http://www.cecs.ucf.edu/faculty/mainak-chatterjee/>  
Dr. Mohamed Zaki: <http://www.cece.ucf.edu/zaki/>  
Dr. Mohammed Abdel-Aty: <http://www.cecs.ucf.edu/faculty/mohamed-abdel-aty/>  
Dr. Mostafa Bassiouni: <http://www.cecs.ucf.edu/faculty/mostafa-bassiouni/>  
Dr. Naveen Eluru: <http://www.cece.ucf.edu/eluru/>  
Dr. Samiul Hasan: <http://www.cece.ucf.edu/hasan/>  
Dr. Saurya Aggarwal: <http://www.cece.ucf.edu/agarwal/>  
Dr. Sumanta Pattanaik: <http://www.cecs.ucf.edu/faculty/sumanta-pattanaik/>  
Dr. Sumit Jha: <http://www.cecs.ucf.edu/faculty/sumit-kumar-jha/>

## **ROSEN COLLEGE OF HOSPITALITY MANAGEMENT FACULTY**

Dr. Ahmet Ozturk: <https://hospitality.ucf.edu/person/ahmet-ozturk/>  
Dr. Alan Fyall: <https://hospitality.ucf.edu/person/alan-fyall/>  
Dr. Arthur Huang: <https://hospitality.ucf.edu/person/arthur-huang/>  
Dr. Asli Tasci: <https://hospitality.ucf.edu/person/asli-d-a-tasci/>  
Dr. Mehmet Altin: <https://hospitality.ucf.edu/person/mehmet-altin/>  
Dr. Murat Hancer: <https://hospitality.ucf.edu/person/murat-hancer/>  
Dr. Sergio Alvarez: <https://sciences.ucf.edu/person/sergio-alvarez/>  
Dr. Tadayuki Hara: <https://hospitality.ucf.edu/person/dr-tadayuki-hara/>  
Dr. Tingting Zhang: <https://hospitality.ucf.edu/person/tingting-zhang/>  
Dr. Valeria Shepoval: <https://hospitality.ucf.edu/person/valeriya-shapoval/>  
Dr. Xiaoxiao Fu: <https://hospitality.ucf.edu/person/xiaoxiao-fu/>  
Dr. Amy Gregory: <https://hospitality.ucf.edu/person/amy-gregory/>

## **DEPARTMENT OF STATISTICS FACULTY, COLLEGE OF SCIENCES**

Dr. Hsin-Hsiung (Bill) Huang: <https://sciences.ucf.edu/statistics/person/hsin-hsiung-huang/>  
Dr. Chung-Ching (Morgan) Wang: <https://sciences.ucf.edu/statistics/person/morgan-c-wang/>  
Dr. Alexander Mantzaris: <https://sciences.ucf.edu/statistics/person/alexander-mantzaris/>  
Dr. Kathleen Suchora: <https://sciences.ucf.edu/statistics/person/kathleen-suchora/>

Drs. Ali Gordon and Alan Fyall will be the co-directors of the program for the first five years. Once the program settles, another faculty member will be appointed as permanent program director. There will also be a joint-college program committee composed of tenured and tenure-track faculty who will be drawn from the above faculty teaching in the program.

## APPENDIX B: Library Resources for an Additional Program

### Memo

**To:** Dr. Alan Fyall, Interim Chair, Dept. of Tourism, Events & Attractions, Rosen College  
Dr. Sevil Sönmez, Associate Dean of Faculty, Research & Graduate Programs,  
College of Business Administration (formerly, Chair, Dept. of Tourism, Events & Attractions, Rosen College)  
Dr. Youcheng Wang, Dean, Rosen College  
Dr. Mostafa Bassiouni, Professor, Computer Science  
Dr. Naveen Eluru, Assoc Professor, Civil, Environmental & Construction Engineering  
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science  
Dr. Waldemar Karwowski, Chair, Industrial Engineering and Management Systems  
Dr. Gary Leavens, Chair, Computer Science  
Mr. Barry Baker, Director of Libraries  
Ms. Selma Jaskowski, Assoc. Director, Technology Services & Resource Mgmt.  
Ms. Ying Zhang, Head, Acquisitions & Collections Services  
Dr. Liz Klonoff, College of Graduate Studies

**From:** Tim Bottorff, Head, Rosen College Library  
Ven Basco, Subject Librarian for College of Engineering & Computer Science

**Subj:** Addendum to the Library Assessment for the Proposal to add a Master of Science in Travel Technology & Analytics in the College of Engineering & Computer Science

**Date:** October 12, 2018

The assessment report submitted in September 2018 analyzed library resources for a proposed Master of Science in Travel Technology & Analytics. The report identified a deficiency in database resources and recommended funding for the Passport database, with projected costs of \$22,360 in year 1, with slight inflation increases in future years, for a total cost of \$126,046 over 5 years. After reviewing the projected size of the program and realizing the economic realities of starting a small new degree program, the UCF Libraries recognizes that funding may not be available for the Passport database at this time.

As the program grows in the future in size and scope, the UCF Libraries strongly recommends that the program fund the Passport database. A further suggestion is to collaboratively fund (with other UCF colleges) in the future one or more of the other databases identified in the original assessment as desirable, such as Compustat/WRDS, Sage Business Researcher, Sage Business Stats, Simmons, Data Planet, Roper Center, Sports Market Analytics, or Statista. ***This addendum is to state that the UCF Libraries does not wish to hold up the start of this proposal solely due to the library funding request.***



Library liaisons for both colleges (Tim Bottorff, RCHM and Ven Basco, CECS) jointly analyzed library resources for the proposed degree program. In consultation with the faculty, the following aspirational institutions for selected for comparison:

- North Carolina State University (NC State)
- University of Florida (UF)
- University of Nevada Las Vegas (UNLV)

The chosen peers offer similar programs and are of comparable size and quality. For example, NC State offers a MS in Analytics as well as a MS in Parks, Recreation, and Tourism Management (including the option for a Graduate Certificate in Tourism Information Management and Advanced Analytics). UF offers a MS in Tourism and Recreation Management (including the option for a specialization in Tourism Analytics). UNLV offers a MS in Data Analytics and Applied Economics, as well as a Master in Hospitality Administration.

	2019	2020	2021	2022	2023	2024 (6 <sup>th</sup> year)
<b>Databases</b>	<b>\$22,360</b>	<b>23,702</b>	<b>\$25,124</b>	<b>\$26,631</b>	<b>\$28,229</b>	<b>\$29,923</b>
<b>Journals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Books</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total</b>	<b>\$22,360</b>	<b>\$23,702</b>	<b>\$25,124</b>	<b>\$26,631</b>	<b>\$28,229</b>	<b>\$29,923</b>

**Comparative Analysis:** The following provides a comparative analysis between UCF and the chosen peers on key library resources supporting the proposed master’s degree in *MS in Travel Technology and Analytics*.

<b>DATA BASES</b>	<b>UCF*</b>	<b>NC State</b>	<b>UF</b>	<b>UNLV</b>
<b>TRAVEL/TOURISM/HOSPITALITY DATABASES</b>				
ABI/Inform	X	X	X	X
Business Source Premier/Elite	X	X	X	X
Compustat/WRDS		X	X	
EconLit	X	X	X	X
Hoovers	X	X	X	X
Hospitality & Tourism Complete	X		X	X
IBISWorld	X	X	X	X
Marketline	X		X	
Mintel	X	X	X	X
Passport		X	X	X
S&P NetAdvantage	X	X	X	
Sage Business Cases	X	X	X	
Sage Business Researcher		X	X	
Sage Business Stats		X		X
Simmons OneView			X	X
UNWTO e-library				
Value Line Research Center	X		X	X
<b>ENGINEERING/MODELING DATABASES</b>				
ACM Digital Library	X	X	X	X
Applied Science & Technology Source	X		X	
Compendex Engineering Village	X	X	X	X
Computer & Info Systems Abstracts	X	X	X	
IEEE Xplore Electronic Library	X	X	X	X
INSPEC	X	X	X	X
ScienceDirect	X	X	X	X
Web of Science	X	X	X	X

<b>DATA/STATISTICS DATABASES</b>				
Data-Planet		X		X
ProQuest Statistical Insight	X	X	X	X
Roper Center		X	X	X
Sage Research Methods	X	X		X
Sage Research Methods Datasets	X	X		
SimplyAnalytics	X	X	X	
Sports Market Analytics		X	X	X
Statista			X	X
<b>GENERAL DATABASES</b>				
Academic Search Premier/Complete	X	X	X	X
Nexis Uni	X	X	X	X
ProQuest Dissertations & Theses	X	X	X	X
PsycInfo	X	X	X	X

\* Should major budget cuts occur, some databases on this list could be cut.

<b>KEY JOURNALS</b>	<b>UCF*</b>	<b>NC State</b>	<b>UF</b>	<b>UNLV</b>
<b>TRAVEL/TOURISM/HOSPITALITY JOURNALS</b>				
<i>Annals of Tourism Research</i>	X	X	X	X
<i>Asia Pacific Journal of Tourism Research</i>	X	X	X	X
<i>Cornell Hospitality Quarterly</i>	X	X	X	X
<i>Current Issues in Tourism</i>	X	X	X	X
<i>International Journal of Tourism Research</i>	X	X	X	X
<i>Journal of Destination Marketing &amp; Management</i>	X	X	X	X
<i>Journal of Hospitality &amp; Tourism Research</i>	X	X	X	X
<i>Journal of Sustainable Tourism</i>	X	X	X	X
<i>Journal of Tourism and Cultural Change</i>	X	X		X
<i>Journal of Travel &amp; Tourism Marketing</i>	X	X	X	X
<i>Journal of Travel Research</i>	X	X	X	X
<i>Journal of Vacation Marketing</i>	X	X	X	X
<i>Scandinavian Journal of Hospitality and Tourism</i>	X	X		X
<i>Tourism Economics</i>	X	X		X
<i>Tourism Geographies</i>	X	X		X
<i>Tourism Management</i>	X	X	X	X
<b>ENGINEERING/MODELING JOURNALS</b>				
<i>ACM transactions on modeling and computer simulation</i>	X	X	X	X
<i>International Journal of Modeling and Simulation</i>	X		X	X
<i>International Journal of Simulation Modeling (IJSIMM)</i>	X	X	X	X
<i>International Journal of System Modeling and Simulation</i>	X		X	
<i>Journal of Modeling and Simulation of Systems</i>	X		X	
<i>Journal of Modeling in Management</i>	X	X	X	X
<i>Modeling and simulation in materials science and engineering</i>	X	X	X	X
<i>Multiscale Modeling &amp; Simulation</i>	X	X	X	X
<i>Simulation &amp; gaming</i>	X	X	X	X
<i>Simulation Modeling Practice and Theory</i>	X	X	X	X
<b>DATA/STATISTICS JOURNALS</b>				
<i>Artificial Intelligence</i>	X		X	X
<i>Big Data (Liebert)</i>	X			
<i>Big Data &amp; Society</i>	X	X	X	X

<i>Big Data Quarterly</i>	X	X	X	X
<i>Big Data Research</i>	X	X	X	X
<i>Computational Statistics &amp; Data Analysis</i>	X	X	X	X
<i>International Journal of Data Science and Analytics</i>				X
<i>Journal of Big Data</i>	X	X	X	X
<i>Machine Learning</i>	X	X	X	X

\* Should major budget cuts occur, some journals on this list could be cut.

**Journals:** The UCF Libraries journal list compares favorably with the chosen institutions. We have the journals needed to support this proposed degree in ***MS in Travel Technology and Analytics***. However, in the event any new key journal(s) becomes critical for the degree in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

<b>BOOKS</b>				
	<b>UCF</b>	<b>NC State</b>	<b>UF</b>	<b>UNLV</b>
Artificial intelligence	5727	7697	3589	4707
Big data	218	434	506	423
Computer simulation	4438	4104	4340	1216
Database management	2979	4191	4010	2154
Databases	843	428	1217	428
Data mining	2037	2770	1765	1731
Data processing	14679	16394	18458	1641
Engineering design	1476	1412	844	943
Hospitality	128	101	99	100
Information technology	6243	4857	7466	9328
Machine learning	702	780	697	659
Management information systems	2599	2188	2133	1802
Social media	735	692	899	823
Statistics	20623	20370	21354	6530
Tourism	3289	2203	3646	4762
Travel	6131	3092	8628	2595
<b>Total books</b>	<b>72847</b>	<b>71713</b>	<b>79651</b>	<b>39842</b>

**Books:** The analysis of the book collection shows that UCF Libraries compares favorably with the peer institutions. In addition, books in these subject areas are regularly being added through existing collection funds. Therefore, no additional funding for books is requested at this time. However, in the event any large number of new books becomes critical for the degree in the future, additional funding will need to be provided to the Libraries to add these resources.

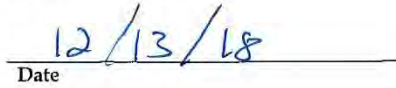
## APPENDIX B: Library Resources for an Additional Program

Revised December 8, 2016

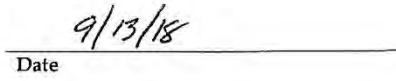
### APPENDIX B

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

  
Signature of Equal Opportunity Officer

  
Date

  
Signature of Library Director

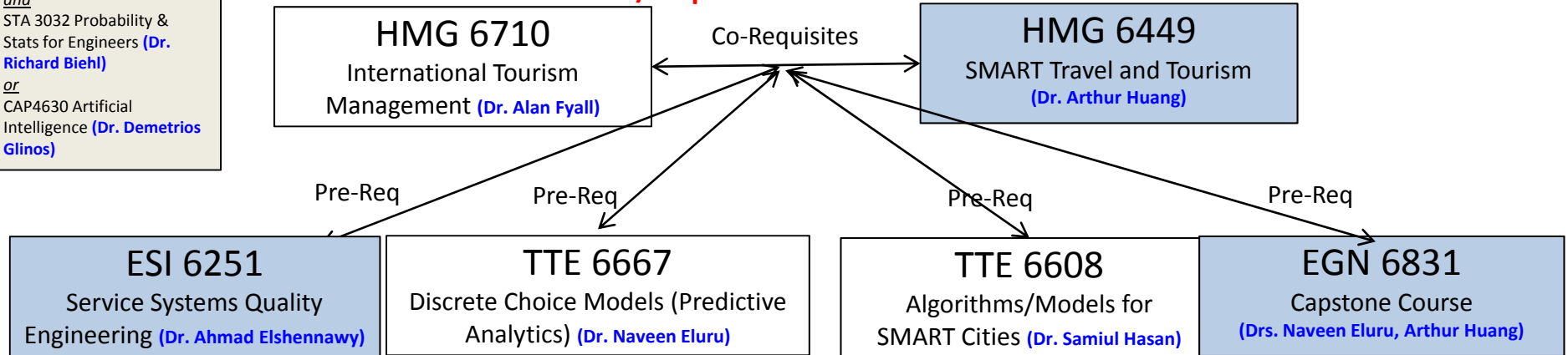
  
Date

**PRE-REQUISITES:**

STA 2023 Statistical Methods I (Dr. Kathleen Suchora)  
 and  
 STA 3032 Probability & Stats for Engineers (Dr. Richard Biehl)  
 or  
 CAP4630 Artificial Intelligence (Dr. Demetrios Glinos)

**M.S. TRAVEL TECHNOLOGY & ANALYTICS (30 CREDITS)**

**6 Core/Required Courses = 18 credits**



**PLUS 4 Electives = 12 credits**

**Optional Electives**

Minimum of 2 courses from this list Tourism/Hospitality Courses	Minimum of 2 courses from this list Technology Courses	Available Optional Electives Statistics Courses
HMG 6466 Applied Revenue Management Techniques in Hospitality Management (Dr. M. Altin)	CNT 5008 Computer Communication Networks Architecture (Dr. M. Bassiouni)	STA 5703 Data Mining I (Dr. H.H. Huang)
HMG 6446 Hospitality and Tourism Information Technology (Dr. A. Ozturk)	CAP 5610 Machine Learning (Dr. G. Sukthankar)	STA 6704 Data Mining II (Dr. C.C. Wang)
HMG 6556 Digital Marketing and Big Data Management for H&T (Dr. T. Zhang)	COP 5711 Parallel and Distributed Database Systems (Dr. K. Hua)	STA 5206 Statistical Analysis (Dr. H.H. Huang)
HMG 6565 Social Media in Hospitality and Tourism (Dr. M. Hancer)	COP 6526 Parallel and Cloud Computation (Dr. N. Eluru)	STA 6714 Data Preparation (Dr. A. Mantzaris)
HMG 6566 Destination Marketing and Management (Dr. A. Tasci)	CGN 6655 Regional Planning Design and Development (Dr. N. Eluru)	
HMG 6585 Data Analysis in H&T Research (Dr. D. Singh)	EIN 5117 Management Information Systems (Dr. A. Elshennawy)	
HMG 6291 Hospitality Entrepreneurship (Dr. J. Weinland)	ESI 6224 Quality Management (Dr. A. Elshennawy)	
HMG 6738 Tourism Industry Analysis (Dr. T. Hara)	ESI 6225 Quality Design and Control (Dr. A. Elshennawy)	
HMG 6251 Advanced Vacation Ownership Resort (Dr. A. Gregory)		
HMG 6347 Contemporary Issues in the Resort Industry (Dr. A. Gregory)		

**M.S. in Travel Technology & Analytics**  
College of Engineering and Computer Science  
Rosen College of Hospitality Management  
Fall 2020

International travel and tourism represent the world's largest commercial service sector and a multi-trillion dollar industry as seen in 2017 figures below.

- Employed 292 million—or 1 in 10 jobs—globally (expected to reach 380 million by 2027).
- Contributed US\$8.27 trillion in direct/indirect/induced economic benefits globally.
- International travelers reached 1.322 billion people with 849.3 million air passenger trips recorded.
- Florida received 116.5 million tourists (102.3 million domestic, 10.7 million overseas, 3.5 million Canadian visitors) who spent an estimated \$112 billion (reflecting \$1.5 billion loss in visitor spending due to Hurricane Irma) and supported 1.4 million jobs.
- Orlando alone recorded 72 million visitors (highest number of arrivals in the U.S., exceeding that of New York City and Las Vegas), with 1.46 million attendees at the Orange County Convention Center, and 44.6 million passengers at the Orlando International Airport.

This powerful industry, which functions at the intersection of engineering and management, is being transformed by rapidly increasing technological innovations and advances and is adapting to these changes by creating new positions to match. The dynamic nature of the industry and technological advances reveal the need for a workforce with advanced skills: fluency in data science and analytics, understanding of complex travel systems, strategic problem solving, big-picture thinking, technical knowledge and practical skills aligned with technological advances. The changing nature of travel and tourism jobs reveals emerging positions in areas of online travel agencies [OTA], global distribution systems [GDS], data analytics, data architecture, predictive analytics, mobile devices, travel apps, geolocation, data visualization, data translation, programming, interface design, virtual reality [VR], augmented reality [AR], hologram technology, travel click technology, business intelligence [BI], social media management, SMART-city design and development, and SMART-technologies and travel systems. The broader travel industry and its subsectors (transportation, lodging, and attractions) are experiencing the disruptive effects of direct and indirect distribution impacted by mobile devices, e-commerce, role of IT in distribution and dynamic pricing, and a highly perishable inventory (e.g., hotel rooms, airline seats) as well as those of artificial intelligence (AI) and machine learning and becoming increasingly more dependent on analytics as a key facet of business strategy.

An estimated 2.72 million new job postings are anticipated by 2020 seeking workers with skills in data science and analytics (Burning Glass, 2017)—which currently represents the nation's most glaring skills gaps (BHEF, 2017), requiring substantial changes by higher education institutions and employers alike. It will forge a new path in interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing engineering, science, and management contextualized by the global travel industry. Diverging from traditional business/management degrees, the *MS in Travel Technology and Analytics* will focus on prescriptive and predictive techniques to anticipate and solve problems in a forward-looking approach. Thus, the overall goal is to begin by providing technical skills to professionals in Florida to prepare them for higher-skill, higher-paying jobs in the growing travel industry. By 2020, *zettabytes* of data will be collected by governments and businesses, including those that relate directly to the travel industry (e.g., social media, credit card, transportation). Both, Florida's local/state governments and businesses will need to utilize these data to assure the sustainable growth of the travel and tourism industry to better serve both visitors and residents.

This interdisciplinary *MS in Travel Technology and Analytics*, offered jointly by:

- The College of Engineering and Computer Science (Departments of Computer Science; Industrial Engineering and Management Systems; Civil, Environmental, and Construction Engineering) and
- The Rosen College of Hospitality Management (Departments of Tourism, Events, and Attractions; Hospitality Services)

will be housed in CECS due to its requirement for students with primarily STEM backgrounds. The program, which will be launched in Fall 2020, will emphasize the technical aspects of big data analytics, including predictive analytics, algorithm design and models for SMART cities, SMART-technologies and travel

systems, and service systems quality engineering. The unquestionable value and importance of such a program at UCF and in Central Florida can be explained as follows:

- Travel and tourism is the number one industry in the region and has immense economic impacts. The program promises to be significant value for the industry benefitting from the large number of visitors to the State and especially Central Florida.
- Members of the travel and tourism industry will have priceless opportunities to groom and observe the growth of knowledge and skills that will impact degree participants by way of influence on curriculum development (via advisory board) and applied projects (via capstone course), which in turn will contribute to the growth and advancement of the industry.
- The existing STEM pipeline of students at UCF and other SUS institutions is compelling considering the strong presence of the travel and tourism industry in Florida and the strong preference of students who graduate from Florida institutions to find employment in the State.
- The program will create a platform for the active collaboration of the travel and tourism industry and UCF's talent pipeline of students and faculty. If the expectations are met, the joint collaboration of an expanding STEM pipeline at UCF under the joint auspices of two colleges (CECS and RCHM) will create a quality Master's program that will attract not only the local talent from SUS institutions but also talent from other institutions across the nation and/or around the globe.
- Offering the first such program of its type will contribute to the visibility of UCF as an innovative university.

The program will be 30 credits (18 core/required and 12 electives). There will be no thesis requirement, however, a semester-long applied capstone project (involving industry and approved by the program director) will be required.

<b>MS in Travel Technology and Analytics Curriculum</b>		
<b>6 Core/Required Courses = 18 credits</b>		
HMG 6710 International Tourism Management HMG 6449 SMART Travel and Tourism ESI 6251 Service Systems Quality Engineering TTE 6667 Discrete Choice Models/Predictive Analytics TTE 6608 Algorithms/Models for SMART Cities EGN 6831 Capstone Course		
<b>4 Electives = 12 credits</b>		<b>Optional electives</b>
<b>Minimum of 2 from 10 possible tourism/hospitality courses</b>	<b>Minimum of 2 from 8 possible technology courses</b>	<b>Statistics courses</b>
HMG 6466 Applied Revenue Management Techniques in Hospitality Management	CNT 5008 Computer Communication Networks Architecture	STA 5703 Data Mining I
HMG 6446 Hospitality and Tourism IT	CAP 5610 Machine Learning	STA 6704 Data Mining II
HMG 6556 Digital Marketing and Big Data Management for Hospitality and Tourism	COP 5711 Parallel and Distributed Database Systems	STA 5206 Statistical Analysis
HMG 6565 Social Media in Hospitality and Tourism	COP 6526 Parallel and Cloud Computation	STA 6714 Data Preparation
HMG 6566 Destination Marketing and Management	CGN 6655 Regional Planning Design and Development	
HMG 6585 Data Analysis in Hospitality and Tourism Research	EIN 5117 Management Information Systems	
HMG 6291 Hospitality Entrepreneurship	ESI 6224 Quality Management	
HMG 6738 Tourism Industry Analysis	ESI 6225 Quality Design and Control	
HMG 6251 Management of Lodging Operations		
HMG 6347 Advanced Vacation Ownership Resort Planning (Contemporary Issues in the Resort Industry)		

# M.S. in Travel Technology & Analytics

INNOVATIVE INTERDISCIPLINARY DEGREE OFFERED JOINTLY BY

THE COLLEGE OF ENGINEERING AND COMPUTER SCIENCES AND  
THE ROSEN COLLEGE OF HOSPITALITY MANAGEMENT

## Global and Local Power of Travel and Tourism

International travel and tourism is the world's largest commercial service sector and a multi-trillion dollar industry. *In 2017.....*

- Employed **292 million**—or **1 in 10 jobs**—globally (expected to reach **380 million by 2027**).
- Contributed **US\$8.27 trillion** in direct/indirect/induced economic benefits globally.
- International travelers reached **1.322 billion people** with **849.3 million air passenger trips** recorded.
- Florida received **116.5 million tourists** (102.3 million domestic, 10.7 million overseas, 3.5 million Canadian visitors)...
  - Visitors spent an estimated **\$112 billion** (reflecting \$1.5 billion loss in visitor spending due to Hurricane Irma) and supported **1.4 million jobs**.
- **Orlando alone recorded 72 million visitors** (highest number of arrivals in the U.S., exceeding that of New York City and Las Vegas).
- Orange County Convention Center recorded **1.46 million attendees**.
- Orlando International Airport recorded **44.6 million passengers**.





## At the Intersection of Engineering and Management

- The industry, is being transformed by rapidly increasing technological innovations and advances and is adapting to these changes by creating new positions to match.
- The dynamic nature of the industry and technological advances reveal the need for a workforce with advanced skills:
  - Fluency in data science and analytics,
  - Understanding of complex and SMART travel systems,
  - Strategic problem solving,
  - Big-picture thinking, and
  - Technical knowledge and practical skills aligned with technological advances.



## Top Tech Skills in High Demand in 2018

(Forbes Technology Cluster)

- Experience with AI (need for technology leaders who know credibly, how to manage teams made up of AI, data science, and innovative product specialists)
- Skills to envision, design, and develop AR apps (need for people with the skills to envision, design, and develop applications that take advantage of new chips that are being developed)
- Data science knowledge (companies are expected to invest on a large scale in data science talent acquisitions for fields ranging from finance/banking to healthcare, and will include the travel and tourism industry)
- Mobile application development (successful app developers will need to be fluent in multiple programming languages, including Java, HTML5, Objective-C, C++, C#, Python, Swift and those with UX and UI design skills will be more valued)
- Excellence in cybersecurity (growing threats of infiltration of networks have created a need for organizations to protect their data)
- Talent for SaaS in the cloud (IT professionals with skills in cloud computing and software as a service [SaaS] will be in demand, also virtualization skills in Amazon AWS, Microsoft Hyper-V and VMware for private cloud hosting will be especially in demand, and experience with DevOps containers, the entire cloud stack and IPv6 will increase demand for persons with this expertise)
- Ability to adapt to new technology (the fast pace of technological advances, those persons who are constantly learning and adapting in this unpredictable field will be in high demand)

## Top Tech Skills in High Demand in 2018

(Forbes Technology Cluster)

- Coding and engineering experience (both these skills are valued highly, as everything is about new ways to build and use products and services that are more intuitive)
- Applied machine learning (if data science applies in settings where interpretability and theoretic soundness of methodology, then applied machine learning is simply about the results)
- Programming knowledge (especially with multi-faceted languages like JavaScript and Python are the most in demand, whether the individual is an infrastructure engineer, software engineer, or digital marketing professional—these languages are used to build scalable applications as well as to automate, streamline processes or crawl data across disparate systems)
- Any skills related to analytics (machine learning and data analytics will continue to grow and change the face of the IT industry—these skills are expected to be game changers)
- Cross-team functionality and communication (there is an increasing amount of overlap between different job functions and communicating effectively with different members of an organization is essential—collaboration between developers, marketers, and designers is required for effective project implementation)
- Digital transformation (ability to identify and implement digital platforms across the organization will impact operational efficiencies and increase revenue)

## Changing Nature of Travel Industry

*The broader travel industry and its subsectors (transportation, lodging, and attractions) are experiencing the disruptive effects of direct and indirect distribution impacted by:*

- *mobile devices,*
- *e-commerce,*
- *role of IT in distribution and dynamic pricing,*
- *a highly perishable inventory (e.g., hotel rooms, airline seats),*
- *artificial intelligence (AI) and machine learning...*



*... and becoming increasingly more dependent on analytics as a key facet of business strategy.*



## Emerging Jobs

- The changing nature of travel and tourism jobs reveals emerging positions in areas of:
  - Online travel agencies [OTA],
  - Global distribution systems [GDS],
  - Data analytics,
  - Data architecture,
  - Predictive analytics,
  - Mobile devices,
  - Travel apps,
  - Geolocation,
  - Data visualization,
  - Data translation,
  - Programming,
  - Interface design,
  - Virtual reality [VR],
  - Augmented reality [AR],
  - Hologram technology,
  - Travel click technology,
  - Business intelligence [BI],
  - Social media management,
  - SMART-city design and development,
  - SMART-technologies and travel systems.



## Classifieds

*An estimated **2.72 million new job postings** are anticipated by 2020 seeking workers with skills in data science and analytics (Burning Glass, 2017).*



## MS in TT&A – Initial Industry Response

- Key members of the industry (listed below) have been asked about their view of the proposal degree. A number of them will be invited to serve on the Advisory Board.



## MS in TT&A – Initial Industry Response

- *“Our Google Travel Sales and Strategy Team, Travel Product Teams, and Travel Business Development Teams are all keen to hire analytical professionals with industry experience and perspective...we are keen, both now and in the future, to hire analysts...we just hired three individuals in our Travel Analytical Lead role, which I believe would be a great fit for your graduates”* (Rob Torres, Managing Director, Google Travel)
- *“There is no question that this would be a valuable degree to deepen both technical and industry skills...there are a subset of our analysts who we would encourage to earn this program (Google has an education subsidy for relevant educational training)...skills here would both contribute to and advance our company”* (Rob Torres, Managing Director, Google Travel)
- *Do you anticipate employing students who complete the MS in TT&A? “Yes we do...that’s where we source most of our ‘data crunchers’ analysts...the skills we need hardly exist on the market”* (Olivier Jager, CEO and Founder, Forward Keys)

## MS in TT&A – Initial Industry Response

- **"Yes, I believe there is a need for a Master's in Travel Technology...since joining a travel technology company (Tourico Holidays – now Hotelbeds Group) I have always felt somewhat behind and disadvantaged against other colleagues who acquired the skill set through another career path – NOT hospitality and tourism"** (Felipe Robine, Regional Strategic Account Manager, Hotelbeds.com)
- **"The lack of such a Master's program in fact creates a continuous challenge for companies like Avia Travel Services...the people who apply for technology positions either have an IT/development background or a hospitality background/degree...I have yet to come across a qualified applicant who has an IT degree with fundamental knowledge and understanding of the industry"** (Kim Andreello, President AVIA Travel Services)
- **"In regards to analytics...of the tremendous amount of data that is collected in the industry, there is a disconnect between hospitality professionals and data analysts with little to no industry knowledge...however, understanding the data derived from booking engines, customer support centers and guest behaviors is fundamental to improve travel solutions and stay on top of trends and market demands ... in summary, I do believe there is a strong need for this Master's degree...companies like ours and also industry leaders like Expedia, Priceline, and Booking.com will welcome and benefit from professionals with a Master's of Travel Technology & Analytics"** (Kim Andreello, President AVIA Travel Services)

## Four Examples

**Title: Business Analyst/Customer Marketing**

**Location: Hard Rock Intern**

**Primary Skills:**

- Translating traditional
- Evaluating needs
- Proactive to and solution
- Solid foundation and D
- require
- Strong interp
- Bachelor's Science

**Title: Solution Architect**

**Location: Orlando, Florida**

**Primary Skills:**

- Demonstrable experience in tourism/hospitality industry in delivering solutions from inception to production.
- Strong interpersonal skills and ability to work with people with a variety of skill sets.
- Experience designing software solutions for one of the following systems for tourism/hospitality industry i.e. online booking engines, inventory management and content management systems
- Experience with multiple Hospitality and Travel technology and product platforms
- Fluent in multiple programming languages [Java] and database technologies and systems integration
- Strong knowledge of industry standards and best practices in the Travel & Hospitality domain
- Several years of large systems software design and development experience using J2EE-based systems.
- Service Oriented architecture, web services, XML, SOAP, WSDL Strong visioning, problem solving and solution development skills.
- Ability to translate business requirements into a solution and strong communication skills.
- Experience with development of consumer-facing applications in full SDLC Good understanding of the different architecture patterns and their tradeoffs.
- Bachelor's degree in computer science or related discipline, software product development experience, experience with data architecture and data modeling for both transactional databases as well as data marts/data warehouses. Ability to create technology agnostic technology solutions.

**Title: Lead Data Analyst**

**Location: Disney Cruise Lines, Orlando, Florida**

**Primary Skills:**

- Use data and metrics to plan for business unit growth needs, plan upgrades, migrations, and enhanced functionality.

**Title: Senior Data Integration Analyst in Consumer Insights**

**Location: Universal Parks & Resorts, Orlando, Florida**

and adherence 8+ years

gathering methods, mapping, refine technology delivery and support Disney Cruise Line. gy and business cture and Operations Disney Cruise Line. ering team that is ftware, platform, ms and d infrastructure as technology,

## Why STEM?

In response to the nation's most glaring skills gaps in data science and analytics (BHEF, 2017), higher education institutions need innovative offerings in degree programs with strong STEM foundations.

The *MS in Travel Technology & Analytics* will forge a new path in interdisciplinary education and contribute to burgeoning interdisciplinary research encompassing engineering, science, and management contextualized by the global travel industry.

Diverging from traditional business/management degrees, the *MS in Travel Technology & Analytics* will focus on prescriptive and predictive techniques to anticipate and solve problems in a forward-looking approach.



## Higher Skill – Higher Paying Jobs



- Thus, the overall goal is to begin by providing technical skills to professionals in Florida to prepare them for higher-skill, higher-paying jobs in the growing travel industry.
- By 2020, *zettabytes* of data will be collected by governments and businesses, including those that relate directly to the travel industry (e.g., social media, credit card, transportation).
- Both, Florida's local and state governments and businesses will need to utilize these data to assure the sustainable growth of the travel and tourism industry to better serve both visitors and residents.

### WHAT IS A ZETTABYTE?

1,000,000,000,000	.....gigabyte
1,000,000,000,000,000	.....terabyte
1,000,000,000,000,000,000	.....petabyte
1,000,000,000,000,000,000,000	.....exabyte
1,000,000,000,000,000,000,000,000	.....zettabyte

## MS in TT&A – Who? Where? Why?

- This interdisciplinary *MS in Travel Technology and Analytics*, offered jointly by:
  - **The College of Engineering and Computer Science:**
    - Department of Industrial Engineering and Management Systems
    - Department of Civil, Environmental, and Construction Engineering
    - Department of Computer Science
  - **The Rosen College of Hospitality Management:**
    - Department of Tourism, Events, and Attractions
    - Department of Hospitality Services

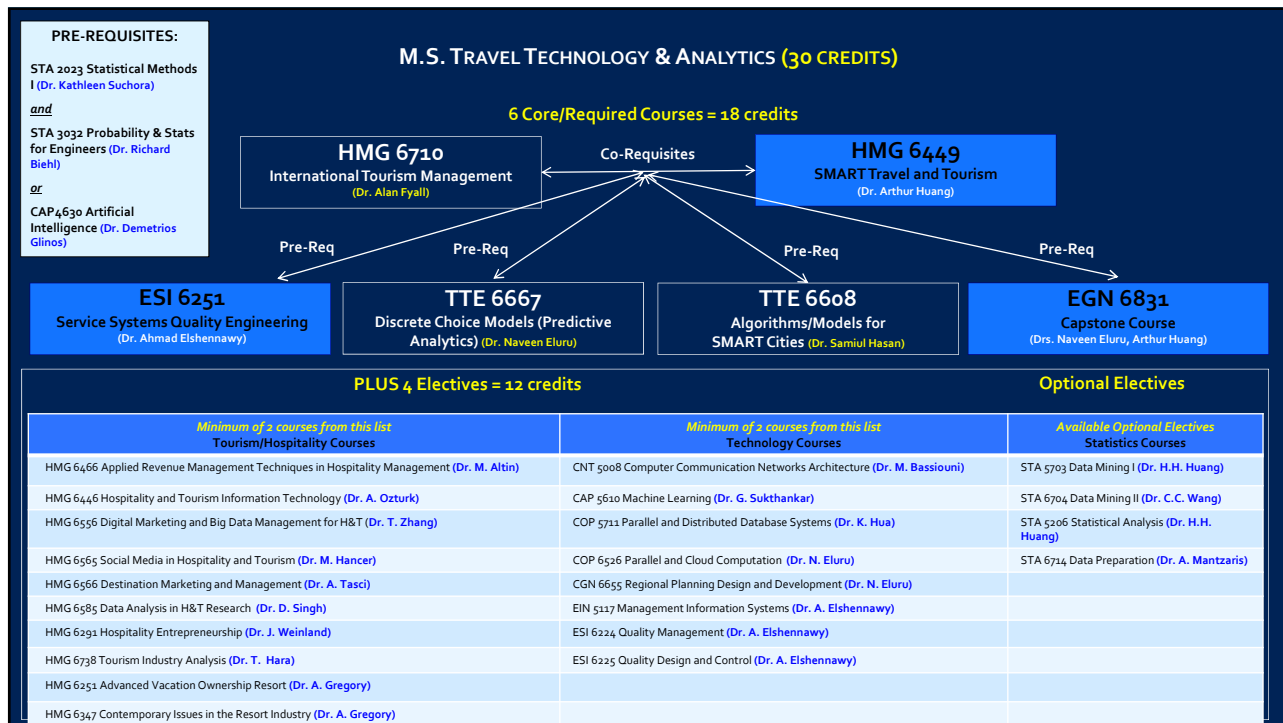
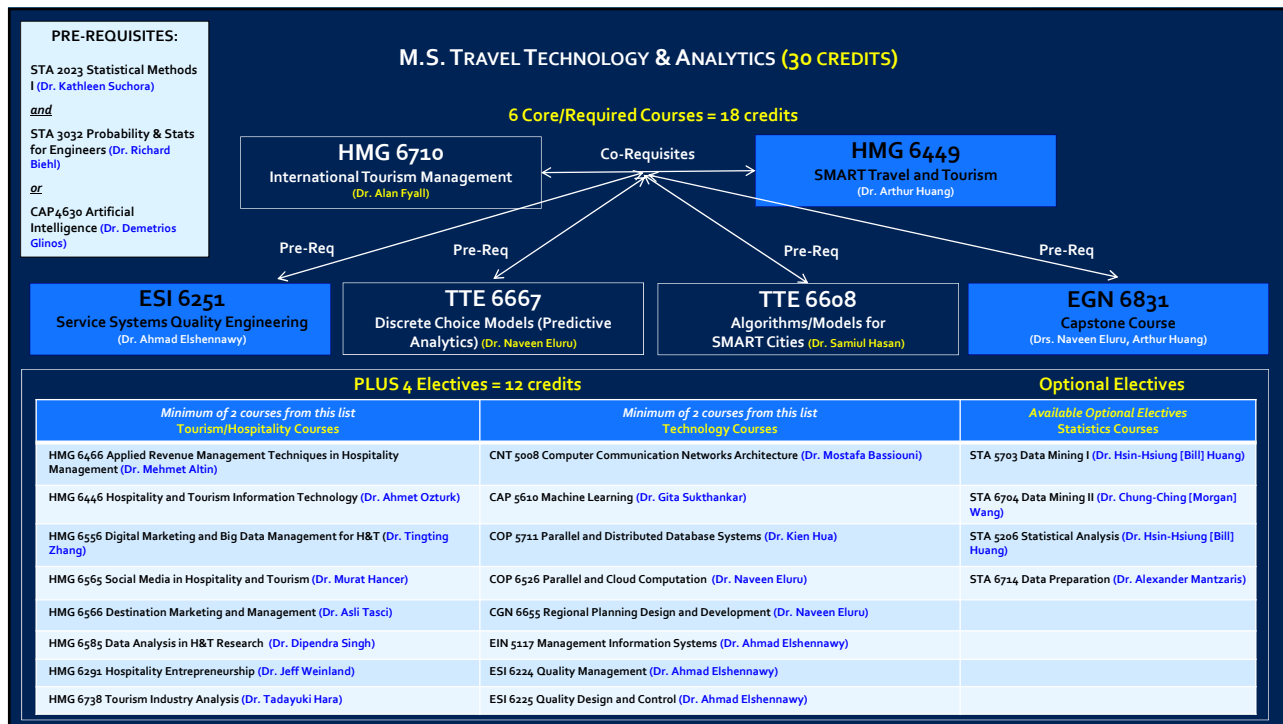
Will be housed in CECS to attract students with STEM backgrounds.

Will be launched in Fall 2020.



## The Value of the MS in TT&A

- Travel and tourism is the number one industry in the region and has immense economic impacts. The program promises to be significant value for the industry benefitting from the large number of visitors to the State and especially Central Florida.
- Members of the travel and tourism industry will have priceless opportunities to groom and observe the growth of knowledge and skills that will impact degree participants by way of influence on curriculum development (via advisory board) and applied projects (via capstone course), which in turn will contribute to the growth and advancement of the industry.
- The existing STEM pipeline of students at UCF and other SUS institutions is compelling considering the strong presence of the travel and tourism industry in Florida and the strong preference of students who graduate from Florida institutions to find employment in the State.
- The program will create a platform for the active collaboration of the travel and tourism industry and UCF's talent pipeline of students and faculty. If the expectations are met, the joint collaboration of an expanding STEM pipeline at UCF under the joint auspices of two colleges (CECS and RCHM) will create a quality Master's program that will attract not only the local talent from SUS institutions but also talent from other institutions across the nation and/or around the globe.
- Offering the first such program of its type will contribute to the visibility of UCF as an innovative university.





## Student Learning Outcomes

1. Critically understand the global travel industry, its sub-sectors (i.e. hospitality, transportation, destinations, travel intermediaries, lodging), and role in national and regional economic and sustainable development;
2. Critically understand the role of technology, technological innovations and analytics in the global travel industry and its sub-sectors;
3. Evaluate and explore historical, current, and emerging technologies and analytics relevant to the global travel industry;
4. Analyze and evaluate the impact of technology, technological innovations and analytics in the global travel industry in a global economic, cultural, and societal context;
5. Analyze and evaluate the opportunities, risks, and challenges of emerging technologies and analytical approaches to the global travel industry;
6. Critically understand the professional and ethical issues related to intellectual property, data security, integrity, and privacy specific to the global travel industry;
7. Demonstrate high levels of competence in predictive analytics, service systems, discrete choice models and algorithms relevant to the global travel industry;
8. Identify problems and design, implement, and evaluate appropriate technological and analytical solutions to meet current and future needs in the global travel industry;
9. Work effectively in a team environment to deliver high-quality technological and analytical solutions for the global travel industry.
10. Recognize the need for life-long learning and professional development in the field of travel technology and analytics.

## QUESTIONS?



# Graduate Program Reactivation - College of Community Innovation and Education - Governance and Policy Research

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Fall 2019

**Year:\*****Name of program, track and / or certificate:\*** Governance and Policy Research**Unit(s) Housing Program:**

**Type of Action:\***  Program  
 Track  
 Certificate

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

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:**

**Description:\*** The Governance and Policy Track in the Public Affairs PhD program prepares students to perform high-quality policy-relevant research concerned with governance and public policy issues, primarily those with national and global implications. Students are empowered to provide unbiased, evidence-based information that is directly relevant to real public-policy problems.

**Rationale:** The governance track is highly sought out by prospective students, and enrollment for the PAF program has declined as a result. Additionally, our move downtown will strengthen our relationships with local and city government and make the PhD more accessible to city staff and officials. Also, it fits with the overall goals of the program to continue to expand its track selection. The reinstatement of the track does not impact the curriculum.



## Follow these steps to propose courses to the revised program curriculum:

### Step 1



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

**Step 2**

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

Prospective Curriculum\*

**Impact on Current Students**

Will students be moved from an existing program, track, or certificate into this 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 not be impacted by this change.

**Future Students**

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

This is an internal change in the public affairs doctoral program in that it is a re-activation of the track rather than the creation of a new one. As in the past, it is open to all students who are interested in pursuing a governance and policy focus and whose interests are not a good fit with the current tracks of social work, public administration, health management and research and criminal justice.

Governance and policy research refers to the study of all processes of governing (law making, policy development,, community-based decision making, etc.) that work together collectively to address the needs of the public.

Enrollment in this track is open to all prospective students and students who are

interested in engaging in a more broad, community-related approach to developing solutions that seek to bring policy, citizens and problems together to discover opportunities for improvement.  
 There is no licensure or certification that depends upon this education.

**Year 1**

**Headcount:** 3

**SCHs:**

**Year 2**

**Headcount:** 6

**SCHs:**

**Year 3**

**Headcount:**

**SCHs:**

**Indicate likely career or student outcomes upon completion:**

Of the 165 PAF graduate, 9 students were Governance Track students. Their careers are as follows:  
 David Kanaan: Assistant Professor at San Diego State University's School of Public Affairs  
 Amanda Terry: Research Scientists at Florida Hospital  
 Richard Levey: Managing Director at Levey Consulting  
 Mehmet Yesilbas: District Governor at Turkish Ministry of Interior  
 Pamela Medina: Senior Instructor at University of Colorado Denver School of Public Affairs  
 Jenna Tosh: President and CEO at Planned Parenthood  
 Tamara Dimitrijevska-Markoski: Assistant Professor of Public Administration at Mississippi State University  
 Angela White-Jones: Associate Lecturer, Director of Research Administration at the School of Public Administration at UCF  
 Matt Bagwell: Assistant Professor of Public Administration at Tarleton State University in the School of Criminology

**Please complete the following section on financial support:**

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

**Year 1**

**Number of assistantship students:** YES

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 2**

**Number of assistantship students**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 3**

**Number of assistantship students:**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Attachments**

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

**Faculty List\***  Attached  Not Applicable

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

**Administration Use Only**

**Catalog Ownership:**

**Program OID**

**Program Type**

**Degree Type**

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

# Public Affairs PhD, Governance and Policy Research Track

← Return to: [Graduate Programs](#)

<b>College:</b> <a href="#">Health and Public Affairs</a>	<b>Degree:</b> PHD
<b>Department:</b> <a href="#">Public Affairs</a>	<b>Option:</b> Dissertation
<b>Program Websites:</b> <a href="https://www.cohpa.ucf.edu/publicaffairs/">https://www.cohpa.ucf.edu/publicaffairs/</a>	

## Track Description

**Admission to this program track has been suspended effective Summer 2015.**

The Governance and Policy Track in the Public Affairs PhD program prepares students to perform high-quality policy-relevant research concerned with governance and public policy issues, primarily those with national and global implications. Students are empowered to provide unbiased, evidence-based information that is directly relevant to real public-policy problems.

## Curriculum

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

Students must complete 60 credit hours beyond the master's degree, including 15 courses (45 credit hours) above the master's level distributed in the following manner:

- a three-course, 9-credit required Public Affairs substantive core
- a six-course, 18-credit required Public Affairs methodological and statistical core
- a three-course, 9-credit required discipline-specific specialization
- a two-course, 6-credit hour electives (may be taken outside the student's discipline)
- a one course, 3-credit required Public Affairs practicum
- 15 credit hours of dissertation minimum

Students are required to take a statistical assessment the summer semester prior to their entering the program fall semester. This assessment will be used to determine a student's statistical knowledge and competency. Students that receive a passing score will be exempt from taking a 6XXX level statistics course. Those students requiring the 6XXX level course will meet with the Track Coordinator to determine which course will meet the requirement. Students are required to complete and pass the course prior to registering in [PAF 7804 - Advanced Statistics for Public Affairs I: Multivariate Analysis](#). The 6XXX level course credit hours may be included in the student's program of study as an elective.

A maximum of 6 credit hours of Independent Study may be used as electives with adviser's approval.

Transfer work will only be accepted by the Public Affairs PhD program if taken as part of an approved plan of study for a doctoral program at UCF or elsewhere. A maximum of 6 credit hours taken at the doctoral level may be considered for transfer. The acceptance of transfer credit into the track specialization and general elective component is dependent upon the approval of the Track Coordinator in consultation with the PAF Director. Transfer work will not be accepted into the PAF substantive or methodological core components.

A grade of B- or better is required in all courses. Students receiving a grade of "C+" or lower will be required to repeat the course and receive a grade of B- or better prior to taking the Qualifying Exam. Any student who receives more than one grade of "C+" or lower in their doctoral course work may be dismissed from the Public Affairs program.



A minimum of 3.0 graduate status GPA and program of study GPA is required to maintain graduate student status and for graduation. Students with a GPA less than 3.0 may be dismissed from the program.

Any student who receives an “F” grade in their doctoral course work will be dismissed from the program.

Required Courses: 45 Credit Hours

Public Affairs Substantive Core: 9 Credit Hours

[\*\*PAF 7000 - Foundations of Public Affairs: People, Places, Policies and Paradigms\*\*](#) **3 Credit Hours**

[\*\*PAF 7230 - Strategic Change and Management for Public Affairs\*\*](#) **3 Credit Hours**

[\*\*PAF 7317 - Social Inquiry and Public Policy\*\*](#) **3 Credit Hours**

Methodological and Statistical Core: 18 Credit Hours

[\*\*PAF 7802 - Advanced Research Methodology for Public Affairs\*\*](#) **3 Credit Hours**

[\*\*PAF 7804 - Advanced Statistics for Public Affairs I: Multivariate Analysis\*\*](#) **3 Credit Hours**

[\*\*PAF 7805 - Advanced Statistics for Public Affairs II: Survey of Statistical Methods\*\*](#) **3 Credit Hours**

[\*\*PAF 7820 - Qualitative Methods for Public Affairs\*\*](#) **3 Credit Hours**

[\*\*PAF 7325 - Policy and Program Evaluation for Public Affairs\*\*](#) **3 Credit Hours**

Advanced Methodology

Choose one of the following courses:

[\*\*PAF 7868 - Advanced Statistics for Public Affairs III: Continued Survey of Statistical Methods\*\*](#) **3 Credit Hours**

[\*\*PAF 7856 - Applications of Structural Equation Modeling in Public Affairs\*\*](#) **3 Credit Hours**

Pre-approved methodological or statistical course **3 Credit Hours**

Practicum: 3 Credit Hours

At the end of the required coursework, students will take the [\*\*PAF 7947 - Practicum in Community-based Research\*\*](#). Led by a professor, the practicum provides students with the opportunity to work within an interdisciplinary team to use their substantive learning and apply their methodological and statistical tools to a real community problem. This experiential learning brings the student out to the community while bringing the community into the university.

Track Specialization: 9 Credit Hours

Students are required take the following three courses and attain a “B-” or higher:

[\*\*PAF 7055 - Seminar in State and Local Government Policy Research\*\*](#) **3 Credit Hours**

[\*\*PAF 7510 - Seminar in Policy Evaluation and Performance Measurement\*\*](#) **3 Credit Hours**

[\*\*PAF 7858 - Advanced Seminar in Governance and Policy Research\*\*](#) **3 Credit Hours**

Elective: 6 Credit Hours

Choose two additional courses from the following courses:

[\*\*PAF 7757 - Seminar in Global Governance and Policy Research\*\*](#) **3 Credit Hours**

See adviser for appropriate methodological elective **3 Credit Hours**

Directed independent study **3 Credit Hours**

Or other course that will add to the student’s course of study. Requires approval of adviser. **3 Credit Hours**

Dissertation: 15 Credit Hours

PAF 7980 Dissertation Research

Assignment of Faculty Advisers

Upon acceptance of a student into the program, the PAF Program Director provides students with an initial orientation and a general advising session. The Track Coordinator in conjunction with the PAF Director helps the student throughout the foundation stage of the program, assisting in the clarification of

interests and goals and facilitating the introduction of students to faculty and research interests that can advance the student's program of study. Governance and Policy Research Track students will be advised by the Governance and Policy Research Track Coordinator. The Track Coordinator assists the student in selecting elective courses, finalizing the program of study, and facilitating discussion with faculty members who have similar research interests. Discussion and review of dissertation topics should take place with the faculty member who has agreed to chair the dissertation committee. The dissertation chair is to be selected by the student prior to commencing the dissertation prospectus.

## Qualifying Examination

Following successful completion of all required courses, students are required to pass a qualifying examination. The examination is given following finals during fall and spring semesters. Students are given two opportunities to pass all sections of the exam. Students who fail any section twice are dismissed from the program. Any student who fails any section of the qualifying exam twice will not be readmitted to the PAF program. This policy includes all tracks and/or any masters to PhD program(s) within the PAF program.

## Candidacy Status

Students officially enter candidacy when the following has been accomplished:

Completion of all course work, except for dissertation hours.

Successful completion of the qualifying examination.

The dissertation advisory committee is formed and has been reviewed and accepted by the PAF Director. Members of the committee are to be approved graduate faculty and graduate faculty scholars.

Submission of an approved graduate program of study.

Submission of dissertation prospectus to turnitin.com. Subsequent results to be within acceptable rating.

Successful defense of the dissertation prospectus.

All approved documentation has been received by the PAF and Graduate offices.

## Equipment Fee

Full-time students in the Public Affairs Program pay a \$40 equipment fee each semester that they are enrolled. Part-time students pay \$20 per semester.

## Application Requirements

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

Applicants must hold a master's degree from an accredited institution, preferably in criminal justice, health, public administration or social work. Applicants who do not have a master's degree in a field directly related to public affairs may be required to take courses at the master's level in preparation for doctoral level study. This preparatory course work requirement will be communicated at the time of acceptance into the program. These courses will not substitute for the doctoral degree requirements and will generally be taken prior to beginning the doctoral level course work. Admission is offered for fall semester only.

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 for both bachelor's and master's degrees.

Official, competitive GRE score taken within the last five years.

A narrative statement of 1000 words or less describing the applicant's educational expectations, career aspirations, level of computer skills, and any special qualifications or experiences that may enhance the overall learning environment of the PAF program.

Résumé.

A writing sample, i.e., academic paper, report, etc.

Three letters of recommendation from faculty or professionals who can assess the applicant's ability to succeed in a doctoral program.

Admission to the Doctoral Program in Public Affairs is granted on a competitive basis. Meeting minimum UCF admission standards does not guarantee program admissions. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match to the program, correspondence of the applicant's career and academic interests with those of the core and affiliated faculty, and potential for completing the degree and making a significant contribution to Public Affairs.

## 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

#### **Lawrence Martin PhD**

Professor

[lawrence.martin@ucf.edu](mailto:lawrence.martin@ucf.edu)

Telephone: 407-823-5731

HPA1 218

### Graduate Admissions

#### **Christina Dabrowski**

[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

### **Faculty List:**

Lawrence Martin

Kim Anderson

Thomas Wan

2019 New Director for PAF

### **- Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc**

This is an internal change in the public affairs doctoral program in that it is a re-activation of the track rather than the creation of a new one. As in the past, it is open to all students who are interested in pursuing a governance and policy focus and whose interests are not a good fit with the current tracks of social work, public administration, health management and research and criminal justice.

Governance and policy research refers to the study of all processes of governing (law making, policy development,, community-based decision making, etc.) that work together collectively to address the needs of the public. Enrollment in this track is open to all prospective students and students who are interested in engaging in a more broad, community-related approach to developing solutions that seek to bring policy, citizens and problems together to discover opportunities for improvement.

There is no licensure or certification that depends upon this education.

### **-Headcount, SCHs**

There are currently 3 students enrolled who were in the governance track prior to it being suspended. We expect an additional 5-6 students.

### **- Indicate likely career or student outcomes upon completion**

Of the 165 PAF graduate, 9 students were Governance Track students. Their careers are as follows:

**David Kanaan:** Assistant Professor at San Diego State University's School of Public Affairs

**Amanda Terry:** Research Scientists at Florida Hospital

**Richard Levey:** Managing Director at Levey Consulting

**Mehmet Yesilbas:** District Governor at Turkish Ministry of Interior

**Pamela Medina:** Senior Instructor at University of Colorado Denver School of Public Affairs

**Jenna Tosh:** President and CEO at Planned Parenthood

**Tamara Dimitrijevska-Markoski:** Assistant Professor of Public Administration at Mississippi State University

**Angela White-Jones:** Associate Lecturer, Director of Research Administration at the School of Public Administration at UCF

**Matt Bagwell:** Assistant Professor of Public Administration at Tarleton State University in the School of Criminology

**- Specify all forms of support: assistantships, fellowships, and tuition remission**

Students in this track, as well as in any other track in this program, are eligible for all forms of support including assistantships and fellowships.

# Graduate Program Revision - College of Arts and Humanities - Ethics, Theoretical and Applied Graduate Certificate

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed 2019-2020  
 Effective Term /

Year:\*

Name of program, track and / or certificate:\* Ethics, Theoretical and Applied Graduate Certificate ➤

Unit(s) Housing Program: **Department of Philosophy**

Type of Action:\*  Program  
 Track  
 Certificate

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

Is the CIP code being updated?

Activity Log

Jonathan Beever

+ No

Yes  No

If yes, please provide the new CIP code:

Description:\*

College: <u>Arts and Humanities</u>	Degree: CRT
Department: <u>Philosophy</u>	Option: N/A
Program Websites: <u><a href="http://philosophy.cah.ucf.edu/">http://philosophy.cah.ucf.edu/</a></u>	

Rationale:

The elective course list for the Theoretical and Applied Ethics certificate program has not been updated in at least four years. Some courses currently on the list are no longer offered, or are no longer available to certificate students. Other courses now exist that should be added, given their content and offerings. Syllabi for courses we add below have been reviewed for relevance and fit. We've contacted the programs where these courses are held. Emails attached.

## Follow these steps to propose courses to the revised program curriculum:



### Step 1



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

going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

## Step 2

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

### Prospective Curriculum\*

## Program Description

Students in the Graduate Certificate in Theoretical and Applied Ethics program specialize in applying ethical theories and principles to complex contemporary situations.

This interdisciplinary graduate certificate focuses on specific topics of ethical inquiry in philosophy, humanities, the arts, sciences, health care, business, education, criminal justice, public administration, public relations, journalism, politics and other areas.

**Please note:** This program may be completed online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees. See <http://ucf.edu/online> for more information.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. ~~For a detailed listing of enrollment requirements for international students, please visit [www.international.ucf.edu](http://www.international.ucf.edu). If you have questions, please consult International Affairs and Global Strategies at 407-823-2337.~~

UCF is not authorized to provide online courses or instruction to students in some states. Refer to [State Restrictions](#) for current information.

## Curriculum

Students may choose to specialize in some specific academic discipline or tailor their own areas of concentration.

All elective courses have been approved for inclusion by the chair or director of the relevant program. However, students without the



appropriate prerequisites to courses will need to obtain the consent of the instructor to enroll.

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

### Required Courses: 6 Credit Hours

**PHI 5627 Theoretical and Applied Ethics**  
**PHI 5665 Knowledge, Responsibility, and Society**

### Elective Courses: 6 Credit Hours

**Students choose 2 from the following list. Availability contingent on department annual offerings and instructor approval.**

**ACG 6835 Ethics and Professionalism in Accounting and Auditing**

**ADV 6209 Advertising and Society**

**ANG 6003 Ethics in Anthropology**

**BUL 6444 Law and Ethics**

**CCJ 5456 The Administration of Justice**

**CCJ 6431 Leadership and Ethics in Criminal Justice**

**CCJ 6485 Issues in Justice Policy**

**CJC 5020 Foundations of Corrections**

**CJE 5021 Foundations of Law Enforcement**

**CJL 6568 Law and Social Control**

**CLP 6932 Ethical and Professional Issues in Mental Health Practices**

**CLP 7623 Ethical and Professional Issues in Clinical Psychology**

**EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Educ**

**HSA 6555 Health Care Ethics and Law**

**MAN 6066 Ethical Leadership**

**MHS 6702 Ethical and Legal Issues**

**MMC 6202 Legal and Ethical Issues for Communication**

~~**SPS 6931 Ethical and Legal Issues in School Psychological Services**~~

**PAD 5041 Ethics and Values in Public Administration**

~~**[After]**~~

~~**[After] \* NGR courses are restricted to graduate students in nursing.**~~

**PET 5495 Critical Issues: Ethics in Coaching and Sport**

**PHI 5634 Medical Ethics**  
**PHI 5687 Ethics in Science and Technology**  
**PHI 6679 Digital Ethics**  
**PHM 5035 Environmental Philosophy**  
**POT 6007 Seminar in Political Theory**  
**SPB 6506 Moral and Ethical Issues in Sport**  
**WST 5347 Research in Women and Gender Studies**

### Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must **apply online**. All requested materials must be submitted by the established deadline.

Relevant experience with theoretical and applied ethics through course work at the undergraduate or graduate level or through professional experience working with ethical issues will be evaluated by the graduate program director together with the certificate committee comprised of faculty from the participating departments. Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is based on evaluation of the applicant's abilities, past performance and the applicant's potential for completing the certificate.

### Application Deadlines

Ethics Graduate Certificate, Theoretical and Applied	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jun 30	Nov 15	Mar 30
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.**

### Contact Info

Graduate Program

**Jonathan Beever PhD**

[jonathan.beever@ucf.edu](mailto:jonathan.beever@ucf.edu)

Telephone: 407-823-4340

PSY 238

Graduate Admissions

**Mollie Johnson**

[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)

Telephone: 407-823-2766

Millican Hall 230

[Online Application](#)

[Graduate Admissions](#)

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

**Impact on Current Students**

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

**this new program, track, or certificate?\***

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

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

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

### **Future Students**

**Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.**

#### **Year 1**

**Headcount:**

**SCHs:**

#### **Year 2**

**Headcount:**

**SCHs:**

#### **Year 3**

**Headcount:**

**SCHs:**

**Indicate likely career or student outcomes upon completion:**

**Please complete the following section on financial support:**

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

#### **Year 1**

**Number of assistantship students:**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 2**

**Number of assistantship students**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 3**

**Number of assistantship students:**


**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Attachments**

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

**Faculty List\***  Attached  Not Applicable

**Support from involved units that no duplication exists\***

**Activity Log**

Trisha Farmer  
+ **Attached**  
- **Not-Applicable**

Attached  Not Applicable

## Administration Use Only

**Catalog Ownership:** Department of Philosophy

**Program OID** 1740

**Program Type** Certificate

**Degree Type** Certificate

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

## Trisha Farmer

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**From:** Jonathan Beever  
**Sent:** Monday, December 10, 2018 3:48 PM  
**To:** Josejuan Rodriguez  
**Cc:** Trisha Farmer  
**Subject:** Re: Request emails

Thank you, JJ! I'm copying Trisha Farmer here so she can include these emails in our petition to the Graduate Committee. I'll meet with them next week and will keep you apprised (appraised? appraised? Up-to-date.) on the progress.

All best,  
Jonathan

Jonathan Beever, Ph.D.  
Assistant Professor of Ethics and Digital Culture,  
Director, Theoretical and Applied Ethics Certificate Program  
Department of Philosophy and Texts and Technology Ph.D. Program  
University of Central Florida

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[www.jonathan.beever.org](http://www.jonathan.beever.org)

*email to and from this address is subject to public record request*



On Dec 10, 2018, at 2:55 PM, Josejuan Rodriguez <[Josejuan.Rodriguez@ucf.edu](mailto:Josejuan.Rodriguez@ucf.edu)> wrote:

Hi Jonathan,

Here's what I have on my request emails. The following courses I absolutely could not find who to contact about:

- ~~• HSC656 Healthcare Ethics~~
- EDF6727 Critical Analysis of Social, Ethical, Legal, And Safety Issues Related to Education

---

Hello Dr. Sundaram,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including BME5572, Biomedical Nanotechnology, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

*Not included this year.*

---

Hello Dr. Kapucu, **(Yes)**

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including both PAD6053, Public Administrators in the Governance Process, and PAD6236, Philanthropy and Society, in that list—with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

*Not included  
this year.*

---

Hello Dr. Noblin,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including HSA6555, Healthcare Ethics and Law, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

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Hello Dr. Piccolo,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including MAN6066, Ethical Leadership, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

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Hello Dr. Reyes-Foster, **(yes)**

You may recall me inquiring about a syllabus for ANG6003, Ethics in Anthropology. The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the graduate certificate. He is interested in including ANG6003 in that list, with your permission.



It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

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Hello Dr. Lapchick,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including SPB6506, Moral and Ethical Issues in Sport, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

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Hello Dr. Fritzsche,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including CLP7623, Ethical and Professional Issues in Clinical Psychology, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**

## Trisha Farmer

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**From:** Josejuan Rodriguez  
**Sent:** Tuesday, December 11, 2018 10:08 AM  
**To:** Mike Hynes  
**Cc:** Trisha Farmer  
**Subject:** EDF6727 Inquiry

Hello Dr. Hynes,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including EDF6727, Critical Analysis of Social, Ethical, Legal, And Safety Issues Related to Education in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

Regards,

**Josejuan Rodriguez**  
Program Assistant  
UCF Department of Philosophy  
University of Central Florida  
Orlando, FL 32816  
407.823.2273  
[Philosophy.cah.ucf.edu](mailto:Philosophy.cah.ucf.edu)

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

## Trisha Farmer

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**From:** Josejuan Rodriguez  
**Sent:** Friday, December 14, 2018 9:32 AM  
**To:** Trisha Farmer  
**Subject:** FW: PET5495 Inquiry

Here's the email!

JJ

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**From:** Josejuan Rodriguez  
**Sent:** Wednesday, December 12, 2018 12:00 PM  
**To:** David Fukuda  
**Subject:** PET5495 Inquiry

Hello Dr. Fukuda,

The director of our Theoretical and Applied Ethics graduate certificate, Dr. Jonathan Beever, is updating the elective list of courses for the certificate. He is interested in including PET5495, Critical Issues: Ethics in Coaching and Sport, in that list, with your permission.

It's completely understandable if the course is program restricted or if you feel that the material is too specific to include students from outside your programs, we're putting feelers out to add courses to our elective list. Thanks for your time!

My apologies if you are not the right person to contact regarding this inquiry, it has been difficult tracking where departments/courses have moved with the restructuring. If you are not the person to contact regarding this course, could you point me in the right direction? I'd greatly appreciate it.

Regards,

**Josejuan Rodriguez**  
Program Assistant  
UCF Department of Philosophy  
University of Central Florida  
Orlando, FL 32816  
407.823.2273  
Philosophy.cah.ucf.edu

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



## CCJ 5456: The Administration of Justice

Department of Criminal Justice, College of Community Innovation and  
Education  
3 Credit Hours

### Course Syllabus

Instructor:	Kenneth Adams, Ph.D.	Term:	Fall 2018
Office Location:	COHPA I Room 360	Class Meeting Days:	Online
Office Hours:	Wednesday 2:00 pm – 6:00 PM In Office Tuesday 9:00 – 10:00 AM Virtual – Call Office Phone #	Class Meeting Time:	Online
Phone:	407-823-3679 - Office 407-823-2603 – Dep’t.	Class Location:	Online
Email:	Kenneth.adams@ucf.edu or Webcourses@UCF messaging	Course Modality:	W

### Course Description

This course provides an overview of the criminal justice system and a critical analysis of formal and informal processing of offenders by criminal justice agencies

Gone are the days when a “gut feeling,” or a “professional hunch,” or “lifetime of experience working the criminal justice system” holds sway with courts, policy makers, and legislators who provide funding. The new paradigm in criminal justice is evidence-based best practices. What does this mean? It means that a premium is placed on research findings, often of an interdisciplinary nature, that provide a foundation for effective policy and practice. This, then, is going to be the focus of the course. We will be looking at the best available research evidence that bears on particular issues in the administration of justice.

### Student Learning Outcomes

- Student will be able to identify the varied roles of the criminal justice system and specify interaction with other components of the system.

- Student will be able to explain major theoretical frameworks for understanding criminal justice administration.
- Student will be able to discuss the nature of discretion at each stage of the criminal justice process, efforts to control discretion, and successful/unsuccessful elements of past reforms.
- Student will be able to evaluate the political, ethical, operational, and economic consequences of crime polices on the criminal justice system.
- Student will be able to describe the state of empirical literature regarding the influence of social and political factors, such as race, class, and gender on justice processing.
- Student will be able to identify errors of fact or concept in discussion criminal justice administration issues
- Student will be able to generate discussion that can lead to new research activity

## **Enrollment Requirements**

Admission to Criminal Justice Graduate Program, graduate certificate program or consent of instructor (CI).

## **Course Activities**

Required activities for the course include the following: reading assignments, graded writing assignments discussion posts and final exam. There will be some form of written task due regularly. These tasks will be due as indicated on the calendar.

## ***Important Dates***

See Class schedule.  
See UCF Academic calendar.

## ***Assignment Submission***

Assignment submissions are due on Monday, unless otherwise noted. For the first two weeks of class the due date will be Wednesday to accommodate a settling in period.

All deadlines refer to midnight on the day specified.

Submit your assignments via [Webcourses@UCF](mailto:Webcourses@UCF). You can upload a word file (preferred) or you can use the text box and submit text directly. The submission expiration date is one day later than the due date. There is no penalty if you submit while the submission box is open.

## ***Final Exam***

Assigned paper, due Monday, December 3, 2018.

### **Assessment and Grading Procedures**

The final course grading scale runs from 0 to 100, with below 65 as failing. The grade is computed in terms of points and then converted to a letter grade with a +/- scale. The final numeric grade is truncated before conversion to a letter grade.

The final grade will be calculated on a percentage scale of 100, with the breakpoint for the next grade at every three points.

A	100 to 95
A-	94 to 92
B+	91 to 89
B	88 to 86
B-	85 to 83
C+	82 to 80
C	79 to 77
C-	76 to 74
D+	73 to 71
D	70 to 68
D-	67 to 65
F	below 65

The final grade in the course will be weighted as follows:

Written assignments	70%
Final exam	25%
Discussion	5%

### **The percentage grades calculated by CANVAS usually are not correct.**

This is because different assignments are dropped for each person and because the points earned are weighted (e.g. 200 assignment points = 70% final grade; 25 final exam points = 25% final grade; 5 web discussion points = 5% final grade.)

You can compute your total points out of 100 as follows.

There are 12 assignments graded as 20 points each.

The lowest two scores are dropped.

The remaining 10 scores are added and multiplied by 0.35. Maximum assignment score is 70 points.

The discussion participation score is added (out of 5 points).

The final exam score is added (out of 25 points).

Maximum total points are 100. At this stage, the points are equivalent to percentages.

Look to scale in the syllabus for letter grade conversion.

The online participation grade (5 max) will be calculated as follows:

50 or more participations	5 points
35 to 49 participations	4 points
34 to 20 participations	3 points
10 to 19 participations	2 points
1 to 9 participations	1 point
0 participations	0 points

### **Grade Dissemination**

Grades can be viewed in Webcourses@UCF.

### **Make-up Exams and Assignments**

A grade of zero will be given for missed exams and assignments. Except in cases involving an emergency or serious illness, or other acceptable absence. “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, legal obligations and religious holidays.” Otherwise, assignments will not be accepted after the due date and make-up exams will not be given. You should notify me in advance of the assignment due date or the exam date for your acceptable absence to be considered.

### **Course Materials and Resources**

Annual Review of Criminology

<https://www.annualreviews.org/toc/criminol/current>

Available on-line at no cost.

(Links to an external site.).

[http://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs\\_assets/2008/policy20frameworkpdf.pdf](http://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs_assets/2008/policy20frameworkpdf.pdf)

### **Class Schedule – Assignments are shown in terms of due dates**

Mon Aug 20 Classes begin

Mon Aug 29 Reading Assignment 1

Understanding the Determinants of Penal Policy: Crime, Culture, and Comparative Political Economy

Nicola Lacey, David Soskice, and David Hope Vol. 1, 2018, pp. 195–217

Mon Sept 3 Labor Day

Mon Sept 10 Reading Assignment 2

The Politics, Promise, and Peril of Criminal Justice Reform in the Context of Mass Incarceration

Katherine Beckett Vol. 1, 2018, pp. 235–259

Mon Sept 17 Reading Assignment 3

Varieties of Mass Incarceration: What We Learn from State Histories

Michael C. Campbell Vol. 1, 2018, pp. 219–234

Mon Sept 24 Reading Assignment 4

Inmate Society in the Era of Mass Incarceration

Derek A. Kreager and Candace Kruttschnitt Vol. 1, 2018, pp. 261–283

Mon Oct 1 Reading Assignment 5

Policing in the Era of Big Data

Greg Ridgeway Vol. 1, 2018, pp. 401–419

Mon Oct 8 Reading Assignment 6

Reducing Fatal Police Shootings as System Crashes: Research, Theory, and Practice

Lawrence W. Sherman Vol. 1, 2018, pp. 421–449

Mon Oct 15 Reading Assignment 7

The Problems with Prosecutors

David Alan Sklansky Vol. 1, 2018, pp. 451–469

Mon Oct 22 Reading Assignment 8

(Links to an external site.).

[http://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs\\_assets/2008/policy20frameworkpdf.pdf](http://www.pewtrusts.org/-/media/legacy/uploadedfiles/pcs_assets/2008/policy20frameworkpdf.pdf)

Policy Framework to Strengthen Community Corrections

Pew Center on the States Public Safety Performance Project

Mon Oct 29 Reading Assignment 9

Monetary Sanctions: Legal Financial Obligations in US Systems of Justice

Karin D. Martin, Bryan L. Sykes, Sarah Shannon, Frank Edwards, and Alexes Harris  
Vol. 1, 2018, pp. 471–495



Mon Nov. 5 Reading Assignment 10

For Assignments 10 and 11, pick two chapters from the list below (one for assignment 10 and one for assignment 11).

Forensic DNA Typing, Erin Murphy Vol. 1, 2018, pp. 497–515

Gun Markets, Philip J. Cook Vol. 1, 2018, pp. 359–377

Schools and Crime, Paul J. Hirschfield Vol. 1, 2018, pp. 149–169

Immigration and Crime: Assessing a Contentious Issue, Graham C. Ousey and Charis E. Kubrin Vol. 1, 2018, pp. 63–84

Restricting the Use of Solitary Confinement, Craig Haney Vol. 1, 2018, pp. 285–310

Mon Nov. 12 Veterans Day

Mon Nov 19 Reading Assignment 11 - See Assignment 10

Mon Nov 26 Reading Assignment 12 - Constitution

Mon Dec 3 Final Exam

## **Policy Statements**

### ***Academic Integrity***

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

<http://www.academicintegrity.org/icai/assets/FVProject.pdf>

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

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

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

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

### *Plagiarism*

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

### *Misuse of Sources*

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

### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

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

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

### *Unauthorized Use of Class Materials*

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

### *Unauthorized Use of Class Notes*

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

### *In-Class Recording Policy*

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

### **Course Accessibility Statement**

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

### **Campus Safety Statement**

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDLocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out

the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

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



# Course Syllabus

[Jump to Today](#)  [Edit](#)

## CJC5020 Foundations of Corrections

Fall 2018 (August 20, 2018 to December 8, 2018)

### Instructor Contact

- Instructor: Dr. Laura Bedard
- Office: Virtual
- Office Hours: by appointment
- Phone: 407-494-8313
- E-mail: [lbedard78@hotmail.com](mailto:lbedard78@hotmail.com) (<mailto:lbedard78@hotmail.com>)

### Course Information

- Course Name: Foundations of Corrections
- Course ID & Section: CJC5020-CW61
- Credit Hours: 3
- Semester/Year: Fall 2018
- Location: Online

### Course Description

Foundation of Corrections (CJC5020) provides an overview of the correctional process in the United States, including the philosophical foundations and contemporary practices of the correctional system.

Prerequisites: Admission to the Criminal Justice graduate program, graduate certificate, or C.I.

### Course Objectives

- Provide a broad overview of the development of corrections from early civilizations through the modern US.
- Provide an in-depth examination of correctional theory and how these theories guide the goals, policies, and practices of the system.
- Explore the legal development of correctional policies from the early hands-off policies of the U.S. Supreme Court to the Prisoner's Rights Movement and into contemporary legal issues.
- Examine the foundation and philosophy of jails and prisons and the experiences of inmates and corrections workers.
- Explore probation, parole, house arrest, intermediate sanctions, and other forms of community corrections.

- Examine issues in corrections including racial and gender issues for both correctional clients and correctional professionals.

## Required Text

Cullen, F. T. & Jonson, C. L. (2016). *Correctional Theory: Context and Consequences* 2nd edition. Thousand Oaks, CA: Sage Publications, Inc.

Stohr, M., Walsh, A., & Hemmens, C. (2013). *Corrections: A Text/Reader* 2nd edition. Thousand Oaks, CA: Sage Publications, Inc.

## Course Requirements

Students are expected and it is their responsibility to:

- Keep up with the required readings and other content
- Complete course material on-time
- Be prepared to discuss assigned readings in all assignments and exams

Students will be held accountable for all assigned readings and supplemental materials. Because material covered in supplemental materials may include information derived from other sources, it is imperative that students review all supplemental material provided.

### Course Schedule

## Missed Assignments/Make-Ups/Extra Credit

Assignments and exams are due on the dates assigned. Missed assignments will be assessed a grade of 0. Make-ups are not permitted unless a documented university approved excuse is provided. **Students are advised to expend their efforts and energies toward enhancing their scores on the assigned course work rather than hoping to play grade catch-up via extra credit assignments.**

## Evaluation and Grading

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

## Discussion Board Postings: 108 points (9 points each)

You should post 1-2 paragraphs discussing the content for this week. This is the appropriate forum to discuss aspects of the material that you enjoyed and what you learned about the weekly topic. Weekly Discussion Board Postings are due no later than the Wednesday of week by 11:59 pm EST.

## Discussion Board Replies: 12 points (1 point each)

Reply to at least one of your classmates' posts no later than the Friday of each week by 11:59pm EST.

## Weekly Summary Papers: 120 points (10 points each)

You must submit a 1-2 page summary (please do not exceed 3 pages) of the material you learned about in class this week. This is not the appropriate place to discuss whether or not you enjoyed the material but is instead a means to assess whether or not you understood the material well enough to briefly summarize it. Your weekly summary is due no later than the Sunday of each week by 11:59 pm EST.

## Exams: 120 points (60 points each)

Each exam will consist of 6 short answer questions. Each response will require approximately 1-2 pages and will be based on the material covered in the sections and chapters assigned. Your weekly summaries should provide you with a great deal of assistance when answering your questions.

Letter Grade	Points
A	324-360
B	288-323.49
C	254-287.49
D	225-253.49
F	224.49 or below

## Attendance Policy

Students are expected to check webcourses and their email on a regular basis (several times a week) as course material may be updated or assignment dates adjusted.

## 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](#) (<http://osc.sdes.ucf.edu/faq#students>) for further action. See the [UCF Golden Rule](#) (<http://goldenrule.sdes.ucf.edu/>) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other



words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## Accessibility Statement

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## Copyright









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


## Third-Party Software and FERPA

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## Course Summary:

Date	Details	due by 11:59pm
Fri Aug 24, 2018	 <u>Introduction Quiz</u> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691891">https://webcourses.ucf.edu/courses/1296772/assignments/5691891</a>	
	 <u>Week 1</u> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691919">https://webcourses.ucf.edu/courses/1296772/assignments/5691919</a>	due by 11:59pm

Date	Details	due by 11:59pm
Wed Aug 29, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691913">Week 2 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691913">https://webcourses.ucf.edu/courses/1296772/assignments/5691913</a>	due by 11:59pm
Sun Sep 2, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691937">Week 2 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691937">https://webcourses.ucf.edu/courses/1296772/assignments/5691937</a>	due by 11:59pm
Wed Sep 5, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691915">Week 3 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691915">https://webcourses.ucf.edu/courses/1296772/assignments/5691915</a>	due by 11:59pm
Sun Sep 9, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691939">Week 3 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691939">https://webcourses.ucf.edu/courses/1296772/assignments/5691939</a>	due by 11:59pm
Wed Sep 12, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691911">Week 4 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691911">https://webcourses.ucf.edu/courses/1296772/assignments/5691911</a>	due by 11:59pm
Sun Sep 16, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691941">Week 4 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691941">https://webcourses.ucf.edu/courses/1296772/assignments/5691941</a>	due by 11:59pm
Wed Sep 19, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691909">Week 5 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691909">https://webcourses.ucf.edu/courses/1296772/assignments/5691909</a>	due by 11:59pm
Sun Sep 23, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691943">Week 5 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691943">https://webcourses.ucf.edu/courses/1296772/assignments/5691943</a>	due by 11:59pm
Wed Sep 26, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691907">Week 6 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691907">https://webcourses.ucf.edu/courses/1296772/assignments/5691907</a>	due by 11:59pm
Sun Sep 30, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691945">Week 6 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691945">https://webcourses.ucf.edu/courses/1296772/assignments/5691945</a>	due by 11:59pm
Sun Oct 7, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691947">Week 7: Mid-Term Exam</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691947">https://webcourses.ucf.edu/courses/1296772/assignments/5691947</a>	due by 11:59pm
Wed Oct 10, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691905">Week 8 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691905">https://webcourses.ucf.edu/courses/1296772/assignments/5691905</a>	due by 11:59pm
Sun Oct 14, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691949">Week 8 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691949">https://webcourses.ucf.edu/courses/1296772/assignments/5691949</a>	due by 11:59pm
Wed Oct 17, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691903">Week 9 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691903">https://webcourses.ucf.edu/courses/1296772/assignments/5691903</a>	due by 11:59pm
Sun Oct 21, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691951">Week 9 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691951">https://webcourses.ucf.edu/courses/1296772/assignments/5691951</a>	due by 11:59pm

Date	Details	due by 11:59pm
Wed Oct 24, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691901">Week 10 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691901">https://webcourses.ucf.edu/courses/1296772/assignments/5691901</a>	due by 11:59pm
Sun Oct 28, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691921">Week 10 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691921">https://webcourses.ucf.edu/courses/1296772/assignments/5691921</a>	due by 11:59pm
Wed Oct 31, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691897">Week 11 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691897">https://webcourses.ucf.edu/courses/1296772/assignments/5691897</a>	due by 11:59pm
Sun Nov 4, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691923">Week 11 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691923">https://webcourses.ucf.edu/courses/1296772/assignments/5691923</a>	due by 11:59pm
Wed Nov 7, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691895">Week 12 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691895">https://webcourses.ucf.edu/courses/1296772/assignments/5691895</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691925">Week 12 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691925">https://webcourses.ucf.edu/courses/1296772/assignments/5691925</a>	due by 11:59pm
Sun Nov 11, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691927">Week 12 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691927">https://webcourses.ucf.edu/courses/1296772/assignments/5691927</a>	due by 11:59pm
Wed Nov 14, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691893">Week 13 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691893">https://webcourses.ucf.edu/courses/1296772/assignments/5691893</a>	due by 11:59pm
	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691929">Week 13 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691929">https://webcourses.ucf.edu/courses/1296772/assignments/5691929</a>	due by 11:59pm
Sun Nov 18, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691931">Week 13 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691931">https://webcourses.ucf.edu/courses/1296772/assignments/5691931</a>	due by 11:59pm
Wed Nov 21, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691933">Week 14 Thanksgiving - no assignment</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691933">https://webcourses.ucf.edu/courses/1296772/assignments/5691933</a>	due by 11:59pm
Wed Nov 28, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691899">Week 15 Discussion and Reply</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691899">https://webcourses.ucf.edu/courses/1296772/assignments/5691899</a>	due by 11:59pm
Sun Dec 2, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691935">Week 15 Summary Paper</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691935">https://webcourses.ucf.edu/courses/1296772/assignments/5691935</a>	due by 11:59pm
Fri Dec 7, 2018	 <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691917">Final Exam</a> <a href="https://webcourses.ucf.edu/courses/1296772/assignments/5691917">https://webcourses.ucf.edu/courses/1296772/assignments/5691917</a>	due by 11:59pm



## Leadership and Ethics

CCJ 6431

Spring 2017

### Instructor Contact

- Instructor: Todd Bricker, Ph.D.
- Office: HPA 1 Room 311E
- Office Hours: Tuesday & Wednesday 8:30 - 10:00 am
- E-mail: [todd.bricker@ucf.edu](mailto:todd.bricker@ucf.edu)

### Course Information

- Course Name: Leadership and Ethics
- Course ID & Section: CCJ 6431-OW61
- Credit Hours: 3
- Semester/Year: Spring 2017
- Location: Full Web

### Course Description

*Examines the leadership issues faced by decision-makers in the criminal justice system.*

During this course we will discuss approaches to leadership, theories of leadership and characteristics of an effective leader. We will also review the concepts of good character, morals, ethics and values. Real world events and scenarios will be used to illustrate and reinforce key concepts; analyze the effects of ethical and unethical behavior; and examine effective and ineffective leadership. An important goal of this course is to assist students in recognizing and developing the skills essential to becoming effective, ethical leaders in the workplace and in society.

### Prerequisite

Admission to criminal justice graduate program, graduate certificate or C.I.

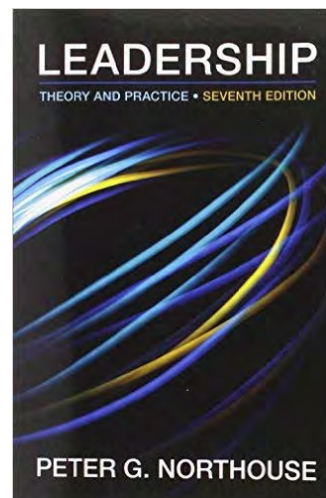
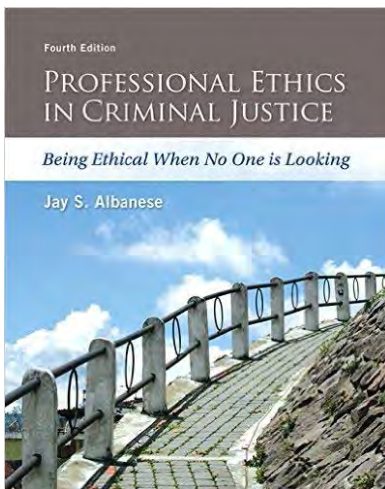
### Course Objectives

- To distinguish between morals, values and ethics
- To utilize critical thinking skills during ethical decision-making scenarios
- To define leadership and explain various approaches and theories of leadership in criminal justice
- To analyze and report on leadership decisions and ethical issues through a review of current events

## Required Texts

Albanese, J. S. (2016). *Professional Ethics in Criminal Justice: Being Ethical When No One is Looking*, 4th Ed. Boston: Pearson. ISBN: 978-0133843286

Northouse, P. G. (2016). *Leadership: Theory and Practice*, 7th Ed. Los Angeles: Sage. ISBN: 978-1483317533



## Course Requirements - Basis for Final Grade Requirements

- First Day Attendance Activity
- 7 Quizzes
- 7 Discussion Boards
- 7 Critical Thinking Writing Assignments

**All quizzes, discussion board posts and writing assignments are due by 11:59 pm on the last Sunday of each module/week.**

### First Day Attendance Activity

There is a mandatory first day attendance activity to complete. The completion of this assignment is used for class attendance and financial aid purposes. The assignment

should be completed by Friday of the first week of class. The assignment is to make a post in the introductory discussion board. This post can be a brief introduction, what you hope to gain from taking the course, or your career aspirations, etc. This activity is not graded.

## Quizzes

There are seven quizzes during the course. Each quiz is worth 25 points. The quizzes will test your knowledge of the reading material for each module. The quizzes will be timed. They must be completed within a one hour time period.

## Discussion Boards

There are seven discussion boards during the course. The discussion boards are based on the material covered during each module. Students are expected to make one original post of at least 150 words and reply to at least two classmate's postings with no less than 50 words. Posts must contain substance and add to the topic of conversation. A simple "I agree" will not suffice and you will receive no credit. Each discussion board is worth 30 points.

## Written Assignments

There are seven critical thinking writing assignments during the course. Each assignment is worth 40 points. The assignments will consist of reaction papers, critical thinking exercises or application/policy exercises. Assignments will be graded on content and grammatical structure. Any sources should be cited using APA style. Specific page/length requirements will be provided for each assignment.

## Grading Point Scale

First Day/Week Attendance Activity Discussion Board post - not graded

7 Quizzes @ 25 points each = 175 points

7 Discussion Boards @ 30 points each = 210 points

7 Writing Assignments @ 40 points each = 280 points

Total = 665 points

## Missed Assignments & Extra Credit

Submit all assignments on-time. Do not send me any assignments via email. Late assignments will not be accepted. The time and date when assignments are due is posted for every assignment. Do not miss deadlines. Missing a deadline will result in a score of zero on the assignment. All links to discussion boards, quizzes and writing assignments/scenarios will be available well in advance of due dates. There is no extra credit in the course.

## Grading Scale

Letter Grade	Total Points	Percent Grade
A	618-665	93 – 100
A-	598-617	90 – 92
B+	578-597	87 – 89
B	551-577	83 – 86
B-	532-550	80 – 82
C+	512-531	77 – 79
C	485-511	73 – 76
C-	465-484	70 – 72
D+	445-464	67 – 69
D	418-444	63 – 66
D-	399-417	60 – 62
F	416 and below	59 and below

## Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Students are required to submit original work for any writing assignments. If you are unsure what constitutes plagiarism, please ask. All assignments will be submitted through [turnitin.com](#) to check for originality.

# Disability Statement

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# Copyright

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# Third-Party Software and FERPA

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# Course Schedule



Week/Dates	Topic	Reading/Assignments	Due Dates
Weeks 1 & 2 1/9 - 1/22	Introduction, Trait Approach, Skills Approach; Recognizing Ethical Decisions	Introductory Discussion Board for Attendance Read Northouse Chapters 1-3 Quiz 1 Discussion Board 1	By 11:59 pm on 1/22



		Read Albanese Chapter 1 Critical Thinking Writing Assignment 1	
Weeks 3 & 4 1/23 - 2/5	Behavior Approach, Situational Approach; Formalism, Utilitarianism	Read Northouse Chapters 4-5 Quiz 2 Discussion Board 2 Read Albanese Chapters 3-4 Critical Thinking Writing Assignment 2	By 11:59 pm on 2/5
Weeks 5 & 6 2/6 - 2/19	Path-Goal Theory, Leader-Member Exchange Theory; Crime and Law	Read Northouse Chapters 6-7 Quiz 3 Discussion Board 3 Read Albanese Chapter 5 Critical Thinking Writing Assignment 3	By 11:59 pm on 2/19
Weeks 7 & 8 2/20 - 3/5	Transformational Leadership, Authentic Leadership; How the Law Should be Enforced	Read Northouse Chapters 8-9 Quiz 4 Discussion Board 4 Read Albanese Chapter 6 Critical Thinking Writing Assignment 4	By 11:59 pm on 3/5
Weeks 9 & 10 3/6 - 3/12 <b>Spring Break 3/13 - 3/18</b> 3/20 - 3/26	Servant Leadership, Adaptive Leadership; How a Case Should be Adjudicated	Read Northouse Chapters 10-11 Quiz 5 Discussion Board 5 Read Albanese Chapter 7 Critical Thinking Writing Assignment 5	By 11:59 pm on 3/26
Weeks 11 & 12 3/27 - 4/9	Psychodynamic Approach, Leadership Ethics; Punishment and Corrections	Read Northouse Chapters 12-13 Quiz 6	By 11:59 pm on 4/9

		<p>Discussion Board 6</p> <p>Read Albanese Chapter 8</p> <p>Critical Thinking Writing Assignment 6</p>	
<p>Weeks 13- 15</p> <p>4/10 - 5/1</p>	<p>Team Leadership, Gender and Leadership; Liability</p>	<p>Read Northouse Chapters 14-15</p> <p>Quiz 7</p> <p>Discussion Board 7</p> <p>Read Albanese Chapters 9</p> <p>Critical Thinking Writing Assignment 7</p>	<p>By 11:59 pm on 5/1</p>

**ANG 6XXX**  
**Ethics in Anthropology**  
**Fall 2017**

**Course Information**

Mondays 6:00-8:50 pm  
HPH 0409M

**Contacting the Professor**

Office Hours: by appointment  
Office: Philips Hall, Room 309J  
Phone: (407) 823-2227  
Fax: (407) 823-3498  
E-mail:

**Course Description/Objectives:**

This course examines a range of ethical issues and concepts anthropological practitioners increasingly confront across various academic, research, and public domains. Growing recognition among institutions, professional organizations, and individuals for the need to ethically treat the communities, populations, material remains, and cultural heritages of those anthropologists traditionally study has assumed newfound urgency over recent years. The challenges faced by cultural anthropologists, archaeologists, and bio-/physical anthropologists on such issues are explored through anthropological case studies as well as other relevant research approaches. Findings from this body of work has important implications for how future anthropological research is conducted and how the discipline is perceived in many mainstream contexts.

**Required Texts (purchase in Bookstore or online)**

Required Books: Please acquire these before the semester starts via online sources or bookstores.

1. Armbruster, Heidi. 2008. Taking Sides: Ethics, Politics, and Fieldwork in Anthropology. Berghahn Books Incorporated.
2. Turner, Trudy R. 2004. Biological Anthropology and Ethics: From Repatriation to Genetic Identity. State University of New York Press.
3. Vitelli, Karen D. and Chip Colwell Chanthaphonh. 2006. Archaeological Ethics Book. Altamira Press.

**Required Articles:**

These will be made available for download as PDFs on course website in Canvas or you can locate them yourself via the UCF library databases. Please see below for specific article citations and their scheduled time during the semester.

**Class Format:**

Class meetings are conducted primarily as seminars by focusing on discussion. Occasionally, short lectures will cover specific topics and perspectives on the week's topic, while discussions will focus on the readings assigned for that week. The readings are designed to engage students with issues presented during the lecture on a more

detailed level using examples from cross-cultural local contexts. Additionally, there may be supporting audio-visual materials during some of the classes.

### **Course Requirements:**

#### **1. Short Reaction Papers** (starting from August 29, 2 lowest grades will be dropped)

Each student is expected to read all assigned material for a given week in advance of the class and write a short one page (single spaced) reaction paper based on those readings. Students are expected to post their papers by 11 pm the day before the class (i.e., Sunday) and read other students' entries before coming to class the next day. These papers should not be summaries (everyone will have read the texts so summaries are not needed); they should be thoughtful reflections, comments, connections to other readings, and reactions to the ideas in the texts. Also, they should not be reiterations of reviews of these books or articles written by other scholars. To receive full credit, these papers must contain critical and thoughtful analysis of arguments in the texts. (For 'Writing Parameters' see below).

#### **2. Discussions and Participation**

Much of the success of this class as well as a portion of your grade will depend on the quantity and the quality of your participation in class discussions. The Short Reaction Papers are designed in part to help you become an active participant during the class meetings, which, in turn, will enhance the learning experience during the course for all of us. In class discussions I will stress shared learning by encouraging you to interact with each other based on the comments and questions posted ahead of time in your Short Reaction Papers. Some of the topics and issues we will tackle during this course will be controversial and many students might have strong feelings about them. Everyone's opinion is welcome and encouraged, however I assumed that respectful behavior is the norm in all class discussions. In the end I hope that the combination of engaged participants and good food will make our seminar productive and enjoyable.

To help our discussions move along each class meeting two students will be assigned the role of Discussion Leaders. The two students will be expected to meet ahead of time and work together to create a plan that will stimulate and guide the discussion. You may introduce additional information obtained from websites or print media, or prepare interesting or provocative questions for the purpose of generating discussion. Power Points with a list of questions are discouraged; the Leaders should let the discussion evolve and use prepared questions as needed.

#### **3. Final Research Paper**

This will be a 19-20 page final paper on your chosen topic relevant to class material. Your topic has to be approved by the professor before you can begin. Please incorporate in your paper all or most readings from the course that are relevant to your particular topic. The use of scholarly journal articles and book chapters is expected. Please keep website information to a minimum (i.e. no Wikipedia). Due: 12/6/17

#### **4. Paper Proposal**

Students must turn in a 1-2 page (double spaced and with bibliography) Proposal for Final Papers. The bibliography does not count toward the 1-2 page Proposal limit. Students will receive written feedback on their Proposals at that time; however I encourage you to verbally discuss your ideas with me during my office hours in advance of writing your Proposal. Due: 9/26/17

### 5. Brief Presentations of Final Paper

During the last three weeks of the session students will present central ideas from their Final Papers to their colleagues in class. You will have approximately 15-20 minutes for your presentation. Please allow a few minutes at the end of your presentation for questions and comments. You may use Power Point for a portion of your presentation or the entire talk but you are not required to do so. As before, please feel free to be creative while keeping the presentation concise and of high quality both intellectually and visually.

**Writing Parameters:** All writing assignments (except the Reaction Papers) should be double spaced, 1" margins on all sides, Times New Roman or Garamond font size 12. (Please do not use Arial font, given that it's much larger.) Please use a cover sheet with your name, date, course number, and the title of your report or paper. The Short Reaction Papers must be single spaced with otherwise the same parameters.

### Grading Policy:

1. 10 of 12 Short Reaction Papers: **20%** (due every Sunday by 11 pm, electronically on WebCourses so that others can read it; any lateness will be reflected in the grade)
2. Attendance, Discussions and Participation: total **30%** (absences will be noted)
  - a. Discussion Leadership: **15%** (evaluated after each class)
  - b. Non-Leadership Participation: **15%** (evaluated after each class)
3. Proposal (Research Paper): **5%** (Due on 9/?/17)
4. Presentation of Final Paper (**15%**) (will begin from week 11)
5. Final Paper (Research Paper): **30%** (Due 12/?/17, midnight, electronically)

### Grading scale:

1. Reaction Papers: "check +," "check," "check -" (if you get more than one check minus, please make an appointment to see me)
2. Final Papers: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

No requests for incompletes or grade changes will be considered except in the most extreme, compelling and well documented of circumstances. There will be **no** "extra work/credit" to improve your grade. If you think you are failing the course, please contact me right away.

I will only discuss matters related to grades during office hours or by appointment.

Students with disabilities who may need special academic accommodations should discuss options with the professor during the first week of class. To receive accommodations students must first register with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371. For further information please see:

[http://www.sds.ucf.edu/Student\\_Handbook/default.htm](http://www.sds.ucf.edu/Student_Handbook/default.htm), or email [sds@mail.ucf.edu](mailto:sds@mail.ucf.edu).

**Academic Integrity/Plagiarism:** I adhere to academic honesty rules of this and other universities and expect you to do your own work. Plagiarism is unacceptable and will carry serious consequences as per UCF Academic Conduct policy. Claiming another person's work as your own & using that work to satisfy course requirements is a form of plagiarism. Also, copying material verbatim or in a paraphrase from a reference source without acknowledging that source in your text constitutes plagiarism. Similarly, it also entails purchasing written work from some other party or hiring another person to prepare written work on your behalf. Thus, it is the student's responsibility to ensure that all written work submitted for credit in this course is entirely his/her own. All instances of suspected plagiarism will be reported to the appropriate academic authority

**Changes in the Syllabus:** The instructor reserves the right to make appropriate changes in the syllabus, the testing procedure and the grading basis, if in the professional judgment of the instructor, such modification is in the best interest of fulfilling the course objectives and assuring the academic integrity of the course and the institution. Any changes of this type will be announced in class. It is the student's responsibility to keep up on course information if s/he is absent.

**Withdrawals:** The drop date for Fall 2017 is **October ?** which is the last date to withdraw or drop out without grade penalty.

**Miscellaneous:**

Students are expected to conduct themselves with appropriate classroom behavior during class meetings. Disruptive behavior such as talking, passing notes, sleeping, surfing the Internet, working on material not related to the course and the like may result in the student being asked to leave class. Also, please make sure all cell phones, Blackberries & other electronic devices are turned off during class.

**Tentative Class Schedule**

*Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.*

<b>Classes</b>	<b>Topics</b>	<b>Readings and Assignments</b>
<b>Week 1</b>	Class Introduction; Syllabus Review; Weekly Discussion Topic Sign-up	
<b>Week 2</b>	Ethics Overview; Internal Review Board (IRB) speaker	<ul style="list-style-type: none"> <li>• American Anthropological Association Code of Ethics</li> <li>• The Archaeological Institute of America Code of Ethics</li> <li>• American Association on Physical Anthropologists</li> </ul>

<b>Week 3</b>	Ethics and Anthropological Fieldwork	<ul style="list-style-type: none"> <li>• Armbruster (first half)</li> </ul>
<b>Week 4</b>	What do we owe the communities we study?	<ul style="list-style-type: none"> <li>• Armbruster (second half)</li> </ul>
<b>Week 5</b>	When research goes wrong	<ul style="list-style-type: none"> <li>• Tierney – Darkness at Eldorado</li> <li>• Gezari- The Tender Soldier</li> </ul>
<b>Week 6</b>	Ethics in Archaeology (Part One)	<ul style="list-style-type: none"> <li>• Vitelli and Chanthaphonh (first half)</li> </ul>
<b>Week 7</b>	Ethics in Archaeology (Part Two)	<ul style="list-style-type: none"> <li>• Vitelli and Chanthaphonh (first half)</li> </ul>
<b>Week 8</b>	Representation: Media/Museums	<ul style="list-style-type: none"> <li>• Fagan and Rose – Ethics and the Media</li> <li>• Barker – Archaeological Ethics: Museums and Collections</li> </ul>
<b>Week 9</b>	Intellectual Property and Proprietary Issues	<ul style="list-style-type: none"> <li>• Nicholas and Bannister – Copyrighting the Past? Emerging Intellectual Property Rights Issues in Archaeology</li> <li>• Chippendale – The Ethics of Research Knowledge</li> </ul>
<b>Week 10</b>	Ethics in the Study of Non-Human Primates	<ul style="list-style-type: none"> <li>• Turner (Chapters Two, Three, Four, Six)</li> </ul>
<b>Week 11</b>	Ethics in Bioarchaeology	<ul style="list-style-type: none"> <li>• Turner (Chapters Seven, Eight)</li> </ul>
<b>Week 12</b>	Ethics in Forensic Anthropology	<ul style="list-style-type: none"> <li>• Turner (Chapters Nine, ten)</li> </ul>
<b>Week 13</b>	What have we learned? Codes of Ethics Revisited	<ul style="list-style-type: none"> <li>• American Anthropological Association Code of Ethics</li> <li>• The Archaeological Institute of America Code of Ethics</li> <li>• American Association on Physical Anthropologists</li> </ul>
<b>Week 14</b>	<b>No Class</b> – Thanksgiving & AAA meetings	
<b>Week 15</b>	Student Presentations	
<b>Week 16</b>	All Final Papers Due Electronically by 11:59 pm – Sunday 12/4	



**Department of Health Management & Informatics**  
**College of Health & Public Affairs, University of Central Florida**  
**SYLLABUS**

Course Number: **HSA6555 - Health Ethics and Law**

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Instructor:	Philip Putnam	Term:	Spring 2018
Office:	Office Number	Class Meeting Days:	NA
Phone:	TBD	Class Meeting Hours:	NA
E-Mail:	Use Webcourse Email	Class Location:	Online Only
Office Hours:	Upon Request		

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**I. Welcome!**

I want to take this opportunity to welcome all of you to HSA 6555 Health Care Ethics and Law. I have designed the course to include questions and exercises very similar to which health care administrators can expect to encounter in their day to day work. I hope you enjoy taking this course as much as I will enjoy teaching it.

**II. University Course Catalog Description**

This course presents an overview of legal and ethical issues facing managers and providers in a variety of health care settings. The emphasis of this course is on the application of legal and ethical theories and principles to healthcare professional and organizational settings. Students are presented with situations they are likely to encounter in their professional careers.

**III. Course Overview**

This course will deal with the types of questions and issues that confront health care managers on a daily basis. It is not only the responsibility of ethics committees and hospital legal counsel to analyze and resolve these issues; in order to be effective in their jobs, all health care managers must have a basic appreciation of ethical and legal issues that arise in patient care environments. I have relied on my experience as a health systems executive and attorney to design a course that presents students with the types of questions and issues that they are very likely to confront in their daily work. The questions which you will be asked to address are very similar to the ones that managers in my system were confronted with as well as issues that were brought to our system's ethics committee. In answering these questions, you should feel free to consult any reputable sources which you believe may be of help. In some instances, you may want to take a look at the policies in your own organization and you may want to speak with appropriate managers at your employment site. Make sure you properly cite all of your sources. You will not find all of the answers in your textbook or in the PowerPoint slides, although these represent good places to start. Think about what the questions are asking before you begin to compose your answers and consult the rubric in the syllabus to see how your answers will be graded.

**IV. Course Prerequisites**

None



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## V. Required Texts and Materials

- Harris, D.M. Contemporary Issues in Healthcare Law and Ethics. Fourth Edition, Chicago, IL: Health Administration Press/AUPHA. ISBN: 978-1-56793-637-7
- Additional reading can be requested at the discretion of the instructor and will be posted in the course website.

## VI. Course Objectives

The student will be able to:

1. Discern ethical theories and principles as applied to health care
2. Gain a basic understanding as to the similarities and differences between ethics and law
3. Learn basic fundamentals of the U.S. legal system
4. Apply ethical and legal principles in a managerial capacity

## VII. Course Competencies, Assessment and Learning Methods

*TBD*

## VIII. Basis for Final Grade

Assessment	Points
Weekly Discussion Questions	520
Final Exam	20
	540

Grading Scale

Grading Scale (%)	
486-540	A
432-485	B
378-431	C
324-377	D
0270-323	F

## IX. Financial Aid Requirement

**All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.**

Introduction Discussion Posting

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**X. Grade Dissemination**

Assignments are due no later than 11:00 p.m. of the assigned day. However, you will have until 11 pm Sunday evenings to make your responses discussion post.

The final exam will be taken during the last week and exams cannot be retaken if missed. Grades for all assignments and total points will be shown in my grades at WebCourses within two weeks after the assignments are due and for the exams within three business days of when the exam period ends.

**XI. Ethics Statement & Academic Conduct Policy**

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

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**XII. Course Policies (listed alphabetically)**

**Attendance Policy:** NA

**Classroom Devices:** NA

**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.

**Email:**

In this class, our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. As of 2009, Knightmail is the only official student email at UCF. Class rosters list Knightmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightmail addresses. Students are responsible for checking their Knightmail accounts regularly. See [www.knightsemail.ucf.edu](http://www.knightsemail.ucf.edu) for further information.

**Extra Credit Policy:** No Extra Credit is available for this course.

**Grades of "Incomplete"**

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

**Laptop and Mobile Device Usage:** NA

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**Late Work Policy:** Late work will not be accepted.

**Webcourses:** Webcourse is the only method for submitting assignments. Please ensure you login to Webcourses everyday so you can see anything I have sent to you or anything other students have sent to you. I will check Webcourse and email a few times a week. I will not check emails or discussion boards every day.

**Professionalism Policy:**

NA

**University Writing Center:**

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

### **XIII. Important Dates to Remember**

<http://calendar.ucf.edu/2018/spring>

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**XIV. Schedule**

Week	Topics	Assignments
<b>Week 1</b> <b>Jan 8</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review of Syllabus</li> <li>• Student Orientation to Webcourse @ UCF Canvas</li> <li>• Review syllabus</li> <li>• Complete Webcourses Orientation</li> <li>• Review PowerPoint slides – Costello Week 1</li> <li>• Complete 2 assignments as noted on Webcourse for Week1</li> </ul>	
<b>Week 2</b> <b>Jan 15</b>	The Ethics Committee	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 1</li> <li>• Review PowerPoint slides Costello Weeks 2 and 3</li> <li>• Complete 2 assignments as noted on Webcourse for Week 2</li> </ul>
<b>Week 3</b> <b>Jan 22</b>	Introductions to the US Legal System and Basics of Legal Research	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 2 &amp; 3</li> <li>• Review PowerPoint slides Harris Chapter 3</li> <li>• Complete 2 assignments as noted on Webcourse for Week 3</li> </ul>
<b>Week 4</b> <b>Jan 29</b>	Governance of Healthcare Organizations	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 4</li> <li>• Review PowerPoint slides Harris Chapter 4</li> <li>• Complete 2 assignments as noted on Webcourse for Week 4</li> </ul>
<b>Week 5</b> <b>Feb 5</b>	Protecting Privacy	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 6</li> <li>• Review PowerPoint slides Harris Chapter 6 and Costello Week 4</li> <li>• Complete 2 assignments as noted on Webcourse for Week 5</li> </ul>
<b>Week 6</b> <b>Feb. 12</b>	Medical Staff	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 7</li> <li>• Complete 2 assignments as noted on Webcourse for Week 6</li> </ul>
<b>Week 7</b> <b>Feb 19</b>	Fraud and Abuse	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 8</li> <li>• Review PowerPoint slides Harris Chapter 8</li> <li>• Complete 2 assignments as noted on Webcourse for Week 7</li> </ul>
<b>Week 8</b> <b>Feb 26</b>	Antitrust	<ul style="list-style-type: none"> <li>• Read Harris Text Ch. 9</li> <li>• Review PowerPoint slides Harris Chapter 9</li> </ul>

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		<ul style="list-style-type: none"><li>• Complete 2 assignments as noted on Webcourse for Week 8</li></ul>
<b>Week 9</b> <b>Mar 5</b>	Torts	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 10</li><li>• Review PowerPoint slides Harris Chapter 10</li><li>• Complete 2 assignments as noted on Webcourse for Week 9</li></ul>
<b>Week 10</b> <b>March 12</b>	Mid-semester Break	<ul style="list-style-type: none"><li>• No Assignments</li></ul>
<b>Week 11</b> <b>March 19</b>	Legal and Ethical Obligations to Provide Care	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 11</li><li>• Complete 2 assignments as noted on Webcourse for Week 11</li></ul>
<b>Week 12</b> <b>March 26</b>	Terminating Care	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 12</li><li>• Review PowerPoint slides Costello 8</li><li>• Complete 2 assignments as noted on Webcourse for Week 12</li></ul>
<b>Week 13</b> <b>April 2</b>	Human Reproduction	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 13</li><li>• Review PowerPoint slides Costello 7 and Harris Chapter 13</li></ul>
<b>Week 14</b> <b>April 9</b>	Selective Contracting	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 14</li><li>• Complete 2 assignments as noted on Webcourse for Week 14</li></ul>
<b>Week 15</b> <b>April 16</b>	Health Insurance	<ul style="list-style-type: none"><li>• Read Harris Text Ch. 17</li><li>• Complete 2 assignments as noted on Webcourse for Week 15</li></ul>
<b>Week 16</b> <b>April 23</b>	Final Examination	<ul style="list-style-type: none"><li>• Go to Webcourses and complete Final Examination as noted for Week 16</li><li>• You will not be responding to student posts.</li></ul>

\* Note: The Schedule is subject to revision



**University of Central Florida  
College of Business Administration  
MAN 6066: Ethical Leadership  
FALL 2019 Syllabus**

**Instructor:** Craig Crossley, PhD    **Location:** UCF Executive Development Center  
**Office:** BA 342    **Class Time:** Monday 6:00 – 9:50 pm  
**Email:** craig.crossley@ucf.edu    **Office Hours:** By appointment

**Course Description**

This course is designed for University of Central Florida students enrolled in the Professional Masters of Science in Management program. The field of Ethical Leadership investigates how individual, group, and organizational factors impact ethical behavior in the workplace. Students will be introduced to the behavioral sciences applied to understanding ethical and moral reasoning and behavior. This course is designed to provide students with cognitive frameworks and analytical tools that will help them recognize, diagnose, understand, and develop solutions to ethical challenges. Applications of important principles and concepts will be encouraged through the use of experiential exercises, videos, discussion, and case studies. My personal objective is to provide practical and helpful knowledge of value to you, suggesting ways you can increase your ‘success’ as an ethical leader, follower, and member in the organizations to which you belong.

**Student Learning Outcomes / Course Goals**

In this class, students will:

- Think critically, analyze complex and diverse concepts, and use reasoning, judgment and imagination to contemplate options in leadership situations
- Understand the impact of individual and group biases on the practice of leadership
- Challenge personal beliefs systems, motivations and one’s locus of control in order to focus on the greater organizational good
- Demonstrate creativity when using various leadership and management concepts and practices to lead
- Present, critique and debate moral arguments

Students may vary in their competency levels on these outcomes, and they can expect to achieve these outcomes only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

**Text**

Trevino & Nelson, Managing Business Ethics: Straight Talk About How To Do It Right (6e), Wiley.  
ISBN 978-1-118-58267-1

\* Supplemental reading material will be assigned throughout the semester.

## Grading

Assignment	Points	Allocation	Grade Scale	
Ethical Leadership Discussions	100	Team	93-100%	A
Class Participation	50	Class	90-92.99	A-
Case Study (presentation)	100	Team	87-89.99	B+
Case Study (solutions) 5x20	100	Team	83-86.99	B
Executive Interview	100	Team	80-82.99	B-
Team Charter & RACI	20	Team	77-79.99	C+
Team Member Evaluation	150	Individual	73-76.99	C
Chapter Quizzes 6x30	180	Individual	70-72.99	C-
<del>Individual Leadership Presentation</del>	<del>100</del>	<del>Individual</del>	60-69.99	D
Ethics Research Project	50	Individual	<60%	F
Reflection Paper	50	Individual		
Total			900	

Point allocations:

Individual performance-based grade. These assignments constitute the majority of your grade and reflect unique contributions that you will make to the class.

Team-based grade. Your grade as a team will be your grade as an individual. This is a **Team Intensive** class, with team assignments representing nearly 40% of your grade! Managing and influencing groups of people via means other than reward/coercive power is a critical skill. On your journey to the top, you will have to learn to lead groups of peers and leaders who have equal or more organizational power than yourself. Accordingly, your ability to successfully manage yourself and others will be a major part of your grade in this class. Note that in extreme cases, the instructor retains the right to override evaluations that are ungrounded or that are too strict or lenient.

Class wide participation grade. The entire class will be evaluated as a whole during EL Discussions. Obtaining a good grade will require asking good questions, actively listening, and indirectly facilitating an interesting conversation (with multiple people asking questions).

### Ethical Leadership Discussions (ELD)

These constitute a significant portion of your grade, and represent a great personal value to your educational goals and experiences if done appropriately. Beginning the 3<sup>rd</sup> class, your respective team will be asked to organize and manage a discussion on Leadership and Ethics. You will be responsible for locating, inviting, and preparing one or more leaders/experts from the local community who are willing to attend a one-hour class discussion. These guests can talk about organization/industry ethical needs and challenges, Best Practices they've seen or use, or other reflections around Ethics. You will be responsible for keeping these guests on topic and managing time purposefully and wisely. You will need to give them a meaningful reason to attend, and provide them value in their coming. You may want to do some homework and collect some Best Practices and useful tools, as well as some insightful research findings that will help you earn respect as an authority on the topic. Ideally, leaders/guests will have such a positive experience that they want to return as guest audience members for subsequent discussions. I propose that a real goal would be to organize ongoing ELD roundtables when the class is over, and establish yourselves as proactive organizers and promoters within the community. Obviously, interaction with high quality leaders via ELDs WILL improve your networks and will likely result in future job opportunities or promotions for some students. Class members will rate the respective team on the quality of the ELD session.

### Class Participation

While the audience evaluates the group leading an ELD, the ELD group will also be evaluating the class. Thus, it will be important to come prepared to participate in an interesting discussion on ethics. Ask good questions. Make smart observations. Don't rely on the same few people to ask all the questions. When you go out of your way to invite your VIPs to class, you appreciate the class being polite, showing interest, and becoming engaged. This is what will keep our great guests and industry experts coming back and wanting to continue ELD meetings once the class is over.

## **Case Studies**

Ethical decisions and behavior are worthless if learned and not applied. Thus, teams will also have the opportunity to grapple with ethical issues via cases. These provide a common scenario for applying the frameworks, tools, and ideas that you will encounter in readings and class discussion. Having one team “lead” each case also provides an opportunity to enhance presentation skills while guiding the class through important concepts, and leading a collective problem solving process will aid your understanding of the workplace and of ethical challenges and principles.

Lead Team: Cases will be distributed the week prior to their being discussed in class (allowing teams some class time to discuss the case). Solutions will be emailed to the team leading the case by the Thursday evening prior to their scheduled discussion. On the assigned date, the lead team will review the organization, the key agents, and nature of the ethical problems/challenges. Rather than simply restating the case and walking through solutions in a point by point fashion, teams should provide a quick summary of the background and hit on KEY unique perspectives offered by various groups, offer any intriguing new insights, and ultimately lead an engaging discussion that integrates ideas from the book and personal experiences. Think of ways to make the discussion entertaining, dynamic, and interactive. You may integrate a competitive game, a role play where different teams/individuals represent various stakeholders (step 3 of the 8-step approach outlined in Chapter 2), and the like. Rather than a detailed discussion of the solutions, think about what aspect of the case will lead to the most interesting discussion/debate and focus here. The class will evaluate the quality of the case presentation and discussion, and the team leading the case will be rewarded accordingly (up to 100 points). Lead teams will be evaluated on their ability to (a) lead an interesting discussion, (b) provide new insights (from text, own experiences, further researching the case, etc.), (c) offer thoughtful reactions to the other teams’ proposed solutions, and ultimately (d) make this a valuable use of time that reinforces ethical problem solving skills.

Solutions Teams: Solutions will be emailed to the Lead Team the Thursday before the case is discussed in class. Solutions should include (a) a summary of the ethical dilemma(s) and synthesis of key individual, organizational, and industry conditions that represent direct causes and contributing factors, (b) an assessment of the situation from a consequentialist & a deontological approach, (c) application of the 8-step decision model (as applicable; see chapter 2), and (d) an alternative course of action and probable outcomes. The analyses required in providing these solutions will reinforce ethical reasoning as a more automatic thought process. The group leading the case will rank-order the solutions offered by other groups, and points will be rewarded according to rank (20pts for 1<sup>st</sup> ranked, 18pts for 2<sup>nd</sup> ranked, 16pts for 3<sup>rd</sup>, and so on). Each team will provide solutions to 5 cases, worth up to 20 points each. The instructor retains the right to override grades that are ungrounded, too strict or lenient, or that are based on opinion that runs counter to research-based principles discussed in the book.

Because some of you may get job leads or promotion opportunities from your class mates in years to come, this provides a chance to really see how others approach learning and knowledge challenges, and to “see how they think.” As you will discover in this class, leadership is about surrounding ourselves with people that complement our own strengths and compensate for our limitations. Being able to discern and judge others’ capabilities will be critical to your own effectiveness. Being able to portray complex ideas or hidden research gems, such as those included in the text, and to present these concepts in a meaningful and salient way is another critical aspect of leading and influencing others.

## **Executive Interview**

Leaders and their decisions, approaches and styles have a large impact on others at work. Much of ethical leadership is gained through experience – our own and others. During the course of the class we will discuss several aspects of ethical leadership. In an attempt to connect class members with leaders from a variety of organizations and contexts, your team will be asked to identify, contact and interview a



business leader occupying a substantial position in a sizeable organization (must occupy a senior role and have 20 or more indirect reports). As a core learning objective for the course, you will be asked to identify this person's general management style (including ethical perspective) and describe his/her impact on employees' individual and team attitudes and behaviors (e.g., motivation, trust, performance, commitment, etc.). This project will culminate in a 15 minute presentation to the class, and a power-point deck turned in to the instructor. Your grade on this project will be a product of audience evaluations (50%), and instructor evaluation (50%). You will receive more detailed information on this assignment in a separate communication.

### **Team member Evaluations**

Because much of this course involves teamwork, you will each be evaluated at the end of the class by each of your team mates. Your grade on this will be represented as the average of team member ratings. Scores will be averaged such that you cannot discern individual team-member evaluations of you. It will be critical for you to have honest conversations and understand where you stand in the eyes of others. This is a critical skill in itself, as people are often motivated to avoid personal conflict by hiding negative views of others. Feedback is a gift. You will have to make them feel comfortable giving you honest feedback throughout the semester. If the team receives a bad grade on a team-based assignment because of your personal failure, this is their recourse for justice. If you have legitimate life issues, make them known to your team, especially if you are the kind who prefers to suffer quietly and may have your actions mistaken by others. This will be a point of pain for many of you that will last far beyond this class. But more importantly, there are skills that need to be developed and refined, as in real life you won't be graded by others (in)accurate perceptions, you will be *promoted or terminated* by them.

On the other side of the equation, you may feel tempted to award team mates ratings that are higher than deserved to avoid fear and reduce risk of retribution or offending someone. Recognize that doing so insulates people from the natural outcomes of their behavior and reinforces their poor team contributions in the future (ever been on a team where you do all the work? Want to be on that kind of team again?). Delivering honest feedback to poor-performing team members is a critical skill for anyone wishing to be a successful leader in the future. Do not rob yourself of the opportunity to develop this necessary skill or you will ultimately pay the price in terms of limited personal growth and development (and repeating the cycle of being on a team where you do all the work). This will likely be the most difficult part of the class for most of you to adequately and appropriately manage, and the greatest opportunity for personal growth. Thus, you are provided with guidance and tools to help enable you. To help clarify and hold others accountable to shared expectations, you will be asked to develop a team charter and responsibility (RACI) chart to align understanding, goals, decision processes, tasks and responsibilities, and the like. Although these tools will be implemented the 2<sup>nd</sup> week, team member evaluations will occur end of semester.

### **Quizzes**

Rather than giving one or two major tests, there will be 7 chapter quizzes given in this class, corresponding with respective chapters of focus for the class. I will drop the lowest score, and the remaining 6 quizzes will be worth 30 points each. Quizzes will include multiple choice questions based on the assigned chapter. This assures class members have a thorough understanding of relevant research-based theories and concepts and helps ensure active engagement in case studies led by class mates, allowing discussions to go deeper into specific areas or to provide more practical tools and advice. Quizzes will be given at the first of class. A note from your doctor (for health related absence) or Supervisor (clarifying work-related purpose for lateness/absence) will be required to make-up a quiz.

### **Individual Leadership Presentation**

Each of you will be asked to share an ETHICS focused, reflection-based understanding of your personal leadership philosophy and some of the experiences and forces that have forged this over your life (an example can be found at [www.youtube.com/watch?v=r6FdIVZJfzg](http://www.youtube.com/watch?v=r6FdIVZJfzg)). These presentations (5 Min Max, NO ppts!) can include any of the following:

- Personal leadership SWOT (based on Reflected Best Self exercise, self-assessments from book, and introspection)
- Personal mission, vision, & values
- Leadership lifeline (major life events shaping ethical leadership abilities, perspective, etc.)
- Introduction to your personal Board of Directors (who & why)
- Key take-aways from 5 external readings from a reputable academic source (e.g., Leader Excellence, Harvard Business Review, Organizational Dynamics)
- Personal ethical leadership development plan

Your presentation will be graded by the instructor on a *ReadWriteThink* Oral Presentation Rubric (available from the instructor) that will evaluate verbal skills, non-verbal skills, and content of the presentation. This project, though compact in terms of time, is worth over 10% of your grade and should be taken seriously. Personal presentations are critical opportunities: employers and leaders will judge you by your ability to present in front of groups, and followers will follow based on your ability to express your authentic self & leader philosophy.

### **Ethics Research Project**

The two goals of a research-based academic institution (like UCF) are (1) creation of new knowledge, and (2) dissemination of knowledge. Teaching and coursework typically satisfy the goal of knowledge dissemination. The primary mechanism of creating new knowledge is through the scientific research method, complete with hypothesis generation, data collection, statistical analyses, and drawing appropriate conclusions and inferences from the data. In an attempt to familiarize students with the research process and promote hands-on learning, you will be asked to assist with an ethics-related research study. While you will have an individual role and specific tasks related to this project, the hypothesis generation, statistical analyses, and conclusions will be discussed in class, as a class. Your grade will be determined by how well you fulfill your individual role (to be explained), as well as a 5 page research paper relating what you have learned by the study, and how research findings relate to employees and organizations.

### **Reflection Paper**

Self-reflection is a critical element of personal development and a mechanism for reinforcing knowledge and enabling the use of principles and insights from class in the broader work and life context. To aid in the process of internalizing and crystalizing the learnings attained through class preparation and discussion, observations of others, text and additional readings, guest speaker comments, and other experiences encountered over the course of the semester, you will write an individual essay. This will be a 5 page minimum paper (1" margin, 12 pt Times font, double spaced). It is highly recommended that you keep a journal of thoughts, insights and reflections and jot down a few 'aha' thoughts at the end of each class. In grading, I will be looking for originality of thought, depth of reflection, creative thoughts on how the principle or idea may be implemented and the role of context in determining its efficacy (i.e., if the application of a principle "depends" on the situation, give me some insights into how so and when it may/may not work), insights into what you have learned about "you," and the like.

### **Attendance, Participation, and Classroom Contribution**

Students are expected to attend and participate. Material will be presented during class that is not included in the text. It is the student's responsibility to get notes about a lecture, video, or exercise from classmates when he/she misses class. Class sessions are more enjoyable when students come to class prepared and

ready to contribute. As such, students are expected to thoroughly prepare for each class by carefully reading and studying assignments and by coming to class prepared for discussion. In addition, students are responsible for what they read because they will be asked to explain important concepts from the readings. Students with questions should be proactive and ask for clarification.

The course, as designed, cannot be successful unless students come to class prepared. Students are expected to think, discuss, and challenge others' thinking. The most meaningful contributions are those that provoke the class to new levels of thought, analysis and understanding. To prepare for class, students might ask themselves questions such as: What is the most important point of this reading? Is there another side to this story? How is this information useful to a practicing leader? How could I use this information, theory, approach, etc., two years from now? These are the types of questions that will be asked in class. Answers such as "I didn't think there was anything useful, important, etc. in this reading" are only acceptable if students can demonstrate that they read the material, understood its main points, thought about those points, followed them through to their logical conclusions, and came to a careful judgment that the reading was unimportant or useless.

### **Online Course Material**

Course materials are available through Webcourses, at [webcourses.ucf.edu](http://webcourses.ucf.edu). When the instructor sends email messages to the class, they will be sent to the addresses contained in the distribution list provided by UCF. It is the student's responsibility to forward his/her UCF mail to a different email address if he/she has another, preferred account.

### **Academic Integrity**

As reflected in the university creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. It is expected that students in this class would never knowingly violate UCF's policy on academic integrity. To be clear, academic misconduct refers to the receipt or transmission of unauthorized aid on assignments and examinations and includes cheating, plagiarism, collusion, or any other act or other form of academic dishonesty designed to give an unfair advantage to the student. Students who are unclear about what constitutes a violation of that policy should refer to the Student Code of Conduct <http://osc.sdes.ucf.edu/>. Students found in violation of this policy are subject to grade reductions or failure (a grade of F) in the course. In addition, all cases of academic misconduct will be referred to the Office of Student Conduct.

### **Special Needs**

UCF is committed to providing all students with equitable access to the best possible opportunities for academic success. Students who need accommodations must be registered with Student Disability Services (Student Resource Center Room 132, 407-823-2371, TTY/TDD only phone 407-823-2116) before requesting accommodations from the instructor. Reasonable accommodations for student needs (including scheduling conflicts due to observance of religious holidays) will be made to the best of the instructor's ability, but it is the student's responsibility to notify the instructor at the beginning of the course.

### **Final Note**

This syllabus may be amended or modified in any way upon notice. The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, or to ensure better student learning. Any changes would most likely affect the class schedule, so students are advised to check the Webcourses announcements regularly or to check with a classmate if they miss class.

<b>Tentative* Course Outline</b>			
Date	ELD Team	Topic/Assignments	Case Team
8/20 (wk 1)		Philosophy of Class Syllabus Review/Expectations <b>Chapter 1: Introduction – where we are going and why</b> Consequentialist/Deontological; 8-step model (Chpt 2)	
8/27 (wk 2)		Quiz Chapter 1 Discuss: Exec Interviews & Individual Leadership Presentations Teamwork Foundations (Team Charter & RACI) Case Prep: Bernard Madoff	
9/3		<b>NO CLASS</b>	
9/10 (wk 3)	<b>1</b>	<b>Chapter 2: Deciding what's right: Prescriptive approach</b> Ethical Leader Discussion Case Prep: Siemens Case 1: Bernard Madoff	<b>4</b>
9/17 (wk 4)		<b>Chapter 3: Deciding what's right: Psychological approach</b> Case prep: Murdoch Case 2: Siemens	<b>5</b>
9/24 (wk 5)	<b>3</b>	<b>Chapter 4: Addressing Common Ethical Problems</b> Ethical Leader Discussion Case Prep: HealthSouth Case 3: Murdoch	<b>6</b>
10/1		<b>NO CLASS</b>	
10/8 (wk 6)	<b>2</b>	<b>Ethical Leader Discussion</b> <b>Review of rating criteria</b> <b>Team review of Charter, RACI</b> Research Project Introduction	
10/15 (wk 7)	<b>4</b>	<b>Chapter 5: Ethics as Organizational Culture</b> Ethical Leader Discussion Case Prep: Facebook Case 4: HealthSouth	<b>1</b>
10/22 (wk 8)	<b>5</b>	<b>Chapter 7: Managing for Ethical Conduct</b> Ethical Leader Discussion Case Prep: Apple Case 5: Facebook	<b>2</b>
10/29 (wk 9)	<b>6</b>	<b>Chapter 8: Ethical Problems of Managers</b> Ethical Leader Discussion Team Prep: Executive Interview Case 6: Apple	<b>3</b>
11/5 (wk 10)		<b>Individual Leadership Presentations (optional)</b> Research Project Discussion	
11/12		<b>NO CLASS</b>	
11/19		<b>NO CLASS</b>	
11/26 (wk 11)		<b>Executive Interview Presentations</b>	
12/3 (wk 12)		Course Review, Wrap up & Debrief	

*\*This schedule is tentative and is subject to change at the discretion of the instructor, and with verbal or written (e.g., email) notification in advance.*

# **Syllabus for CJE 5021 – Foundations of Law Enforcement Fall 2018**

## **Instructor Contact Information**

Professor: Dr. Matthew Matusiak  
Office: HPA1, 327  
Phone: 407.823.3931  
Email: Contact me via email in [Webcourses@UCF](mailto:Webcourses@UCF) (online course portal)  
Office Hours: Tuesday, 9:30 a.m. – 12:00 p.m. (Virtual)  
Wednesday, 9:30 a.m. – 12:00 p.m. (Virtual)  
Face-to-Face meetings by appointment

## **Course Information**

Course Name: Foundations of Law Enforcement  
Course ID & Section: CJE 5021.0W61  
Credit Hours: Three  
Semester/Year: Fall 2018  
Location: Online  
Class Hours: Online  
Final Exam (Module 8): Due Monday, December 3<sup>rd</sup> by 11:59 p.m. through  
[Webcourses@UCF](mailto:Webcourses@UCF)

## **Course Description**

This course will examine the police role in modern society and law enforcement policy. Perceptions of the police and their function in society vary widely. This course will introduce students to multiple policing topics and the research related to those areas. There are no prerequisites for this course.

## **Course Objectives**

- Identify and describe the police role in the criminal justice system and its interaction with other components of the system.
- Assess the interaction between policy decisions, police organizations, practitioner discretion, and street-level police behaviors.
- Identify challenges to police legitimacy in a democratic society.
- Explain the tension between law and practice, due process and crime control, and civilians' and officers' views related to police activities.

- Identify and describe issues faced by police administrators as well as sources of organizational change.
- Demonstrate knowledge of how empirical research can affect police policy.

### **Required Books**

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.  
ISBN: 9781412993692 (Do not include the ISBN in your references for writing assignments.)

Bayley, D. H. (1994). *Police for the future*. New York, NY: Oxford University Press.  
ISBN: 9780195104585

Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: SAGE.  
ISBN: 9781452241340

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.).  
Thousand Oaks, CA: SAGE.  
ISBN: 9781452286877

### **Recommended Books** (but not required)

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.  
ISBN: 9781433805615

- Information related to APA style may be obtained free of charge through the Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/10/>)

### **Grading Policy**

Your grades will be based upon 8 module assignments. All materials submitted for credit in this course must be 100% original works; they may not have been submitted for any other courses. Make-up, revise and resubmit, and extra credit assignments are not available in this course. Additionally, **late work is not accepted**.

### **Module Assignments**

You will be required to complete assignments related to each module. Module assignments will be used to assess your level of understanding related to the concepts and topics discussed in the assigned readings. Your written responses to questions should thoroughly address each question and employ APA style when formatting, citing, and referencing materials. The written portion of assignments must be submitted as Word (.doc or .docx) files only. Writing assignments will automatically be uploaded to TurnItIn.com for an evaluation of originality. Individual modules

will identify the total points available for that module. Your lowest writing assignment grade will be dropped from your final score at the end of the semester.

### In-Person or Telephone Meetings

Although this course is offered online, you are encouraged to contact your professor by email, in-person, or by telephone if you experience issues with the course during the semester. At the beginning of the semester, you may earn 15 extra credit points by meeting (in-person or telephone) with your professor. These meetings will be an opportunity to discuss course material, helpful information, and examples, as well as any concerns you may have. You must schedule meetings or telephone calls via email. Due to other meetings and responsibilities, I cannot guarantee that I will be in my office. My telephone number is 407-823-3931. Again, you are encouraged to call me anytime during the semester if you are having trouble with the material.

### **Breakdown of possible points**

Assignment	Points Possible	Approximate Percent of Final Grade	Approximate Percent per Assignment
Module 1	80	11.6	—
Module Quizzes (7)	368	53.5	4.1–12.3
Module Writing Assignments (6)*	240	34.9	5.8
Total:	688	100	

\* Your lowest writing assignment grade will be dropped from your final score at the end of the semester.

### **Final Grading Scale**

688 – 616 points	(100% – 90%)	= A
615 – 602 points	(89% – 88%)	= B+
601 – 547 points	(87% – 80%)	= B
546 – 534 points	(79% – 78%)	= C+
533 – 479 points	(77% – 70%)	= C
478 – 465 points	(69% – 68%)	= D+
464 – 410 points	(67% – 60%)	= D
409 – 0 points	(59% – 0%)	= F

### **Grade Dissemination**

I will return graded materials to you through the email function of [Webcourses@UCF](mailto:Webcourses@UCF). You can access your scores at any time using the Grade Book function of [Webcourses@UCF](mailto:Webcourses@UCF) as well.

## **Grades of “Incomplete”**

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

## **Attendance & Participation**

At the graduate level, participation in all class activities is expected. You are expected to complete all assigned readings prior to the submission of your quizzes and writing assignments.

## **Online/Email Etiquette**

Students are encouraged to utilize email (through Webcourses@UCF) as the primary form of communication. In an academic setting, online postings and emails are professional communications; please adhere to standards of professional writing.

- Please email me through Webcourses@UCF only. Do not email me at my regular address regarding class. Webcourses@UCF maintains a record of emails, and will serve as proof of our communication.
- I will respond to emails during normal business hours (approximately 8:00 a.m. – 5:00 p.m.). Urgent emails outside of those hours are likely to go unanswered until the next business day.
- Standards of professional writing to include proper capitalization, punctuation, spelling, and grammar (not texting abbreviations) are appreciated in your communications.
- Do not submit questions related to assignments through the “Assignment Comments” function in Webcourses@UCF. I will not receive or respond to these comments in a timely manner.

## **Academic Dishonesty, Plagiarism, or Cheating**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, as well as suspension or expulsion from the university.

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, do not cheat by giving answers to



others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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.**" Additionally, close paraphrasing, or the superficial modification of material from another source, is considered plagiarism.

### **Turnitin.com**

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

### **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone 407.823.2371, TTY/TDD only phone 407.823.2116, before requesting accommodations from the professor. 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 and discuss needed accommodations.

### **Religious Observances**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For more details about these and other holidays, see the website below, or contact the Office of Diversity Initiatives at 407.823.6479.

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/>

## **University Writing Center**

The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD608, or call 407.823.2197. As a reminder, members of the UWC will assist you with your writing, but they are not subject matter experts related to course content. If you have questions about course content those questions should be directed to your professor.

## **The Student Role in Learning**

Traditionally in the United States, the burden of learning during the primary years of schooling has been deemed to rest with the teachers. During the middle or junior high school years, the burden of learning gradually shifts to that of the student. Students during their high school years are expected to adjust their responsibilities for learning. Students who attend colleges and universities are expected to be ready, willing, and able to accept their own responsibilities for their own individualized learning.

Thus, the primary role of the professor is to make learning less difficult, less threatening, and more rewarding than if the student studies alone. The function of the professor is to lead, guide, coach, and direct their students in the learning process. Assignments, exams, and feedback are for the benefit of students' learning.

## **Be Prepared for Class**

- Read all assigned materials before attempting to complete your module quizzes and writing assignments.
- Read the required materials as many times as necessary for you to understand the readings.
- Be resourceful in your preparation and consult reference materials whenever possible.
- Do not expect to be relieved of a course requirement or deadline because another non-emergency commitment (e.g., family or work) prevents you from completing the requirement.
- Act with decorum and civility even when in serious disagreement with another person.

## **Exams, Assignments, and Grades**

- Seek my help before an assignment or exam if you do not understand the material.
- Accept responsibility for your performance without blaming the instructor or others when you do not perform well.

- Accept your limitations. Sometimes it is not possible to manage family life, school, and your job without sacrifices. Prioritize our obligations and accept the consequences of your decisions.
- Accept feedback. It is provided to assist you in future assignments.
- Do not cheat in any form (see above). All work is expected to be your own.
- Do not assist other students in cheating (see above).
- Satisfy all course requirements.

### **UCF Financial Aid Policy**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the UCF enrollment verification module by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday, August 24, 2018. Failure to do so may result in a delay in the disbursement of your financial aid.

### **Precautionary Disclaimer**

The class schedule and grading procedure in this syllabus are subject to change in the event of extenuating circumstances. If changes are made, an announcement will be made by email.

## Course Schedule

All modules will open on the Monday listed at 12:01 a.m. They will remain open for two weeks; modules will close on the Monday listed in the course schedule at 11:59 p.m. Modules 1 and 2 are exceptions to this; they are open for three weeks.

Students must maintain access to Webcourses@UCF at all times during the semester. Should you have problems accessing Webcourses@UCF, please contact UCF IT Support ([itsupport@ucf.edu](mailto:itsupport@ucf.edu), 407-823-5157). It is important to note that UCF IT Support is available Monday through Friday from 7:00 a.m. until 7:00 p.m. Please take this into consideration when working on/submitting quizzes and written module assignments. All module assignments must be submitted prior to the end of the module that they are associated with; late work is not accepted. All times are listed according to the Eastern U.S. time zone.

The reference for each reading in Archbold (2013) has been included below. When citing and referencing material from these readings in the Archbold book, you must cite the actual author(s) of the readings, not Archbold. For example, if you were to paraphrase information from Reading 7, you would cite the authors of that reading: Hassell and Brandl (2009).

### Monday, August 20, 2018 – Monday, September 10, 2018

#### Module 1: Introduction to the Course

Assigned Readings:

- CJE 5021 Syllabus and Course Schedule
- Course Introduction and Orientation Documents
- Helpful Information and Examples Documents
- Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Los Angeles, CA: Sage.

Module 1 Assessments:

- Enrollment Verification Assignment, **Due Friday, August 24, 2018**
- Course Orientation Quiz, **Due Monday, September 10, 2018**
- Harris (2014) Quiz, **Due Monday, September 10, 2018**

In-person or telephone meeting, deadline 4:00 p.m. Monday, September 10, 2018

- At the beginning of the semester, you may earn 15 extra credit points by meeting with me in-person or by telephone. These meetings will be an opportunity to discuss course material, helpful information, and examples, as well as any concerns you may have. You must schedule meetings or telephone calls via email. Due to other meetings and responsibilities, I cannot guarantee that I will be in my office. My telephone number is 407-823-3931. Again, you are encouraged to call me anytime during the semester if you are having trouble with the material.

## Module 2: Foundations of American Policing

### \*Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 1: The History of the Police (Pages 2–15)
- Readings 1 and 2 (Pages 16–45)
  - Reichel, P. L. (1988). Southern slave patrols as a transitional police type. *American Journal of Police*, 7(2), 51–77.
  - Kelling, G. L., & Moore, M. H. (1988). *The evolving strategy of policing*. Washington, DC: National Institute of Justice.
- Section 2: Progressing Beyond Traditional Policing (Pages 46–56)
- Readings 3 and 4 (Pages 57–84)
  - Goldstein, H. (1979). Improving policing: A problem-oriented approach. *Crime & Delinquency*, 25(2), 236–258.
  - Carter, D. L., & Carter, J. G. (2009). Intelligence-led policing: Conceptual and functional considerations for public policy. *Criminal Justice Policy Review*, 20(3), 310–325.
- Section 3: The Scope of American Law Enforcement (Pages 85–102)
- Readings 5 and 6 (Pages 103–124)
  - Luna-Firebaugh, E. M. (2002). Women in tribal policing: An examination of their status and experiences. *Social Science Journal*, 39(4), 583–592.
  - Weisheit, R. A., Wells, E., & Falcone, D. N. (1994). Community policing in small town and rural America. *Crime & Delinquency*, 40(4), 549–567.

\* All references provided for your convenience for written assignments.

## **Monday, September 10, 2018 – Monday, September 24, 2018**

### Module 3: Police Careers, Culture, and Accountability

#### Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 4: Police Officers and Police Culture (Pages 125–137)
- Readings 7 and 8 (Pages 138–164)
  - Hassell, K., & Brandl, S. G. (2009). An examination of the workplace experiences of police patrol officers: The role of race, sex, and sexual orientation. *Police Quarterly*, 12(4), 408–430.
  - Crank, J. (2004). Culture and knowledge. In J. Crank, *Understanding police culture* (2<sup>nd</sup> ed., pp. 13–28). Cincinnati, OH: Anderson.

- Section 5: Career Paths of Police Officers (Pages 165–177)
- Readings 9 and 10 (Pages 178–208)
  - Roberg, R., & Bonn, S. (2004). Higher education and policing: Where are we now? *Policing: An International Journal of Police Strategies & Management*, 27(4), 469–486.
  - Haarr, R. N. (2005). Factors affecting the decisions of police recruits to “drop out” of police work. *Police Quarterly*, 8(4), 431–453.

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 1: Introduction to the New Police Accountability (Pages 2–34)
- Chapter 2: The Accomplishments and Limits of Traditional Police Reforms (Pages 35–63)

### **Monday, September 24, 2018 – Monday, October 8, 2018**

#### **Module 4: Elements of Police Operations and Accountability (Part 1)**

Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 6: Police Organization and Leadership (Pages 210–225)
- Readings 11 and 12 (Pages 226–245)
  - Willis, J. J. (2013). First-line supervision and strategic decision making under COMPSTAT and community policing. *Criminal Justice Policy Review*, 24(2), 235–256.
  - Niederhoffer, A. (1967). Anomie and cynicism. In A. Niederhoffer, *Behind the shield: The police in urban society* (pp. 90–102). Garden City, NY: Double-day.
- Section 7: Patrol, Investigations, and Innovations in Technology (Pages 246–258)
- Readings 13 and 14 (Pages 259–282)
  - Alderden, M. A., & Ullman, S. E. (2012). Gender differences or indifferences? Detective decision making in sexual assault cases. *Journal of Interpersonal Violence*, 27(1), 3–22.
  - Taylor, B., Kowalyk, A., & Boba, R. (2007). The integration of crime analysis into law enforcement agencies: An exploratory study into the perceptions of crime analysts. *Police Quarterly*, 10(2), 154–169.

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 3: Critical Incidents Policies (Pages 66–103)
- Chapter 4: Citizen Complaints and Complaint Investigation Procedures (Pages 104–136)

## **Monday, October 8, 2018 – Monday, October 22, 2018**

### **Module 5: Elements of Police Operations and Accountability (Part 2)**

Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 8: Police Effectiveness (Pages 283–295)
- Readings 15 and 16 (Pages 296–327)
  - Sherman, L. W., & Berk, R. A. (1984). The specific deterrent effects of arrest for domestic assault. *American Sociological Review*, 49(2), 261–272.
  - Ratcliffe, J. H., Taniguchi, T., Groff, E. R., & Wood, J. D. (2011). Philadelphia foot patrol experiment: A randomized controlled trial of police patrol effectiveness in violent crime hotspots. *Criminology*, 49(3), 795–831.
- Section 9: Police Liability and Accountability (Pages 328–340)
- Readings 17 and 18 (Pages 341–367)
  - Archbold, C. A. (2005). Managing the bottom line: Risk management in policing. *Policing: An International Journal of Police Strategies & Management*, 28(1), 30–48.
  - Walker, S., Alpert, G. P., & Kenney, D. J. (2000). Early warning systems for police: Concept, history, and issues. *Police Quarterly*, 3(2), 132–152.

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 5: Early Intervention Systems (Pages 137–177)
- Chapter 6: External and Internal Review (Pages 178–208)

## **Monday, October 22, 2018 – Monday, November 5, 2018**

### **Module 6: Policing and the Environment**

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 10: Citizens and the Police: Perceptions and Interactions (Pages 370–382)
- Readings 19 and 20 (Pages 383–401)
  - Nofziger, S., & Williams, S. (2005). Perceptions of police and safety in a small town. *Police Quarterly*, 8(2), 248–270.
  - Crank, J., & Caldero, M. (2004). Angels and assholes: The construction of police morality. In J. Crank, *Understanding police culture* (2<sup>nd</sup> ed., pp. 201–212). Cincinnati, OH: Anderson.
- Section 11: Discretion and the Police (Pages 402–415)

- Readings 21 and 22 (Pages 416–436)
  - Alpert, G. P., Dunham, R. G., Stroschine, M., Bennett, K., & MacDonald, J. (2004). *Police officers' decision making and discretion: Forming suspicions and making a stop*. Washington, DC: National Institute of Justice.
  - Barlow, D. E., & Barlow, M. H. (2002). Racial profiling: A survey of African American police officers. *Police Quarterly*, 5(3), 334–358.

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 7: Risk Management as an Accountability Strategy (Pages 210–236)

## **Monday, November 5, 2018 – Monday, November 19, 2018**

### Module 7: Deviance and the Conflict of Purpose

Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 12: Police Deviance and Ethics (Pages 437–452)
- Readings 23 and 24 (Pages 453–475)
  - Klockars, C. B. (1980). The dirty Harry problem. *The Annals*, 452(1), 33–47.
  - Vito, G. F., Wolf, S., Higgins, G. E., & Walsh, W. F. (2011). Police integrity: Rankings of scenarios on the Klockars scale by “management cops”. *Criminal Justice Review*, 36(2), 152–164.

Bayley, D. H. (1994). *Police for the future*. New York, NY: Oxford University Press.

- Chapters 1–4 (Pages 3–75)
  - The Myth of the Police
  - What Do the Police Do?
  - How Much Is Enough?
  - The View from the Inside

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 8: The New Technology and Police Accountability (Pages 237–247)
- Chapter 9: Police Accountability and the Economy (Pages 248–260)



**Monday, November 19, 2018 – Monday, December 3, 2018**

**Module 8: The Future of Policing**

Assigned Readings:

Archbold, C. A. (2013). *Policing: A text/reader*. Thousand Oaks, CA: SAGE.

- Section 13: Policing in the Present and Future (Pages 476–492)
- Readings 25 and 26 (Pages 493–520)
  - Romero, M. (2006). Racial profiling and immigration law enforcement: Rounding up of usual suspects in the Latino community. *Critical Sociology*, 32(2-3), 447–473.
  - King, W. R., & Dunn, T. M. (2004). Dumping: Police-initiated transjurisdictional transport of troublesome persons. *Police Quarterly*, 7(3), 339–358.

Bayley, D. H. (1994). *Police for the future*. New York, NY: Oxford University Press.

- Chapter 5–8 (Pages 79–161)
  - Agendas for Change
  - Taking Crime Preventions Seriously
  - Options for Policing
  - A Blueprint for the Future

Walker, S., & Archbold, C. A. (2014). *The new world of police accountability* (2<sup>nd</sup> ed.). Thousand Oaks, CA: SAGE.

- Chapter 10: The Future of Police Accountability (Pages 262–273)

**Syllabus for  
CJL 6568: Law and Social Control  
Fall 2018**

**Instructor Contact Information**

Professor: Dr. Randa Matusiak  
Office: No office  
Phone: 254.715.4489  
Email: randa.matusiak@ucf.edu  
Contact me via email in Webcourses@UCF (online course portal)  
Office Hours: By Appointment

**Course Information**

Course Name: Law and Social Control  
Course ID & Section: CJL 6568.0W61  
Credit Hours: Three  
Semester/Year: Fall 2018  
Location: Online  
Class Hours: Online  
Final Exam: Due **Monday, December 3, 2018** by 11:59 p.m. through Webcourses@UCF

**Course Description**

This course will examine the types of behavior the state has sought to control and the means employed to exert such control. The course will provide an overview of theory and research related to law, the organization of law, and societal means of control. There are no prerequisites for this course.

**Course Objectives**

- Understand how laws and policies are used as a mechanism of social control
- Critically examine differing typologies of social control
- Understand how law is created and organized
- Apply law to the criminal justice system as a means of social control
- Demonstrate research skills appropriate for graduate-level education
- Demonstrate critical thinking skills appropriate for graduate-level education
- Demonstrate writing skills appropriate for graduate-level education

## **Required Books**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup>ed.). Washington, DC: American Psychological Association.

ISBN: 9781433805615

Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.

ISBN: 9780199830008

Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books.

ISBN: 0345342968

Chriss, J. J. (2013). *Social control: An introduction* (2<sup>nd</sup> ed.). Cambridge, UK: Polity Press.

ISBN: 9780745654393

Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.

ISBN: 9780316373722

Vago, S. (2012). *Law and society* (10<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

ISBN: 9780205820382

Additional readings may be assigned at my discretion.

## **Recommended Books (but not required)**

Black, D. (2010). *The behavior of law: Special edition*. Bingley, UK: Emerald Group.

ISBN: 9780857243416

Black, D. (2011). *Moral time*. Oxford, UK: Oxford University Press.

ISBN: 9780199737147

## **Works of Fiction**

Huxley, A. (2006). *Brave new world*. New York: HarperCollins.

Orwell, G. (2003). *1984*. Signet Books.

(Originally published in 1949).

## **Grading Policy**

Your grades will be based upon two exams, a reaction paper, and weekly assignments. All materials submitted for credit in this course must be 100% original works; they may not have been submitted for any other courses. Extra credit assignments are not available in this course. Additionally, **late work is not accepted**.

## **Exams**

There will be two exams during the semester. Exams will assess your understanding of material presented in assigned readings, and your ability to apply that information to other topics. Exams will be in essay format (i.e., Introduction, Body, and Conclusions with proper sentence,

paragraph structure, and APA format). The schedule of exam dates is available in the course schedule. Exams will be open for one week, so no make-up exams will be offered. It is recommended that you review the exam as soon as it becomes available so that you can plan your exam week accordingly.

Each exam is worth 150 points.

### **Reaction Paper**

You will read *Fahrenheit 451* by Ray Bradbury. You will then prepare an essay comparing the principles of law and social control discussed throughout the course textbooks and assigned journal articles to the examples in the fictional work of Bradbury. The expectation is that you will recognize principles of law and social control in Bradbury's work and synthesize those principles in the context of the course material. Please see the Reaction Paper Rubric in the Assignments section for complete information related to expectations and grading.

The reaction paper is worth 150 points.

### **Weekly Assignments**

You must complete short (250–500 word) writing assignments each week. Writing assignments will be related to weekly reading assignments. Assignments must be formatted according to APA guidelines. Assignments will automatically be uploaded to TurnItIn.com for an evaluation of originality. Your lowest weekly writing assignment grade will be dropped from your final score at the end of the semester.

Weekly assignments are worth 10 points each.

### **Breakdown of possible points**

<b>Assignment</b>	<b>Points Possible</b>	<b>Approximate Percent of Final Grade</b>
Exam #1	150	27
Exam #2	150	27
Reaction Paper	150	27
Module #1	25	4.5
Weekly Assignments	80	14.4
<b>Total:</b>	<b>555</b>	<b>100</b>

## **Final Grading Scale**

555 - 500 points(100% - 90%) = A
499 - 488 points(89% - 88%) = B+
487 - 444 points(87% - 80%) = B
443 - 433 points(79% - 78%) = C+
432 - 389 points(77% - 70%) = C
388 - 377 points(69% - 68%) = D+
376 - 333 points(67% - 60%) = D
332 - 0 points (59% - 0%) = F

## **Grade Dissemination**

I will return graded materials to you through the email function of [Webcourses@UCF](mailto:Webcourses@UCF). You can access your scores at any time using the Grade Book function of [Webcourses@UCF](mailto:Webcourses@UCF) as well.

## **Grades of “Incomplete”**

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

## **Attendance & Participation**

At the graduate level, participation in all class activities is expected. You are expected to complete all assigned readings prior to the submission of your weekly writing assignments.

## **Online/Email Etiquette**

Students are encouraged to utilize email (through [Webcourses@UCF](mailto:Webcourses@UCF)) as the primary form of communication. In an academic setting, online postings and emails are professional communications; please adhere to standards of professional writing.

- Please email me through [Webcourses@UCF](mailto:Webcourses@UCF) only. **Do not** email me at my regular address regarding class. [Webcourses@UCF](mailto:Webcourses@UCF) maintains a record of emails, and will serve as proof of our communication.

- I will respond to emails within 24 hours. I am limited to responding to only after normal business hours, but I will also respond on the weekends.
- Standards of professional writing to include proper capitalization, punctuation, spelling, and grammar (not texting abbreviations) are expected in your communications.

### **Academic Dishonesty, Plagiarism, or Cheating**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, as well as suspension or expulsion from the university.

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, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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.**" Additionally, close paraphrasing, or the superficial modification of material from another source, is considered plagiarism.

### **Turnitin.com**

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

### **Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone 407.823.2371, TTY/TDD only phone 407.823.2116, before requesting accommodations from the professor. 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 and discuss needed accommodations.

## **Religious Observances**

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For more details about these and other holidays, see the website below, or contact the Office of Diversity Initiatives at 407.823.6479.

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/>

## **University Writing Center**

The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD608, or call 407.823.2197.

## **The Student Role in Learning**

Traditionally in the United States, the burden of learning during the primary years of schooling has been deemed to rest with the teachers. During the middle or junior high school years, the burden of learning gradually shifts to that of the student. Students during their high school years are expected to adjust their responsibilities for learning. Students who attend colleges and universities are expected to be ready, willing, and able to accept their own responsibilities for their own individualized learning.

Thus the primary role of the professor is to make learning less difficult, less threatening, and more rewarding than if the student studies alone. The function of the professor is to lead, guide, coach, and direct their students in the learning process. Hence, students must realize that assignments and exams are for their benefit. Syllabus Assignment: If you have read the syllabus and course schedule in their entirety, please cut and paste the following text and email it your professor through [Webcourses@UCF](mailto:Webcourses@UCF): "I have read the syllabus and course schedule in their entirety."

## **Be Prepared for Class**

- Read all assigned materials before attempting to complete your weekly writing assignments.
- Read the required materials as many times as necessary for you to understand the readings.
- Be resourceful in your preparation and consult reference materials whenever possible.
- Think about the material before participating in the discussion section so that you can meaningfully participate.
- Do not expect to be relieved of a course requirement or deadline because another non-emergency commitment (e.g., family or work) prevents you from completing the requirement.
- Act with decorum and civility even when in serious disagreement with another person.

### **Exams, Assignments, and Grades**

- Seek my help before an exam if you do not understand the material.
- Accept responsibility for your performance without blaming the instructor or others when you do not perform well.
- Accept your limitations. Sometimes it is not possible to manage family life, school, and your job without sacrifices. Prioritize our obligations and accept the consequences of your decisions.
- Accept feedback. It is provided to assist you in future assignments.
- Do not cheat in any form (see above). All work is expected to be your own.
- Do not assist other students in cheating (see above).
- Study for exams all semester – do not “cram.”
- Satisfy all course requirements.

### **UCF Financial Aid Policy**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the UCF enrollment verification module by the end of the first week of classes, or as soon as possible after adding the course, but no later than 5:00 pm on August 24, 2018. Failure to do so may result in a delay in the disbursement of your financial aid.

### **Precautionary Disclaimer**

The class schedule and grading procedure in this syllabus are subject to change in the event of extenuating circumstances. If changes are made, an announcement will be made by email.



## Course Schedule

You will be able to find all of the articles in the course schedule using UCF's OneSearch on the library's main webpage or by accessing Google Scholar through the library's databases with two exceptions (Scalia, 2005; Wilson & Kelling, 2006). Scalia (2005) can be found through a Google search using the title of the speech. I will send you the Wilson & Kelling (2006) article.

The best way to search for these articles using UCF's OneSearch or Google Scholar is by title. In some instances, UCF's OneSearch may not turn up the full text of an article but Google Scholar will. If you have problems with one search engine, you will most likely find the article with the other. When searching for the U.S. Supreme Court cases, I would recommend using the LexisNexis Academic database available through the UCF Library; there you may look up cases by their citation (e.g., 481 U.S. 279). Searching this citation in LexisNexis Academic will take you to *McCleskey v. Kemp* (1987). If you are having difficulty searching for the articles or Court cases, I have included step-by-step guides that may be accessed from the "Examples" page in [Webcourses@UCF](mailto:Webcourses@UCF).

Note, the article references included in the reading list below are formatted according to APA guidelines, with the exceptions of not being double-spaced or having the hanging indent. They may be used as a guide when formatting your own references. Book chapters are **not** cited in APA format below.

All modules will open on the Sunday listed at 12:01 a.m. They will all close on the Saturday listed at 11:59 p.m. All weekly writing assignments must be submitted prior to the end of the module that they are associated with. All times are listed according to the Eastern U.S. time zone.

### **Monday, August 20- Sunday, September 1**

Module 1: Introduction to the Course

- Enrollment Verification Module, **Due Friday, August 24, 2018 by 5:00 pm**
- Syllabus Assignment, **Due Saturday, August 25, 2018**
- Information Literacy Modules **Due Saturday, September 1, 2018**

Module 2:

Assigned Readings:

- Vago (2012) – Chapter 1: Introduction (p. 1–27)
- Vago (2012) – Chapter 2: Theoretical Perspectives (p. 38–71)
- Gottfredson, M. R., & Hindelang, M. J. (1979). A study of *The Behavior of Law*. *American Sociological Review*, 44(1), 3–18.
- Black, D. (1979). Common sense in the sociology of law. *American Sociological Review*, 44(1), 18–27.
- Gottfredson, M. R., & Hindelang, M. J. (1979). Theory and research in the sociology of law. *American Sociological Review*, 44(1), 27–37.
- Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.

- Begin reading for Exam #1, Due **Saturday, September 29, 2018.**

### **Sunday, September 2 - Saturday, September 8**

Module 3:

Assigned Readings:

- Vago (2012) – Chapter 3: The Organization of Law (p. 83–146)
- Vago (2012) – Chapter 4: Lawmaking (p. 159–188)
- *McCleskeyKemp*, 481 U.S. 279 (1987).
- Scalia, A. (2005, March). *Constitutional Interpretation the Old Fashioned Way*. Speech presented at the Woodrow Wilson International Center for Scholars, Washington, DC.
- Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.
  - Continue reading for Exam #1, Due **Saturday, September 29, 2018.**

### **Sunday, September 9 - Saturday, September 15**

Module 4:

Assigned Readings:

- Vago (2012) – Chapter 5: Law and Social Control (p. 194–242)
- Vago (2012) – Chapter 6: Law and Dispute Resolution (p. 255–300)
- *Town of Castle Rock v. Gonzales*, 545 U.S. 748 (2005).
- *Gonzalez Raich*, 545 U.S. 1 (2005).
- Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.
  - Continue reading for Exam #1, Due **Saturday, September 29, 2018.**

### **Sunday, September 16 - Saturday, September 22**

Module 5:

Assigned Readings:

- Vago (2012) – Chapter 7: Law and Social Change (p. 309–338)
- *LawrenceTexas*, 539 U.S. 558 (2003).
- McCann, M., Haltom, W., & Fisher, S. (2013). Criminalizing big tobacco: Legal mobilization and the politics of responsibility for health risks in the United States. *Law & Social Inquiry*, 38(2), 288–321.
- Sarat, A., Blumstein, K., Jones, A., Richard, H. Sprung-Keyser, M., & Weaver, R. (2013). Botched executions and the struggle to end capital punishment: A twentieth-century story. *Law & Social Inquiry*, 38(3), 694–720.
- Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.
  - Continue reading for Exam #1, Due **Saturday, September 29, 2018.**

## Sunday, September 23 - Saturday, September 29

Module 6:

Exam #1: The Process of Law

- Stevens, J. P. (2014). *Six amendments: How and why we should change the Constitution*. New York, NY: Little, Brown and Co.

**Exam #1 must be turned in through Webcourses@UCF by 11:59 p.m. on Saturday, September 29, 2018.**

Please upload your Exam #1 as a Word (.doc or .docx) file.

Your Exam #1 will be submitted automatically through TurnItIn.com.

## Sunday, September 30 - Saturday, October 6

Module 7:

Assigned Readings:

- Chriss (2013) – Chapter 1: What is Social Control? (p. 17–35)
- Chriss (2013) – Chapter 2: A Typology of Social Control (p. 36–54)
- Manning, J. (2012). Suicide as social control. *Sociological Forum*, 27(1), 207–227.
- Chiricos, T., Barrick, K., Bales, W., & Bontrager, S. (2007). The labeling of convicted felons and its consequences for recidivism. *Criminology*, 45(3), 547–581.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.
  - Begin reading for Exam #2, Due **Saturday, November 17, 2018**.
- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books
  - Begin reading for Reaction Paper, Due **Monday, December 3, 2018**.

## Sunday, October 7 - Saturday, October 13

Module 8:

Assigned Readings:

- Chriss (2013) – Chapter 3: Informal Control (p. 55–81)
- Chriss (2013) – Chapter 6: Informal Control: Housing Segregation, the Code of the Street, and the Dark Side of Emerging Adulthood (p. 135–163)
- Anderson, E. (1998). The social ecology of youth violence. *Crime and Justice*, 24, 65–104.
- Centola, D., Willer, R., & Macy, M. (2005). The emperor's dilemma: A computational model of self-enforcing norms. *American Journal of Sociology*, 110(4), 1009–1040.
- Uecker, J. E. (2008). Religion, pledging, and the premarital sexual behavior of married young adults. *Journal of Marriage and Family*, 70(3), 728–744.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.
  - Continue reading for Exam #2, Due **Saturday, November 17, 2018**.

- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books
  - Continue reading for Reaction Paper, Due **Monday, December 3, 2018**.

### **Sunday, October 14 - Saturday, October 20**

Module 9:

Assigned Readings:

- Chriss (2013) – Chapter 4: Medical Control (p. 82–108)
- Chriss (2013) – Chapter 7: Medical Control: ADHD, Selective Mutism, and Violence as a Disease (p. 165–185)
- Conrad, P. (1992). Medicalization and social control. *Annual Review of Sociology*, 18, 209–232.
- Purdy, L. (2001). Medicalization, medical necessity, and feminist medicine. *Bioethics*, 15(3), 248–261.
- Singh, I. (2011). A disorder of anger and aggression: Children’s perspectives on attention deficit/hyperactivity disorder in the UK. *Social Science and Medicine*, 73(6), 889–896.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.
  - Continue reading for Exam #2, Due **Saturday, November 17, 2018**.
- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books
  - Continue reading for Reaction Paper, Due **Monday, December 3, 2018**.

### **Sunday, October 21 - Saturday, October 27**

Module 10:

Assigned Readings:

- Chriss (2013) – Chapter 5: Legal Control (p. 109–131)
- Chriss (2013) – Chapter 8: Legal Control: Racial Profiling, Hate Crimes, and the Growth of Imprisonment (p. 186–203)
- Oliver, W. (2006). The fourth era of policing: Homeland security. *International Review of Law Computers & Technology*, 20(1&2), 49–62.
- Wilson, J. Q., & Kelling, G. L. (1982). Broken windows. *Atlantic Monthly*, 249(3), 29–38.
- Wilson, J. Q., & Kelling, G. L. (2006). A quarter century of broken windows. *The American Interest*, September/October, 168–172.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.
  - Continue reading for Exam #2, Due **Saturday, November 17, 2018**.
- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books.
  - Continue reading for Reaction Paper, Due **Monday, December 3, 2018**.

### **Sunday, October 28- Saturday, November 3**

Module 11:

Assigned Readings:

- Chriss (2013) – Chapter 9: Terrorism and Social Control (p. 204–226)
- Chriss (2013) – Chapter 10: Conclusion: The Future of Social Control? (p. 227–243)
- Black, D. (2004). The geometry of terrorism. *Sociological Theory*, 22(), 14–25.
- McCarthy, D. J. (2010). Self-governance or professionalized paternalism? The police, contractual injunctions and the differential management of deviant populations. *British Journal of Criminology*, 50(5), 896–913.
- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.
  - Continue reading for Exam #2, Due **Saturday, November 17, 2018**.
- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books
  - Continue reading for Reaction Paper, Due **Monday, December 3, 2018**.

**Sunday, November 4 – Saturday, November 17**

Module 12:

Exam #2: Social Control

- Beckett, K., & Herbert, S. (2009). *Banished: The new social control in urban America*. New York, NY: Oxford University Press.

**Exam #2 must be turned in through Webcourses@UCF by 11:59 p.m. on Saturday, November 17, 2018.**

Please upload your Exam #2 as a Word (.doc or .docx) file.

Your Exam #2 will be submitted automatically through TurnItIn.com.

**Sunday, November 18 – Monday, December 3**

Reaction Paper:

Assigned Readings:

- Bradbury, R. (1981). *Fahrenheit 451*. New York: Del Ray Books

**Reaction Papers must be turned in through Webcourses@UCF by 11:59 p.m. on Monday, December 3, 2018.**

Please upload your Reaction Paper as a Word (.doc or .docx) file.

**POT 6007-0001**  
**Seminar in Political Theory**  
 Department of Political Science  
 College of Sciences, University of Central Florida  
**COURSE SYLLABUS**

Instructor:	Dr. Daniel Marien	Term:	Spring 2018
Office:	Room HPH 305N	Class Meeting Time	Mon. 6:00-8:50 PM
Phone:	407-823-0012	Class Location	VAB 109
E-Mail:	<a href="mailto:Daniel.Marien@ucf.edu">Daniel.Marien@ucf.edu</a>		

**I. Office Hours and Locations**

OFFICE HOURS From 1/8 until 4/24 2018	OFFICE LOCATION	OFFICE PHONE NUMBER
Mondays 2:00 p.m. to 5:00 p.m.	UCF Orlando Philips Hall, room 302N	407-823-0012
Tuesdays 1:00 p.m. to 5:00 PM (Not available during dept. meeting, i.e. every other Tuesday b/w 3:00 and 4:00 PM.)	UCF Orlando Philips Hall, room 302N	407-823-0012

Note: Email me to make an appointment at other times if you cannot come at the times and places listed above. Instructor email contact: [Daniel.Marien@ucf.edu](mailto:Daniel.Marien@ucf.edu) or course email. Expect an answer within 24 hours. If you plan to visit me during office hours, it is suggested (not required, simply suggested) that you email your intention ahead of time. Advanced notice helps me selecting who I see first. Phoning during office hours can also be an effective way to deal with various issues. Phoning outside of office hours will not be effective.

## **II. Course Overview**

This seminar pursues two large and parallel goals. First, it introduces participants to contemporary academic debates about the nature and contours of social justice. Second, it probes the ways in which human beings respond to ethical issues such as social justice.

Under the first theme, the course will be divided between a focus on justice issues within a world of presumed autonomous states and justice issues in a world of interdependent states. Our discussion of justice issues in autonomous states will connect with traditional approaches: utilitarianism; libertarianism (Nozick); egalitarian liberalism (Rawls and Dworkin); Marxism and feminism.

Our discussion of justice in an interdependent world will focus on newer perspectives about security, global environmental integrity, fair trade and global governance.

Under the second theme, we will explore the psychology of moral debates, the various sensibilities involved in judging ethical issues, and ways to improve understanding between people of different views.

The course structure fosters the development of academic skills. We will debate a common set of readings in a seminar format. Each student will also write and orally present an evaluation of one major book of his/her choice in a format replicating an academic conference setting.

## **III. Course Goals**

1. During this course, students will become familiar at an introductory level with the arguments and assumptions structuring academic debates in contemporary political philosophy on these different themes or approaches to justice: utilitarianism; egalitarian liberalism; libertarianism; feminism.
2. During this course, students will become familiar with a range of ethical issues raised by globalization: global environmental degradation, trade and international governance.
3. During this course, students will explore the psychology of moral debates, the various sensibilities involved in judging ethical issues, and ways to improve understanding between people of different views.
4. During this course, students will learn to write an effective academic book review or compose an effective essay developing an argument related to a specific question related to justice.

5. During this course students will learn to orally present and defend an argument in both the context of seminar leadership and oral presentation of one's own book review or essay.

#### **IV. Course Material**

Michael Sandel, *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux, 2009. ISBN: 978-0-374-53250-5.

Will Kymlicka, *Contemporary Political Philosophy: An Introduction*. Oxford University Press, Second Edition, 2002. ISBN: 978-0198782742.

Peter Singer, *One World Now: The Ethics of Globalization*. Yale University Press; Revised edition, 2016. ISBN: 978-0300196054.

Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. New York, Pantheon Books, 2012. ISBN: 978-0307455772.



## V. Assessments

WHAT	WHEN	WORTH
<b>WEEKLY POSTS</b> Answering the questions posted in Webcourses.	Submitted weekly, on the Sunday night preceding the coming Monday seminar.	40 points
<b>SEMINAR LEADERSHIP</b>  (Oral summary of the main points of the assigned readings and articulation of a thoughtful question or challenge.)	Students take turn to introduce segment of assigned readings.	20 points
<b>ORAL DEFENSE</b>  Presentation of a book review or essay making an argument about a specific question.	April 23 or April 30	10 points
<b>RESEARCH REPORT</b>  In the form of a book review or research essay making an argument about a specific question.	Three days after your oral presentation	30 points

### Weekly Posts

A written text (500 to 800 words) summarizing and evaluating the week's reading. Students post their entries in a the Weekly Discussion Board in Webcourses by the

Sunday evening preceding the Monday evening the seminar meeting. Post will be scored for content (mostly) and for writing (somewhat).

### **Seminar Leadership**

A brief oral presentation (10 minutes) in which the seminar leader summarizes the main points of the assigned readings, make connections and/or contrast with previous readings and articulate a thoughtful question or challenge. The main purpose of the seminar leadership is to launch the group's discussion.

### **Oral Presentation of Book Review/Essay**

Students orally present the main elements of their book review or essay for no more than 20 minutes followed by a question and answer session. Brevity, clarity of presentation, coherence of structure and ability to effectively address questions and objections from the audience are key features of good presentations.

### **Book Review or Essay**

A text of 2,500 to 4,000 words either reviewing a relevant book (instructor's acceptance required) or building an argument in answer to a specific question. The written book review is submitted electronically to the instructor no later than two days after the student's oral presentation. The written text is expected to address the main objections or remarks made to the students during the oral presentation.

## **VI. Course Credits and Grading Scale**

3 credits

<hr/> Grading Scale (%) <hr/>	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-

Grading Scale (%)	
67-69	D+
64-66	D
60-63	D-
0 - 59	F

## VII. Schedule of Meetings and Readings

- Week 1, Jan 8:** Introduction
- Week 2, Jan 15:** UCF Holiday: Martin Luther King Jr.
- Week 3, Jan 22:** Sandel, chapters 1-4  
Haidt, chapters 1-2
- Week 4, Jan 29:** Sandel, chapters 5-6; 8  
Haidt, chapters 3-4
- Week 5, Feb 5:** Sandel, chapters 9-10  
Haidt, chapters 5-6
- Week 6, Feb 12:** Kymlicka, Preface, Introduction, chapter 3 Liberal Equality  
  
Rawls:  
Dworkin:  
Politics of Liberal Equality:
- Week 7, Feb 19:** Milton and Rose Friedman, Free to Choose, ch. 1 and ch. 5.  
Kymlicka, chapter 4 Libertarianism
- Week 8, Feb 26:** Kymlicka, chapter 5 Marxism  
Haidt, chapter 7
- Week 9, Mar 5:** Kymlicka, chapter 9 Feminism (pp. 377-98 only)  
Haidt, chapter 8

- Week 10, Mar 12:** Spring Break
- Week 11, Mar 19:** Singer, One World, Preface, chapter 1-2  
Haidt, chapter 9
- Week 12, Mar 26:** Singer, One World, chapters 3-4  
Haidt, chapters 10-11
- Week 13, Apr 2:** Singer, One World, chapters 5-6  
Haidt, chapter 12
- Week 14, Apr 9:** Research Consultation with the instructor
- Week 15, Apr 16:** Research Consultation with the instructor
- Week 16, Apr 23:** Oral presentations; followed by final text  
submission of book review/essay two days later.
- Week 17, April 30:** Oral presentations; followed by final text  
submission of book review/essay two days later.

### **VIII. Grade Dissemination**

Grades will be posted on [Webcourses@UCF](mailto:Webcourses@UCF).

### **IX. Course Policies**

#### **Late Work Policy:**

There are no make-ups for missing weekly seminar discussion. One justified absence from these exercises will be excused without point penalty. A penalty of two course points for each additional absence to the seminar discussions will be applied.

#### **Grades of Incomplete**

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

## **X. Grading Policy**

Papers are graded individually (unless a pair of students elects to write a common paper). A grading matrix for the research report is distributed in due time.

## **XI. Course Policies: Technology and Media**

**Email:** Use my email to communicate with me: [Daniel.Marien@ucf.edu](mailto:Daniel.Marien@ucf.edu). Allow up to 48 hours for a response. Repeat message if you haven't received a response within 48 hours.

## **XII. Course Policies: Student Expectations**

### **Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students 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.

### **Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a failing grade for the entire course and can also result in expulsion from the University.

### **Turinitin.com:**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your text to Turnitin at his discretion. Students found guilty of plagiarism will receive a failing grade for the entire course.

CCJ 6485 Syllabus Fall On-Line Mode, 2018; Crime, Community, Physical Health, and Criminal Justice

Instructor Contact

Instructor Roberto H. Potter, Ph.D.

Main Campus: HPA I, Room 310

Office University of Central Florida  
12805 Pegasus Drive  
Orlando, FL 32816-1600

I may not be able to respond to emails immediately, but generally within 48 hours. Virtual and physical office hours may be subject to change, so please email me in advance of any need for scheduled communication.

Office Hours Generally, we will plan to have physical office hours Tuesdays and Thursday afternoons from 1:30 - 4PM. I will have the Canvas Chat function operating during those times, as well.

Virtual office hours or by appointment also available (weekdays only)

Phone They took our physical phones to save money - email is the best way to get in touch and we will set up a Skype or other interface as needed.

E-mail [rhpotter@ucf.edu](mailto:rhpotter@ucf.edu)

Course Information

Course Name Issues in Criminal Justice - Crime, Community, Physical Health, and Criminal Justice

Course ID & Section CCJ 6118-001

Credit Hours 3 credit hours

Semester/Year Fall, 2018

Location                      Virtual – your time, other than exams and assignment deadlines.

## Course Description

This course will examine the relationships among primarily physical health issues and involvement in the criminal justice system (CJS). It will focus on the associations between community health and health conditions among criminal justice-involved (CJI) individuals. We will explore the unique situation regarding the provision of health care to those under the direct control of the CJS, especially in contrast to other nations. The “distilling” process by which higher rates of disease and disability are observed in CJI populations compared to the rates in communities will be addressed. The implications of ageing and disability for CJS planning and staffing follows from those data. In addition, we will examine the literature on how working in the CJS affects the health of workers at various points in the system.

## Course Prerequisites

Graduate standing or C.I.

## Course Objectives

Understanding how we know what we know, thinking about how we explain it:

- Students will be able to explain the key legal reasons for the provision of health care for those under the direct control of the criminal justice system in contrast to those living in the “free world”;
- Students will be able to define “health burden,” “epidemiology,” and “public health surveillance”;
- Students will be able to explain how epidemiology and public health surveillance inform knowledge regarding health burden among CJI;
- Students will be able to compare the burden of disease and disability observed among individuals in the CJS versus the community;
- Students will be able to provide explanations for the disparities in medical and disability burden among CJI populations and the general community;
- Students will be able to identify the leading causes of death among jail inmates and prisoners and discuss interventions to lower those deaths;

Putting that knowledge to work:

- Students will be able to identify at least one approach to conducting health

interventions among CJI populations;

o Identify and address medical issues that are correlated with:

♣ Gender

♣ Race

♣ Sexuality

♣ Religious beliefs

• Students will be able to discuss the implications of the disease and disability burden, especially diseases associated with ageing, among CJI populations for staffing for both custodial and care staff;

• Students will be able to identify sources of correctional health care standards;

• Students will be able to provide recommendations for addressing the medical health burden disparities observed among CJI populations within the CJS;

• Students will be able to differentiate between “access to” and “utilization of” health care:

o Discuss the implications of those differences for:

♣ Continuity of care into the community (and, unfortunately, for the possible return to incarceration),

♣ Potential impact of continuity of care for the CJI person and their social networks.

Working in the CJS and health implications:

• Students will be able to summarize the medical health impact of working in the CJS;

• Students will be able to discuss whether medical health care should become more of a focus for criminal justice education at both the training academy and university levels;

• Students will be able to discuss pros and cons for CJS health care being provided by a government agency or a private health provider;

• Students will be able to provide recommendations for improving the medical health of persons working in the CJS; and,

Putting it together:

• Students will be able to provide logical, critically thought-out and planned recommendations for addressing the medical health of criminal justice-involved persons and/or those working in the field;

• Students will be able to provide informed recommendations for which sector – health care or criminal justice – should address the reduction of medical issues among CJI.

Required Texts

None - materials are either on-line or required content and articles are provided in Webcourse (aka Canvas). I utilize this syllabus, the Modules (every week!), and Announcements to provide you with course information. You will need to read the Modules and Announcements each week, at a minimum. There are multiple assessment points throughout the term. The final due date for each assignment will



result in the closure of the assignment; if you miss the due date, you missed the assignment! Please enter each into your calendar so you do not miss one.

## Course Requirements

The following grading scale is repeated in the Evaluation and Grading section below.

### ***Academic Activity Requirement: 5 points***

As of fall 2014, all faculty members are required to document each student's academic activity at the beginning of each course. Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Federal aid awards are disbursed according to the number of credit hours in which an academic activity has been confirmed. In order to prevent any delays in your financial aid disbursement, students should complete the activity by Friday, **August 24 at 4:59PM, EST**. Later completions will be accepted but will result in a later financial aid disbursement. For more information, see <http://finaid.ucf.edu/>.

In order to document that you began this course, please complete the "Academic Activity" posted on Webcourses. Failure to do so may delay the disbursement of your financial aid. (You will receive up to 5 points for completing the Academic Activity.)

- You can access your Webcourses by going to <http://www.ucf.edu>, clicking on the "UCF Log in" at the upper right, and then clicking on the Webcourses portal. Use your NID and password to access Webcourses and click on the Course ID and Section for this course shown above.
- You can use Firefox or Internet Explorer as a browser, amongst others. However, for any browser, you need to use one of the latest two versions.
- For more help go to <http://learn.ucf.edu/> or <http://learn.ucf.edu/support/> or <https://publishing.ucf.edu/sites/itr/cst/Pages/ServiceDeskAbout.aspx> . For information about the Canvas online learning management system, take a tour at <https://online.ucf.edu/support/webcourses/other/student-tour/> or go to <http://guides.instructure.com/>

**Quizzes:**

There will be a total of 2 "quizzes" in the term. Quiz 1 will be a traditional multiple-choice quiz, with questions taken from practice quizzes in the readings for that first four weeks. The second "quiz" will be a multiple-choice quiz, but the preparation will be different. You will have completed "assignment 2" prior to opening Quiz 2, as the answers will come from what you do in assignment 2. Each quiz is worth 20 points, or 40% of your final grade. Quizzes are primarily multiple choice, matching, and true/false questions and will be over the required readings, as detailed in the course Schedule. There is limited time and one opportunity to take each quiz. Students will be informed of their performance score, but specific exam questions and answers will not be released subsequent to submission.

**Papers:**

Several of you have taken courses with me before, so you know that I like an "iterative," or "foundational" approach to developing your papers. There will be three inter-related papers in this course - more details will be available over in the Assignments tab, so what I have here is just a description:

Project 1: Identify an issue in the medical (not behavioral) health problems associated with criminal justice and develop a refined statement of the problem, the level (federal, state, or local) at which the problem will be addressed, and tell me whether you are proposing a research or an intervention project for your final proposal (1 pages; 10 points);

Project 2: Develop a "Teplin table" with a minimum of three empirical studies of your identified medical issue, and a critique of those articles as they relate to your problem statement (4 pages; 20 points); and,

Project 3: Develop a final proposal, either a research or intervention/program project, that uses the information developed in Papers 1 and 2 (8 pages; 30 points).

These projects build on one another and your readings, so completion of earlier projects is foundational for the final project. More detail on the individual projects and components is provided in the Assignments area.

There are 105 total points available in the course assessments. Grades are based on the percentage of those points you achieve, as noted below.

**Grading Policy:**

Let's get to the important stuff up front... For this class, we will use the usual cut-offs for grades.

<u>%</u>	<u>Grade</u>	<u>Description of quality of work</u>
< 60	"F"	"Totally unacceptable work"
60 - 69	"D"	"Lacks even adequate summary work"
70 - 79	"C"	"Summary, lacks analysis and critique"
80 - 89	"B"	"Satisfactory, excellent summary, good analysis"
90 - 100	"A"	"Outstanding work combining C & B levels with demonstration of good critical thinking skills"

This class utilizes a "first past the post" to assign the basic grade. That is, as long as you get an 80, you get a "B." I do give "+" marks to those within two points of the next grade (e.g., 88-89 = B+). I dislike "-" (minus) grades because they are harmful to the student, in most cases.

#### Missed Assignments/Make-Ups

Make-up assessments will be administered strictly according to university policy governing authorized events and activities. All other make-up work is subject to the sole discretion of the instructor and will be given only in extraordinary circumstances.

As noted above, because this is a mixed-mode version of the course, I am going to open all assessments after the classroom segment ends (8/24), and you can complete the remainder of the work on your own time frame - sort of... The final due date for each assignment will result in the closure of the assignment. You can complete the work any time after week 1 until the due date; if you miss the due date, you missed the assignment! Please enter each into your calendar so you do not miss one.

**Timely completion of the required assignments is a basic requirement of this course. There are no "redo's",** which means that students will not be permitted to retake a quiz or other assessment a second or third time to attempt to achieve a higher grade. What you earn on the first attempt is final. Please **see the Schedule** for more information regarding due dates.

Late quizzes or assignments may be made up within 7 days of the original due date, with legitimate notice (prefer one week) prior to or immediately following the scheduled due date. The make-up quiz or other assessment may be different from the regularly scheduled quiz. Instructor reserves the right to determine what constitutes a legitimate excuse and the right to deduct points for late quizzes, assignments, or other assessments. As instructors, our goal is to apply the same rules of completion and assessment uniformly to all students. Any quizzes or other assessments completed prior to their due date will not have any points deducted. After the 7 day grace period, each missed quiz or other assessment will result in a score of 0 points.

Consult the course Schedule carefully to ensure that you do not have irreconcilable conflicts with course deadlines. For the purpose of this course, please note that weddings, vacations, family reunions, etc., do **not** constitute “extraordinary circumstances.” If you discover that these or similar events will prevent you from completing all assignments and assessments on time, then you should drop the course. Having the flexibility to complete the work ahead of the scheduled completion date should allow everyone to avoid these problems.

#### Attendance Policy

This is an on-line course. Other than when quizzes are scheduled or projects due, you can engage in “time-shifting” to suit your schedule.

All required readings are available online. I do expect you to go beyond the required readings for your papers, of course. All quizzes are administered on-line (see schedule). Students are expected to complete and participate in all online activities and assignments, as well as in-class activities. I will have you turn in your papers via Webcourses for this term, not my usual email address.

Quizzes, and projects that are not turned into Webcourses by the due date will receive 0 points.

Unavoidable circumstances sometimes occur which throw timing off...hurricanes for example! In the event of a hurricane, which causes power outages and evacuations, do not panic about your online assignments. Your safety and that of your family is your first priority. When power is restored, contact your instructor. She will work with individual students to determine the best course of action. Remember, your instructor could be experiencing the same or similar problems in the event of a hurricane! During the Spring term this is less likely to happen – the past two Fall terms have turned out to have such an interruption.

Other circumstances, which may be considered “unavoidable”, include medical or legal emergencies. Pertinent documentation, deemed acceptable by the instructor, will be required for any delayed assessments. Where possible, please advise the instructor in advance of such scheduled absences from the class via email.

### Grades of “Incomplete”

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where a student has successfully completed most of the course requirements and unexpected, verifiable emergencies (e.g., illness, accident, family emergency) prevent a student from completing final course requirements by the end of the semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the deadline indicated on the Incomplete Form or the “I” will automatically be recorded as an “F” on your transcript.

### End of Term Pleas and Appeals

All students will be awarded the grade they earned. Please do not embarrass me or yourself with end-of-term appeals for a higher grade based upon non-course criteria. Asking for a higher grade because of factors extraneous to your performance in the course is unethical and unfair to other students. Requests for a higher grade based on non-course criteria will be denied.

### Evaluation and Grading

You can review your current assessment grades at any time using the “Grades” feature in this Webcourse. **WARNING:** There is no guarantee that the “Total” grade calculation is correct in the Webcourse. **I recommend that you calculate your score manually.** You are ultimately responsible for knowing how you are performing in the course. To calculate the percentage, divide your total “points earned” by the total “points available” and multiple by 100. The grading scale is provided in the Course Requirements section above.

### General Resources for On-Line Learning

- **Orientation program:** Get oriented with online learning at UCF at <http://learn.ucf.edu>.
- **Canvas Guide and Tour:** <http://guides.instructure.com/> and <https://online.ucf.edu/support/webcourses/other/student-tour/>
- **Library:** instruction on use of the Internet for research: <http://library.ucf.edu/>.
- **Distance learning and on-line courses:** <http://online.ucf.edu>.

- **Webcourses@UCF Support:** If you have a computer or Webcourse technical question you can ask Webcourses@UCF Support at <http://online.ucf.edu/support/> or 407-823-0407. You can email them at [webcourses@ucf.edu](mailto:webcourses@ucf.edu)
- **Computer Services Department:** For networking and computer assistance, see <http://www.cst.ucf.edu/> or call the Service Desk at (407) 823-5117 or write email to: [servicedesk@ucf.edu](mailto:servicedesk@ucf.edu).

It has been 30 years since I was employed in the IT industry, so asking me for assistance with the University IT systems (e.g., Canvas) or particular software (e.g., WORD) is pretty much useless. When you have a problem – UCF-IT! To be prepared, check with the current requirements for browsers and such by the end of the first week of classes to be safe.

#### Academic Honesty/Plagiarism

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

Plagiarism and cheating of any kind on an examination, quiz, or any assessment will result *at least* in an "F" for that assessment (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. Academic dishonesty in any form will not be tolerated. In other words, **don't cheat by giving answers to others or taking them from anyone else.**

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. All work you submit must be your own scholarly and creative efforts, and must be your own original submission (never submitted in a prior course or an earlier assignment for this course).

- 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.”
  - In criminal justice, quotation marks and APA citation, including the page number, are required to correctly indicate the use of a quote and its source.
- “**Close Paraphrasing**” is considered to be **plagiarism**, and is a practice that confuses many students when a faculty member accuses them of engaging in such. The following definitions are offered so that you can avoid risking such an accusation:
  - “**Close paraphrasing** is the superficial modification of material from another source.”
  - “Close paraphrasing, **where only a few words of each sentence are changed from the original**, has no place in academic writing.”

To avoid close paraphrasing, use original wording and punctuation throughout. This not only avoids the danger of plagiarism but also demonstrates that you have fully understood your source.

If you can’t avoid using a quote, then use the quote and proper APA citations (i.e., quotation marks and author, year, and page numbers within the text); this is preferable to you superficially changing a word, punctuation, or other practice that leaves you open to a charge of plagiarism due to “close paraphrasing.” In the end, it is your understanding of the material in your own words that is of importance, not your ability to manipulate text.

As this is a graduate course, we should be able to assume that you know how to properly cite your sources. If you are uncertain about how to properly cite sources, see <http://guides.ucf.edu/c.php?q=78524&p=513640> or <http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1053&context=lib-docs> . Also, please be sure to ask the UCF Writing Center (<http://uwc.ucf.edu/>) or me for assistance.

See the UCF Golden Rule for further information. High standards of academic integrity require that students (and faculty) submit their own scholarly, creative work. See <http://www.osc.sdes.ucf.edu/> and <http://goldenrule.sdes.ucf.edu/> for more information.

I will also adhere to the highest standards of academic integrity, so **please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.**

#### Electronics and Internet Usage

Electronics may be used for academic purposes which do not violate the rules of academic integrity.

All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. As a UCF student, you also have access to Office 365. For more information, see <http://www.cst.ucf.edu/wp-content/uploads/Student-Advantage-Downloading-Microsoft-Office.pdf>.

Since this is a mixed mode, partly online course, you need to have access to a computer. If you do not own a computer, there are computers accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet. For further information on computer labs, please see the following website: <http://guides.ucf.edu/c.php?g=78577&p=517810>

#### Professionalism Policy

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

#### Accommodation Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This Syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed



accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. You can contact Student Accessibility Services at <http://sas.sdes.ucf.edu/contact>

Because we are holding our lecture series at the Valencia School of Public Safety, this accommodation statement carries over to their campus. I think you will love the campus, as it has free parking and gives you an opportunity to rub shoulders with potential future employers and a range of great mentors.

#### University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you are writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> , stop by 105 Colbourn Hall or the library, or call (407) 823-2197.

Many of you would not hesitate to seek the assistance of a “coach” or a “trainer” to improve your performance in a sport or artistic performance field. Yet, we find that students are hesitant to seek assistance to improve their writing through the Writing Center. In fact, if you plan to succeed in the criminal justice sector, effective writing is going to be one of the key skills that will get you promoted. There is no stigma attached to utilizing this resource – for which you are paying a fee already! Just think of it as utilizing a different coach/trainer.

#### UCF “Shield” Procedures

See <https://shield.ucf.edu/students/>

Please be aware that, as a result of an interpretation of the Title IX requirements on “sexual assault” (ranging from perceived harassment to physical violation), any disclosure a student makes to a faculty member about being the victim of a “sexual assault” **requires the faculty member to report the student’s name to the Title IX Coordinator – even if you ask us not to do so.** Once the report is made, the decision on how to proceed returns to the student. If anyone is the victim of an event that falls under the umbrella of “sexual assault,” we encourage you to seek assistance through a

certified sexual assault service such as that provided by UCF Victim Services (<http://victimservices.ucf.edu/>; 407-823-1200).

## 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.

### **New this year:**

#### Policy Statements

This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the Faculty Center website for verbatim use or modification.

#### Academic Integrity

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

<http://www.academicintegrity.org/icaai/assets/FVProject.pdf>

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

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

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

## Plagiarism

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

## Misuse of Sources

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

## Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

## Unauthorized Use of Class Materials

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

## Unauthorized Use of Class Notes

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

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

## In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal

use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

### Course Accessibility Statement

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

### Campus Safety Statement

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

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

### Deployed Active Duty Military Students

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

### **Notes**

- Note that neither UCF technical support nor the instructor is available on weekends to help with questions regarding the assessments.
- All dates and times are subject to change by Dr. Potter. Be informed and routinely check the class Announcements, Schedule, and/or Calendar for any changes or updates.

**Moral & Ethical Issues in Sport**  
**SPB 6506-01**  
**1.5 Credit Hours**  
**Master of Sport Business Management Program**  
**January – March 2018**

**Room:** BA 1 220  
**Time:** Mondays 10:30-1:15pm; **varies according to noted schedule**

**Professor:** Richard E. Lapchick  
**Office:** BA 205  
**Office Hours:** **Open**  
**Phone:** 407-823-4887  
**Email:** [rlapchick@ucf.edu](mailto:rlapchick@ucf.edu)

**Course Description:**

This course is designed to provide a broad understanding of the moral and ethical issues in sport, including a special focus on the responsibility of governing bodies and decision-makers in sport including faculty, coaches, athletics directors, presidents, league commissioners, the NCAA, and the media. Issues will also include equity for women and people of color, academic abuses of student-athletes at the high school and college level, illegal recruitment of student-athletes, the use of performance enhancing drugs, agents, and gambling.

**Objectives:**

- Understand ethical concepts in sport.
- Understand the ethical concerns in the field of sports management.
- Understand the consequences of ethical misconduct.
- Understand the relationship between ethics and planning, organizing and evaluating.
- Understand moral problems in sport.
- Understand who is ultimately responsible for the ethical behavior of an organization.
- Knowledge of how to deal with ethical and moral issues as leaders.

**Text/Readings:**

Students will read selections from the following books:

Smashing Barriers: Race and Sport in the New Millennium, Richard Lapchick- *selected chapters will be available via PDFs that will be sent out.*

New Game Plan for College Sport, Edited by Richard Lapchick- *selected chapters will be available via PDFs that will be sent out.*

As well as various readings from *The Sports Business Journal* and selected newspapers, websites, journals and magazines listed in this syllabus. They are all listed in the syllabus.

**Assessment:**

The course will combine lectures and discussions with the professor and guest lecturers from the sports industry. Class assessment will be based on class discussions, and a case study done in teams on a topic related to a moral or ethical issue in sport.

**Attendance:**

Being in class is essential to your ability to comprehend the material covered in this course. It is expected that you will attend and be on-time for each class. Missing more than one class can result in failure for the class.

If you do miss class, it is your responsibility to secure notes and handouts from your classmates.

**Class Participation (50 percent):**

You are expected to regularly participate in class discussions. Class participation is graded. Make sure to read and think about the assigned readings before class.

Each class period will start with two of the case study groups, randomly chosen, presenting.

1. One will discuss the readings assigned for that week. Each group must submit a two page summary of the assigned readings emphasizing what they will present if chosen. The summary should show the connection to the subject matter of that class. *Email the summary to me by 9 a.m. on the Thursday before class.*
2. The other will lead a discussion on an ethical issue not included in the syllabus. You can pick an ethical issue in sport or one from society. *The topic chosen by the group must be submitted to me with a two page description of the issue by email by 9 a.m. the Thursday before the class.*

Each of the groups will present twice over the course of the class.

It is expected that all students will pay full attention to all class presentations, both by faculty and fellow students. Any disruptive behavior, including reading unrelated outside articles and texting or browsing the Internet on your phone, will result in a substantially reduced grade for class participation for that week.

**Case Studies (50 percent):**

All students will be divided into teams listed on the last page of the syllabus. Each team will be assigned to do a case study which will be presented in class with a combination of a 35 minute presentation and a 10 minute question and answer section. Students on each team will be asked to assess their teammates for their contribution to the case study at the end of the semester. Each teammate will receive the same grade unless there is a disparity regarding the amount of individual contributions.

**Academic Integrity:**

Plagiarism, communicating with fellow students during an exam and other forms of academic dishonesty will be dealt with in a manner consistent with University policy. Anything with your name on it must be your original work unless it is attributed to another source.

**ADA Requirements:**

Students with disabilities needing academic accommodations should:

- Register with and provide documentation to the Varying Exceptionalities Center.
- Bring a letter to the instructor indicating your need for academic accommodations. This should be done within the first week of class.

- All accommodations will be made for any student indicating physical/academic disabilities.

**Grading:**

<b>1. Class Participation</b>	<b>250 points</b>
<b>2. Case Study</b>	<b>250 points</b>
	-----
<b>Grand Total</b>	<b>500 points</b>

Over 93%	465 – 500	<b>A</b>
90% to 92%	450 – 464	<b>A-</b>
86% to 89%	433 – 449	<b>B+</b>
83% to 85%	415 – 432	<b>B</b>
80% to 82%	400 – 414	<b>B-</b>
76% to 79%	380 – 399	<b>C+</b>
73% to 75%	365 – 379	<b>C</b>
70% to 72%	350 – 364	<b>C-</b>
66% to 69%	330 – 349	<b>D+</b>
63% to 65%	315 – 329	<b>D</b>
60% to 62%	300 – 314	<b>D-</b>
60% and Under	< 300	<b>F</b>

**Class 1: January 8<sup>th</sup>: (We will go from 7:30am-1:15pm Note this is a Monday and includes what the normal class time would be. We will be in room XXXXX from 7:30-10:15 and BA1, 220 from 10:30 am-1:15pm)**

- Overview of the course
- Personal statements by students on ethics and diversity (prepare for both; you will only present one for **3 full minutes**)
- Overview of Ethical Issues:
- Race and Gender issues: discussion based on readings
- Athletes making things better: Jason Ray Story
- Discussion of film **“Hoop Dreams”**

**Readings:**

*From **Smashing Barriers**: read Parts 1 and 2 for general background to the course.*

*Additional Readings:*

- **“A Lifetime of Battling Bias”** by Harvey Araton, New York Times, 13 November 2011, [http://www.nytimes.com/2011/11/14/sports/a-lifetime-of-battling-bias.html?\\_r=2&pagewanted=all](http://www.nytimes.com/2011/11/14/sports/a-lifetime-of-battling-bias.html?_r=2&pagewanted=all).
- **“Any given day: Ethical failings touch every area of sports,”** by Richard Lapchick, Sports Business Journal, June 13, 2016. <http://www.sportsbusinessdaily.com/Journal/Issues/2016/06/13/Opinion/Richard-Lapchick.aspx?hl=Richard%20Lapchick&sc=0>
- **“Darryl Williams lived a true hero’s life: He lived for love over hate, for forgiveness over blame and for compassion over disdain”** by Richard Lapchick, ESPN.com, April 2, 2010, <http://sports.espn.go.com/espn/commentary/news/story?page=lapchick/100402>



- **“A Sports Executive Leaves the Safety of His Shadow Life”** by Dan Barry, New York Times, May 15, 2011. <http://www.nytimes.com/2011/05/16/sports/basketball/nba-executive-says-he-is-gay.html?pagewanted=all& r=0>
- **“When Whites Just Don’t Get It: Race Deserves More Attention, Not Less”** by Nicholas Kristof, New York Times, August 30, 2014 <http://www.nytimes.com/2014/08/31/opinion/sunday/nicholas-kristof-after-ferguson-race-deserves-more-attention-not-less.html?action=click&contentCollection=Opinion&module=RelatedCoverage&region=Marginalia&pgtype=article>
- **“When Whites Just Don’t Get It, Part 2”** by Nicholas Kristof, New York Times, September 6, 2014 <http://www.nytimes.com/2014/09/07/opinion/sunday/nicholas-kristof-when-whites-just-dont-get-it-part-2.html>
- **“When Whites Just Don’t Get It, Part 5: After Ferguson, Race Deserves More Attention, Not Less”** by Nicholas Kristof, New York Times, November 29, 2014 <http://www.nytimes.com/2014/11/30/opinion/sunday/nicholas-kristof-when-whites-just-dont-get-it-part-5.html? r=0>
- **“Is the game changing? Women as decision-makers in sports”** by Richard Lapchick, Sports Business Journal, September 21, 2015 <http://www.sportsbusinessdaily.com/Journal/Issues/2015/09/21/Opinion/Richard-Lapchick.aspx>
- **“Leadership in international sport remains a men's club,”** by Richard Lapchick, ESPN.com, August 3, 2016. [http://www.espn.com/espn/story/\\_/id/17203108/progress-gender-equality-lacking-international-sports](http://www.espn.com/espn/story/_/id/17203108/progress-gender-equality-lacking-international-sports)
- **“FIFA Racketeering Trial Likely to Reveal New Details About How Money Was Moved And Spent”** by Rebecca Davis O’Brien, Wall Street Journal, November 11, 2017 <https://www.wsj.com/articles/fifa-racketeering-trial-likely-to-reveal-new-details-about-how-money-was-moved-and-spent-1510401603?platform=hootsuite>
- **“The year in racism and sports”** by Richard Lapchick, ESPN, January 25, 2017 [http://kwese.espn.com/espn/story/\\_/id/18543159/racism-sadly-reared-ugly-head-sports-2016](http://kwese.espn.com/espn/story/_/id/18543159/racism-sadly-reared-ugly-head-sports-2016)
- **“100 Women: Is the gender pay gap in sport really closing?”** by Valeria Perasso, BBC, October 23, 2017 <http://www.bbc.com/news/world-41685042?eType=EmailBlastContent&eld=3c0180e2-ac3c-4207-8241-c27c78cd0ecd>
- **“Saudi Arabia to allow women into sports stadiums in 2018”** by Associated Press, ESPNW, October 30, 2017 <http://www.espn.com/espnw/sports/article/21223417/saudi-arabia-allow-women-sports-stadiums-2018?platform=hootsuite>
- **“Po-Chin Liu is striking out gender discrimination in Taiwanese baseball”** by Lynn Olszowy, ESPNW, October 27, 2017 <http://www.espn.com/espnw/culture/global-stories/gsm/article/21168388/po-chin-liu-striking-gender-discrimination-taiwanese-baseball?platform=hootsuite>
- **“US teenager who won golf competition denied trophy because she is a girl”** The Guardian, October 26, 2017 <https://www.theguardian.com/sport/2017/oct/27/us-teenager-who-won-golf-competition-denied-trophy-because-she-is-a-girl>
- **“Famous Athletes Have Always Led the Way”** by Michael Eric Dyson, New York Times, October 21, 2017 <https://www.nytimes.com/2017/10/21/opinion/sunday/famous-athletes-have-always-led-the-way.html?smid=tw-share>
- **“Being Muslim in the NBA”** by Marc J. Spears, The Undeclared <https://theundefeated.com/features/being-muslim-in-the-nba/>

- **“Norway FA agrees deal to pay male and female international footballers equally”**  
The Guardian, October 7, 2017  
<https://www.theguardian.com/football/2017/oct/07/norway-football-pay-male-female-internationals-equally>

**Class 2: January 13<sup>th</sup>: Note this is in the Speakers Series time slot on Friday from 8:00-11:15am**

- Two student presentations from readings/ ethical issues
- Discussion of film **“Hoop Dreams”**

***There will be no class on MLK Day or that week. Extra readings are assigned for the class on January 23<sup>rd</sup>.***

**Class 3: January 22<sup>nd</sup>: (Note that class may start at 9:00 am)**

- Two student presentations from readings: one on gambling and one on college sport
- Student presentation on ethical issues
- Gambling
- Issues in college sport- student led discussion based on readings
- Discussion of the documentary, **“The Hunting Ground.”** Students may be asked to view the film outside the classroom.

#### **Readings:**

*From New Game Plan for College Sport:*

- **“The NCAA and the Issue of Sports Wagering”** by Bill Saum
- **“Gender in Sport”** by Donna Lopiano
- **“Race in College Sport”** by Richard Lapchick

*From TIDES:*

- **Graduation Rate Studies on TIDES website from 2016**

*Additional Readings:*

- **“Wagering on the future.”** ESPN The Magazine, February 3, 2015.  
[http://espn.go.com/chalk/story/\\_/id/12251828/gambling-issue-charles-barkley-five-voices-debating-sports-gambling-legalization](http://espn.go.com/chalk/story/_/id/12251828/gambling-issue-charles-barkley-five-voices-debating-sports-gambling-legalization)
- **“Legalize and Regulate Sports Betting: N.B.A. Commissioner Adam Silver: Allow Gambling on Pro Games”** Op Ed by Adam Silver, New York Times, November 13, 2014.  
<http://www.nytimes.com/2014/11/14/opinion/nba-commissioner-adam-silver-legalize-sports-betting.html>
- **“The Line on NBA Betting: The scandal involving referee Tim Donaghy underscores how pervasive gambling on sports has become in the U.S.”** by Coleman Cowan, Business Week On-line <http://www.businessweek.com/stories/2007-07-30/the-line-on-nba-bettingbusinessweek-business-news-stock-market-and-financial-advice>
- **Supreme Court will not Consider Ed O’Bannon Anti-Trust Case vs. NCAA,”** Steve Berkowitz and A.J. Perez, USA Today, **October 3, 2016**

<http://www.usatoday.com/story/sports/college/2016/10/03/supreme-court-ed-obannon-ncaa-antitrust-case/91462090/>

- **“Court Shuts Down Plan to Pay College Athletes, Says NCAA Violates Anti-Trust Laws.”** CBS Sports, 30 September 2015  
<http://www.cbssports.com/collegefootball/writer/jon-solomon/25322621/appeals-court-agrees-ncaa-violates-antitrust-law>
- **“An Arms Race: in the Shadow of NCAA Lawsuits,”** by Jake New, Inside Higher Education, July 9, 2014. <https://www.insidehighered.com/news/2014/07/09/shadow-ncaa-lawsuits-colleges-create-new-policies-address-athlete-rights>
- **“The 2017 DI FBS Leadership College Racial and Gender Report Card: Collegiate Athletic Leadership Gets a D+ as it is Still Dominated by White Men”**  
By Dr. Richard Lapchick with Ashleigh Boyd, Nataliya Bredikhina, Keegan Brown, Devinn Cartwright, Gustavo Costa, Alexis Feller, Zachary Gerhart, Chevelle Lee, Cymonne New, Paris Rainey, Ilze Shaw, Trevor Troutman, and Carter Young published November 8, 2017  
<http://nebula.wsimg.com/ad2f35c9f4915087b67da2f08830d43a?AccessKeyId=DAC3A56D8FB782449D2A&disposition=0&alloworigin=1>
- **“A 'New Deal' for Athletes.”** by John Gerdy, Inside Higher Ed, December 10, 2015  
<https://www.insidehighered.com/views/2015/12/10/new-deal-21st-century-college-athlete-essay>
- **“Knight Commission sees integrity of College Sports at Risk”** Knight Commission.org, October 30, 2017 <https://www.knightcommission.org/2017/10/major-changes-college-athletics/?eType=EmailBlastContent&eld=8a793289-9056-4ea1-9b00-66e126363d7a>
- **“More women are changing the game as college conference commissioners”** by Richard Lapchick, Sport Business Journal, September 11, 2017  
<https://www.sportsbusinessdaily.com/Journal/Issues/2017/09/11/Opinion/Lapchick.aspx>
- **“No way to celebrate Title IX: The poor hiring records of select college conferences”** by Richard Lapchick, ESPNW, June 23, 2017  
<http://www.espn.com/espnw/culture/feature/article/19705408/poor-hiring-records-select-college-conferences>
- **“Dwindling number of women coaching women’s hoops teams”** by Barbara Barker, Newsday, October 28, 2017  
<https://www.newsday.com/sports/columnists/barbara-barker/marquette-carolyn-kieger-big-east-women-s-basketball-1.14655537?eType=EmailBlastContent&eld=f4ed728e-174f-4155-920c-f3e57db95de5>
- **“FBI confirms NCAA doesn’t run NCAA basketball. Shoe companies do.”** By Gregg Doyel, Indystar, September 28, 2017  
<https://www.indystar.com/story/sports/columnists/gregg-doyel/2017/09/28/ncaa-presidents-blame-college-basketball-scandal-fbi-rick-pitino-louisville/711098001/?platform=hootsuite>
- **“Rap Sheets, Recruits and Repercussions,”** by Jeff Benedict and George Dohrmann, Sports Illustrated, March 07, 2011. <http://www.si.com/vault/2011/03/07/106043456/rap-sheets-recruits-and-repercussions>

- **Multiple players cut ties with top NBA agent in wake of NCAA basketball bribe scandal** by Jeff Goodman and Chris Haynes, ESPN, September 29, 2017 [http://www.espn.com/nba/story/\\_/id/20854648/multiple-players-cut-ties-top-nba-agent-wake-ncaa-basketball-bribe-scandal?platform=hootsuite](http://www.espn.com/nba/story/_/id/20854648/multiple-players-cut-ties-top-nba-agent-wake-ncaa-basketball-bribe-scandal?platform=hootsuite)
- **“Head Trauma Haunts the Gridiron”** by New York Times Editorial Board, October 15, 2016 [http://www.nytimes.com/2016/10/16/opinion/sunday/head-trauma-haunts-the-gridiron.html?rref=collection%2Ftimestopic%2FHead%20Injuries%20in%20Football&action=click&contentCollection=sports&region=stream&module=stream\\_unit&version=latest&contentPlacement=9&pgtype=collection](http://www.nytimes.com/2016/10/16/opinion/sunday/head-trauma-haunts-the-gridiron.html?rref=collection%2Ftimestopic%2FHead%20Injuries%20in%20Football&action=click&contentCollection=sports&region=stream&module=stream_unit&version=latest&contentPlacement=9&pgtype=collection)

#### **Class 4: January 29th (Note that class may start at 9am)**

- Two student presentations from readings/ ethical issues
- Case Studies 1 and 2
- Use of performance enhancing drugs: discussion based on viewing the documentary, **Bigger, Stronger, Faster**. \* Students may be asked to view the film outside the classroom.

#### **Readings:**

*From New Game Plan for College Sport:*

- **“Performance Enhancing Drugs: The Wounds Behind The Glory”** by Yun-Oh Whang

#### *Additional Readings:*

- **“Performance Enhancing Drugs in Sports Fast Facts.”** compiled by CNN, August 6, 2014. <http://www.cnn.com/2013/06/06/us/performance-enhancing-drugs-in-sports-fast-facts/>
- **“Performance-enhancing drugs: Know the risks”** by the Mayo Clinic Staff, 2011. <http://www.mayoclinic.com/health/performance-enhancing-drugs/HQ01105>
- **“A Massive Fraud Now More Fully Exposed”** by Alex Wolff and David Epstein, Sports Illustrated, 2012, October 22, 2012. <http://www.si.com/vault/2012/10/22/106246058/a-massive-fraud-now-more-fully-exposed>
- **“Lance Armstrong's epic downfall”** by J. Levs, CNN.com. 22 October 2012. <http://edition.cnn.com/2012/10/22/sport/lance-armstrong-controversy/index.html>
- **“The Russian Doping Scandal Keeps Growing”** by NY Times Editorial Board, December 13, 2016. <http://www.nytimes.com/2016/12/13/opinion/the-russian-doping-scandal-keeps-on-growing.html>

#### **Class 5: February 5th: (Note: This class will start at 9am)**

#### **Ethical Issues in College Sport:**

- Two student presentations from readings/ ethical issues
- Economics and commercialism as a source of unethical behavior in sport
- Use of performance enhancing drugs
- Ethical behavior of agents
- Gambling in sport

- Alcohol sponsorship
- Graduation rates of student-athletes
- Illegal recruitment of student-athletes
- Race and gender issues in college sport

**Speakers:**

- Danny White, Athletics Director, UCF
- Ben Rodriguez, UCF Director, Student-Athlete Welfare & Development
- Tiffany Roberts Sahaydak, UCF Women's Soccer Coach
- Delise O'Meally, Executive Director, The Institute for Sport and Social Justice
- Shannon Owens-Green, Orlando Sentinel (tentative)

**Class 6: February 12<sup>th</sup>: (Note: This class will start at 9am)**

**Ethical Issues in Pro Sport:**

- Two student presentations from readings/ ethical issues
- Ethical issues in contract negotiation and administration
- Ethical issues in legal settlements
- Economics and commercialism as a source of unethical behavior in sport
- Use of performance enhancing drugs
- Ethical behavior of agents
- Gambling in sport
- Race and gender issues in pro sport
- Stereotyping of athletes

**Speakers:**

- Robert Gulliver, NFL Executive Vice President & Chief HR Officer
- Oris Stuart, NBA. Senior Vice President, Chief Diversity & Inclusion Office
- Renee Turado, MLB, MLB- Vice President, Talent Acquisition and Head of Diversity & Inclusion
- Joanne Neal. MLS, Chief Administrative & Social Responsibility Officer
- Dawn Harris, Director, Multicultural Development, NASCAR
- Terrance Harris, Associated Press

**Readings: (discussion of these readings will be on February 23, 2017)**

*From Smashing Barriers:*

- **"Crime and Athletes: The New Racial Stereotypes of the 1990s"** by Richard Lapchick

*Additional Readings:*

- **"The NFL's willful ignorance on domestic violence"** by Jeff Benedict, LA Times, September 15, 2014. <http://www.latimes.com/opinion/op-ed/la-oe-benedict-nfl-ray-rice-20140914-story.html>
- **"Ray Rice Ruling Highlights Roger Goodell's Missteps"** by Juliet Macur, New York Times, November 28, 2014

<http://www.nytimes.com/2014/11/29/sports/football/ray-rice-ruling-highlights-roger-goodells-missteps.html>

- **“Despite Resistance Against Moniker, Majority Of Newspapers Continue To Use ‘Redskins’”** by Josh Carpenter & Alex Silverman, Sports Business Daily, July 24, 2014. <http://www.sportsbusinessdaily.com/Daily/Issues/2014/07/24/Media/Redskins-Newspapers.aspx>
- **“Giving back more than just words to Magic, owner”** by Richard Lapchick, Sports Business Journal, June 15, 2009, [http://www.ncasports.org/Articles/SBJ\\_MagicGivingBack\\_09.pdf](http://www.ncasports.org/Articles/SBJ_MagicGivingBack_09.pdf)
- **“The Enduring Humanity of Kareem Abdul-Jabbar”** by Richard Lapchick, ESPN.com, September 25, 2015. [http://www.espn.com/nba/story/\\_/id/13732955/richard-lapchick-kareem-abdul-jabbar](http://www.espn.com/nba/story/_/id/13732955/richard-lapchick-kareem-abdul-jabbar)
- **“Stern’s Legacy is Diversity, Giving,”** by Richard Lapchick, ESPN.com, February 1, 2014. [http://espn.go.com/nba/story/\\_/id/10376417/david-stern-leaves-nba-legacy-diversity-giving](http://espn.go.com/nba/story/_/id/10376417/david-stern-leaves-nba-legacy-diversity-giving)
- **“Remembering my Friend: Muhammad Ali”** by Richard Lapchick, ESPN.com, June 6, 2016 [http://www.espn.com/boxing/story/\\_/id/16001388/richard-lapchick-remembers-friend-muhammad-ali](http://www.espn.com/boxing/story/_/id/16001388/richard-lapchick-remembers-friend-muhammad-ali)
- **“Good work: Hoops triumphs in Senegal: Basketball without Borders and the NBA bring their leadership clinics to Dakar”** by Richard Lapchick, ESPN.com, August 19, 2010. <http://sports.espn.go.com/espn/commentary/news/story?page=lapchick/100819>
- **“NFL Player Leaves \$37.5 Million Contract To Help Feed Needy”** by Eleanor Goldberg The Huffington Post December 3, 2014. [http://www.huffingtonpost.com/2014/12/03/jason-brown-quits-nfl\\_n\\_6263288.html?ncid=tweetInkushpmg00000058](http://www.huffingtonpost.com/2014/12/03/jason-brown-quits-nfl_n_6263288.html?ncid=tweetInkushpmg00000058)
- **“How the NFL was sparked to social transformation”** by Richard Lapchick, ESPN, September 27, 2017 [http://www.espn.com/espn/story/\\_/id/20826595/how-nfl-took-insult-president-turned-movement](http://www.espn.com/espn/story/_/id/20826595/how-nfl-took-insult-president-turned-movement)
- **“IOC launches toolkit for Olympic movement to safeguard athletes from harassment and abuse in sport”** Olympic.org, November 3, 2017 <https://www.olympic.org/news/ioc-launches-toolkit-for-olympic-movement-to-safeguard-athletes-from-harassment-and-abuse-in-sport?eType=EmailBlastContent&eId=f4ed728e-174f-4155-920c-f3e57db95de5>
- **“Hate Crimes Rose About 5 Percent In 2016, FBI Report Says”** by Christopher Matias, The Huffington Post, November 13, 2017 [https://www.huffingtonpost.com/entry/fbi-hate-crimes-report-2016\\_us\\_5a08c795e4b01d21c83f46ac?ncid=inbInkushpmg00000009](https://www.huffingtonpost.com/entry/fbi-hate-crimes-report-2016_us_5a08c795e4b01d21c83f46ac?ncid=inbInkushpmg00000009)
- **“A year of healing: The role sports played after the Pulse shooting”** by Richard Lapchick, Sport Business Journal, June 19, 2017 <http://www.sportsbusinessdaily.com/Journal/Issues/2017/06/19/Opinion/Lapchick.aspx?hl=Lapchick&sc=0>
- **“Politics, race now touching every sport”** by Henry Schulman, San Francisco Chronicle, November 12, 2017 <http://www.sfchronicle.com/sports/article/Politics-race-now-touching-every-sport-12351902.php?platform=hootsuite>
- **“How Women Have Pushed Sports and Broadcasting Forward For Eight Decades”** by Kristin Marguerite Doidge, Good Sports, October 16, 2017 <https://sports.good.is/articles/women-paley->

[center?utm\\_source=Oct.%2022%2C%202017&utm\\_campaign=Week%20273&utm\\_medium=email](#)

- “This is an injustice protest, not an anthem protest” by Howard Bryant, ESPN, October 13, 2017 [http://www.espn.com/nfl/story/\\_/id/21002855/howard-bryant-nfl-players-need-control-narrative-their-protest](http://www.espn.com/nfl/story/_/id/21002855/howard-bryant-nfl-players-need-control-narrative-their-protest)
- “How Cricket Is Helping Refugees Fight Prejudice In France” by AFP, Scoop Whoop <https://www.scoopwhoop.com/how-cricket-is-helping-refugees-fight-prejudice-in-france/#.lfykze0j6?platform=hootsuite>

**Class 7: February 22nd: (Note that class is on Thursday as it has been switched with Professor Frye and will start at 9am)**

- Two student presentations from readings on professional sport *assigned for the previous week* and an ethical issue
- Case Studies 3 and 4

**Class 8: February 26th: Note that class will start at 9:00am and may end early**  
Case Study 5, 6 and 7

**Class 9: March 5th**

**TBD**

## 2018 Case Studies

### Case #1: Inclusion Forum

Diversity and Inclusion have served as foundation blocks for social change within sport. Whether it is race, gender, religion, mental/physical disabilities, sexual orientation, age or their status as a citizen, injustices toward people from differing backgrounds have influenced movements within sport to promote positive change. Recently, sport has seen many examples of inclusion efforts and celebrating the importance and the positive impacts of diversity.

We have witnessed trailblazers such as Jackie Robinson, breaking the color barrier in baseball; Becky Hammon, the first female NBA Summer League Head Coach; Colin Kaepernick, athlete/social activist who protested the treatment of people of color; and others in increasing numbers. We have seen amazing breakthroughs as a human race but we have more walls to conquer. Inviting an inclusive culture for all should be a priority for every sport, team, and league around the world.

Create a sports forum on inclusion in sports that discusses race, gender, LGBTQ, people with mental and physical disabilities, the elderly and refugees. Discuss the issues below and come up with five action steps including how these groups can be included in meaningful positions in sports.

**Prepare a 45-minute role play (including a 10 minute Q&A) with each student acting as one or more of the individuals listed below.**

1. Discuss why starting the conversation about inclusion is so difficult. What actions must be taken to change this?
2. Discuss harassment and violence; who it affects and how it affects them. Why is this important to discuss when talking about inclusion? List five steps to change this narrative.
3. Discuss athlete activism on a professional, collegiate, and youth scale. What, if any, responsibilities do athletes have in regards to social justice? Should there be more, less, or the same pressure on them to influence change?
4. Discuss the discord between the NFL, its owners, athletes, and society. What is being protested by the players? Why are some owners reluctant about the protests? What are some solutions to the issues facing the people of color in the United States?
5. Discuss the Black Lives Matter movement and why is it important for social change. Develop five actions to help facilitate changes this movement is fighting for today.
6. Discuss gender inequalities; give examples. How can they be addressed effectively?
7. Discuss religion and what inclusive practices can be taken within the realm of sport? How can religious institutions and universities support their LGBTQ, non-religious, or non-affiliated student-athletes?



8. Discuss transgender policies in sport; do they fully support transgender athletes? Are environments LGBTQ inclusive? What policies should be in place to better support the LGBTQ community?
9. How are mentally and physically disabled athletes treated in the sports world? What are the differences in media coverage, language, and respect in comparison to where the attention is now?
10. How do you create a talent pipeline within an organization to promote the quality of diverse employee recruitment? Use employee resource groups? Improve promotion and retention strategies? Engage emerging talent?
11. How can the power of sport be used to provide help for refugees, immigrants, and other people facing inhumane conditions in their country? What are some current opportunities for refugee athletes? What are some ways we can assist refugee athletes?
12. Elaborate on the history of the treatment of the elderly in sport. How would you improve their inclusion?
13. Discuss what the sports world is doing to make strides for an inclusive environment; where are they falling short? For the future, what initiatives need to happen to develop this inclusive environment?

The Discussion should be led by:

- Jemele Hill, ESPN's SportsCenter at 6 anchor

The following people should be represented:

- Harrison Browne, First openly transgender athlete in U.S. pro sports
- Delise O'Meally, Executive Director of the Institute for Sport and Social Justice (formerly the NCAS).
- Lavinia Limon, U.S. Committee of Refugees and Immigrants, President and CEO
- Colin Kaepernick, NFL Player
- Renee Tirado, VP Talent Acquisition & Diversity and Inclusion, MLB
- Yusra Mardini, Team Refugee Athlete, Rio Olympics
- Dr. Richard Lapchick, Founder and Director of TIDES
- Jerry Jones, Owner, Dallas Cowboys
- Elena Delle Donne, Special Olympic Activist and WNBA Player
- Nevin Caple, Founder, LGBT SportsSafe Inclusion Program
- Lisa Marsh Ryerson, AARP Foundation President
- Jessica Mendoza, Former USA Softball Olympian, First female MLB analyst
- Serena Williams, Professional Tennis Player
- Shaquem Griffin, UCF one-handed Outside linebacker
- Billy Bean, MLB Ambassador for Inclusion
- Mary Hanna, 61-year-old Australian Olympian
- Brandon Marshall, NFL player and bi-polar disorder advocate
- Chamique Holdsclaw, former WNBA player and mental health advocate

## Case #2: Domestic Violence Forum

You are gathered for a joint meeting of sports leaders where domestic violence is a factor with medical and legal experts to address this issue of how to deal with athletes accused of domestic violence and to create a plan for the future to both reduce domestic violence cases among athletes and to help sports/athletes be part of the solution in society at-large.

For years, domestic violence has been present in several sports and affects its athletes and their families and friends. Some think that athletes who participate in sports are more likely to cause domestic violence. Sports often mentioned in this context include football, soccer, wrestling, baseball, lacrosse, hockey, boxing, rugby and basketball. The NFL, NBA, NCAA, and boxing are at the center of the discussion surrounding domestic violence among athletes.

Scholars have worked on this phenomenon and have considered many variables when attempting to correlate the nature of athletes to domestic violence. Several have suggested that the violent behavior inherent in the football environment can be a potential accelerator or stimulator of domestic violence. Major sports franchises are increasingly criticized for their lack of action in regard to domestic violence. This forum has been called to try to sift through what is real and what is myth and design programs to help at all levels.

**Prepare a 45-minute role play (including a 10 minute Q&A) with each student acting as one or more of the individuals listed below. Please address the following:**

1. Elaborate on the importance of medical research to better understand domestic violence and the effects it has on athletes and their families.
2. With the information about the causes and effects of domestic violence, to what extent are athletes responsible for the consequences of domestic violence?
3. Is being a professional athlete, especially in a high contact sport, more likely to inflict domestic violence?
4. After the Ray Rice crisis, NFL Commissioner Roger Goodell has lengthened bans to six games for the first domestic violence incident and a lifetime ban for a second incident. Do you think this policy would stop domestic violence from happening? Compare that to the 2017 of Ezekiel Elliott.
5. Discuss uniform penalties and how significant uniform penalties could be appropriate for a governing body to impose on players?
6. Discuss, the possible consequences a player may affect after an action of domestic abuse to the entire society.
7. Discuss, if the leagues and organizations inform every one of the consequences involved in domestic violence, who is ultimately responsible for potential consequences.
8. Elaborate on how the leagues can have a bigger impact on the prevention of domestic violence and how they should go about taking care of former athletes who have committed an act of domestic violence within in their families.
9. Elaborate on how the teams and leagues can positively affect the broader community to prevent domestic violence. Create and present a community model that the franchise could do locally and the league could do nationally.

**The following people should be represented:**

- Stanley Teitelbaum, Ph.D Clinical Psychologist, author of *"Sports Heroes, Fallen Idols"*
- Mitch Abrams, Psy.D sport psychology consultant, author of *"Anger Management in Sport"*

- Roger Goodell, NFL Commissioner
- DeMaurice Smith, NFLPA Executive Director
- Adam Silver, NBA Commissioner
- Michele Roberts, NBAPA Executive Director
- Lisa Borders, WNBA President
- Nneka Ogwumike, WNBPA President
- Rob Manfred, MLB Commissioner
- Tony Clark, MLBPA Executive Director
- Don Garber, MLS Commissioner
- Bob Foose, Executive Director of MLS Player Union
- Gary Bettman, NHL Commissioner
- Mathieu Schneider; NHLPA special assistant and former NHL player
- Gilberto Mendoza, Jr., President of World Boxing Association
- Melissa Brim, Ex-wife of Floyd Mayweather, a victim of domestic violence
- Supriya Harris, Ex-girlfriend of Steve Jackson, a victim of domestic violence

### **Case 3: Human Trafficking and Sport**

You are gathered at a joint meeting of the commissioners and players association directors of the NBA, NFL, MLB, NHL, MLS and the WNBA who have come together to discuss the issue of the relationship between sports and human trafficking.

Human trafficking is a form of modern slavery—a multi-billion dollar criminal industry that denies freedom to between 28-32 million people around the world. And no matter where you live, chances are it's happening nearby. From the girl forced into prostitution at a truck stop, to the man discovered in a restaurant kitchen, stripped of his passport and held against his will. All trafficking victims share one essential experience: the loss of freedom.

Sports and human trafficking have a very serious intersection. For example, Super Bowl XLIX remains the most-watched television program in United States history, with 114.4 million viewers. What many of those viewers did not know was that law enforcement agencies in 17 states arrested nearly 600 people and rescued 68 victims of human trafficking during a sting in the two weeks leading up to Super Bowl XLIX. After the previous Super Bowl in New Jersey, the FBI announced that it had arrested 45 pimps and freed 25 children who had been prostituted. Many of the children had been reported as missing in New York and New Jersey and were being held by traffickers in New Jersey for the Super Bowl. As Super Bowl 50 approached, various San Francisco and Bay Area agencies worked diligently to create awareness and send a message that trafficking will not be tolerated.

Leagues and players must take a more active role in anti-human trafficking efforts and it is your responsibility to discuss sports and human trafficking and how leagues will approach taking on this responsibility.

**Prepare a 45-minute role play (including a 10 minute Q&A) with each student acting as one of the individuals listed below. Please address the following:**

1. Discuss how sports events can increase awareness of HT, include examples of past efforts surrounding events and potential future programs.

2. Discuss how athletes can help raise awareness of HT. Talk about whether leagues would create initiatives for athletes to support or if athletes would be encouraged to raise awareness individually.
3. Discuss situations in which athletes have been victims of HT and how leagues can deal with that and support athletes.
4. Review how labor trafficking has been used to build venues for the World Cup in Qatar. Formulate a plan to ensure this doesn't happen in the US. Also, present ways commissioners and players association directors can work with international sports organizers to reduce labor trafficking during international sporting events.
5. Identify major resources that can help educate people on human trafficking and that individuals can use to report cases of HT. Come up with a strategy for how each league can promote these resources during games.
6. How can leagues support law enforcement efforts to combat HT surrounding major sporting events? Consider effective methods to do so, such as setting up a fund to support law enforcement or promoting education and reporting through the power of each league's brand.
7. Discuss anti-human trafficking laws and how leagues and athletes can support current laws and help advocate for the creation of new laws.
8. Consider youth sports and human trafficking that may occur in this area. How can professional leagues work with youth affiliates to prevent human trafficking in youth sports?

**Please include the following people in your presentation:**

- Adam Silver, Commissioner, NBA
- Roger Goodell, Commissioner, NFL
- Rob Manfred, Commissioner, MLB
- Gary Bettman, Commissioner, NHL
- Don Garber, Commissioner, MLS
- Emily Pasnak-Lapchick, anti-human trafficking activist
- Tomas Lares, Director, Florida Abolitionist
- Lisa Borders, President, WNBA
- DeMaurice Smith, Executive Director, NFLPA
- Michele Roberts, Executive Director, NBPA
- Tony Clark, Executive Director, MLBPA
- Don Fehr, Executive Director, NHLPA
- Bob Foose, Executive Director, MLS Players Union
- Terri Jackson, Director of Operations, WNBPA
- Bradley Myles, Chief Executive Officer, Polaris Project
- Mark Brnovich, Arizona Attorney General
- Jeremy Schaap, sportswriter and reporter, ESPN
- Dr. Roger Goudy, President, AAU

**Case Study 4: Reviving a Community through Sport**

On August 25, 2017, Hurricane Harvey made landfall on the Southeast Texas Coast dumping almost four feet of rain over the Houston area. When the storm finally subsided, Harvey caused about \$160 Billion in damage and killed 70 people in Texas. As Houston residents began to rebuild their homes and communities, they had help from a prominent athlete in the area. JJ

Watt, a dominant player for the Houston Texans, set up a relief fund and raised over \$37 million dollars.

In difficult times, sports teams have aided the healing process for cities and helped unify them. In 2005, the New Orleans Saints played an important role in helping the City of New Orleans recover from the devastation of Hurricane Katrina. Also, both Orlando City Soccer Club and the Tampa Bay Rays hosted game night events to help unite the Orlando community after the Pulse tragedy. Although it is important for sport organizations to help during tough times, there are a number of factors to consider before taking action. Timing, audience, message, and platform are only a few examples.

For this case study, you will be role playing as members of the front office staff for the Houston Texans and Houston Astros. Your objective is to organize a joint plan between the two teams to honor the City of Houston as sports return to the city for the first time after the hurricane. For the purpose of the case study, assume that the Astros have a home game the day before the Texans 2017 home opener.

**Prepare a 45-minute role play (including a 10 minute Q&A) with each student acting as one/two of the individuals listed below. Please address the following through your plan to honor Houston:**

1. Provide a history of other cities responses to natural disasters/tragedies and the role played by sports teams.(9/11, Virginia Tech, Orlando, Hurricane Katrina, Boston Marathon Bombing and the Red Sox, Japan winning the Women's World Cup and others)
2. Is there an implied responsibility for a local sports team to take action? Explain why or why not.
3. How closely should the teams work with the city and state?
4. Will a relief fund be set up by the franchises? How much is appropriate?
5. How will your plan incorporate the city's culture/voice to be uniquely Houston?
6. How will the Marketing/Communications teams creatively collaborate to promote the relief effort?
7. How will the Team Operations group logistically implement the plan to honor the city?
8. How much should the teams spend on this plan? Is money no object? Why?
9. What role do team owners play in this type of effort?
10. What other things need to be taken into account when planning and implementing this effort.

**The following people should be represented:**

Greg Abbot- Governor of Texas

Sylvester Turner- Mayor of Houston

Janis Burke, CEO of the Harris County – Houston Sports Authority

Robert McNair – Founder Chairman and CEO, Houston Texans

Kandyace Mayberry- Senior Manager Community Relations, Houston Texans

Amy Palcic- Senior Director of Communications, Houston Texans

Scott Schwinger- SVP CFO and Treasurer, Houston Texans  
John Schriver- SVP Ticketing and Event Management, Houston Texans  
Jim Crane- Owner and Chairman, Houston Astros  
Twila Carter- Executive Director, Community Affairs, Houston Astros  
Anita Sehgal- SVP Communications, Houston Astros  
Doug Seckel- VP Finance, Houston Astros  
Stephanie Stegall- VP Event Operations, Houston Astros

### **Case Study 5: Players' Societal Influence on Social Issues**

Throughout the years, players across leagues and sports have used their influence on society as a way to get their message across when it comes to social issues impacting the world around them. Many seem to question whether players should be allowed to protest and stand up for social issues, as they can be considered public figures. If so, is there a specific time and place for them to do so? Are they putting their jobs and endorsement deals on the line?

Whether it's college athletes in a hunger strike, an athlete refusing to stand while the national anthem is playing, or a group of players standing together in front of an audience to speak out on an issue, athletes are also citizens of this country and the world. Are they entitled to share their own thoughts and opinions? League commissioners and directors of players associations continue to deal with instances where a player feels the need to make an impact through their platform as an athlete. Due to this responsibility, many times higher ups deal with media scandals when faced with supporting a player within their own league, no matter how they personally feel in respect to the issue being discussed.

**Prepare a 45-minute role play (including a 10 minute Q&A) with each student acting as one of the individuals listed below. Please address the following:**

1. Discuss how athletes such as Muhammad Ali, Billie Jean King, and Arthur Ashe used their careers in sports as a platform to fight social issues, and the impact those actions had in the sports world today.
2. What is considered a protest? Do leagues prefer their players be engaged in silent or active protests? Explain.
3. Should only athletes directly affected by social issues be allowed to and be supported in taking a stand?
4. Discuss the possible consequences a player may face (endorsement/sponsorship/contracts) after speaking up about a social issue.
5. With social media providing a major voice in our society, how can executives ensure that players are using their media outlets in a controlled, positive manner?
6. How important is nurturing and mentoring regarding the idea of using sport as a platform for social change to college athletes, and even younger players?

7. Do you feel that players should be allowed to have their own say on social issues in our society? Or must they follow behind the footsteps their respective leagues are taking towards making an impact? Are there both acceptable and non-acceptable ways a player can make an impact? Is it the player's responsibility to have an impact?
8. When athletes take a stand towards a particular issue (such as refusing to stand for the national anthem), should league commissioners support their athletes? Why or why not? If so, how?
9. Develop a strategy on how to support athletes as they continue to voice their opinions of having an impact in society on social issues.

**The following people should be represented:**

- Adam Silver, NBA Commissioner
- Roger Goodell, NFL Commissioner
- Rob Manfred, MLB Commissioner
- Gary Bettman, NHL Commissioner
- Don Garber, MLS Commissioner
- Lisa Borders, WNBA President
- Mark Emmert, NCAA President
- Gary Musselman, NFHS President
- Dr. Roger Goudy, AAU President
- Chris Paul, President, NBPA
- DeMaurice Smith, Executive Director, NFLPA
- Tony Clark, Executive Director, MLBPA
- Don Fehr, Executive Director, NHLPA
- Bob Foose, Executive Director, MLS Players Union
- Tamika Catchings, President, WNBPA Players Union

**Case Study 6: The “R” Word and the Debate to Change**

The Washington Redskins name has been the source of great debate in the media and in the public for the past few years. The debate starts with the word's historical meaning to the franchise's tradition and its adverse effect on the lives of Native Americans. In June 2016, a three-judge panel at the United States Patent and Trademark Office voted 2-1 to cancel the franchise trademark. The franchise tried to appeal this ruling, but the Supreme Court rejected the request to appeal. The Redskins got a major boost when in a separate legal dispute, the Supreme Court struck down a clause in the Federal Trademark Law which will help Redskins preserve their name. President Barack Obama has given his opinion that he would consider changing the name while Commissioner Roger Goodell has been quoted on both sides of the issue. In 2015, a number of newspapers and media sources have stated that they will not to use the “Redskin” name when referring to the team or the franchise. A letter signed by 50 U.S. senators urged the league to change the name.

On the other side of the issue, Daniel Snyder, owner of the Redskins, has been firm in his stance that he will not change the name. In an exclusive interview with *Outside the Lines* on ESPN, he stated, “A Redskin is our fans. The Washington Redskin fan base represents honor,

represents respect, represents pride, and hopefully represents winning. And it's a positive." Snyder continues to state that in his findings, there is more Native American support for the name rather than opposition. Snyder regularly cites the statistics below to support his position:

- A poll that of nearly 1,000 Native Americans concluded that 90 percent of them did not find the Redskins name to be offensive.
- An AP poll last year found that 79 percent of respondents said they did not have a problem with the name and that only 11 percent believed that it should be changed.
- In May 2013, the *Richmond Times Dispatch* interviewed three leaders of Virginia Native American tribes and none was offended by the name.

The issue has also sparked debate on whether the Cleveland Indians name and logo are offensive. Douglas Cardinal, a member of the Blackfoot tribe and architect of the Smithsonian's National Museum of the Native American, asked an Ontario court to block Cleveland from using their name and logo during the ALCS games in Toronto. Although the court denied the request, it renewed attention on the subject. Native Americans have been protesting the Cleveland Indians for years, particularly the logo, which they deem demeaning. As with the Washington Redskins, a number of media outlets have stopped using the name in broadcast. However, Cleveland has taken a somewhat different stance than Washington. The team has a set of away uniforms that has neither the name nor the logo featured, and the team predominantly wears the cap with letter "C" as the logo as stated by the owner prior to 2016 season. The MLB and Paul Dolan are still trying to find a middle ground to resolve the issue.

**Prepare a 45-minute role-play (with 10 minute Q&A after) with each student acting as one of the individuals listed below. Please address the following:**

1. Hold a town hall meeting to discuss the following and come up with policy recommendations for how organizations with Native American mascots and names should move forward.
2. Provide an historical analysis beyond the NFL franchise and evaluate how other sport organizations and universities have used Native American mascots and the reactions against them. Provide a summary of organizations and universities who have changed their mascot and why they made the change.
3. Compare the use of the "N" word in society and sport, Nazi symbols in sport, and the symbolism/meaning of the confederate flag today at sports events.
4. Provide a summary of experts who have researched whether the word does have an adverse effect on Native Americans and those whose findings state it does not.
5. Evaluate the argument that Native American mascots and names honor the group as noble fighters.
6. Is there a difference between the name "Redskins" and "Indians?" Is there a difference between the Cleveland logo and the Washington logo? Provide logical reasoning to support the answer. If there is indeed a difference, where do teams draw the line to separate acceptable and offensive?

**Please include the following people in your presentation:**

- Roger Goodell, Commissioner, National Football League
- Daniel Snyder, Owner, Washington Redskins
- Ray Halbritter, Prominent leader of the Oneida Indian Nation
- Billy Mills, Native American Olympic Medalist and Philanthropist
- Jackie Pata, Executive Director, National Congress of American Indians
- Charlene Teters, Native American activist
- Dr. Robert Kelley, President, University of North Dakota



- Bernard Franklin, Executive Vice President, NCAA
- Douglas Cardinal, Native American activist
- Kevin Gover, Director, Smithsonian Institution's National Museum of the American Indian and a citizen of the Pawnee Tribe of Oklahoma
- Paul Dolan, Owner, Cleveland Indians
- Jim Thorpe, historical all-around athlete and Native American advocate

## **Case Study 7: Appreciation & Knowledge of the Social Influence of Historic Athletes**

Sport can make social change. Any athlete or individual has the power to make change. In today's society, an athlete's greatness is often measured by their performance on the field. However, an athlete's true greatness can also be found within their actions off the field. For example, Joe Ehrmann, former NFL player, launched a racial-reconciliation project called Mission Baltimore and started a Ronald McDonald House. Or Arthur Ashe, who was the first African-American male to win the U.S. Open and Wimbledon, protested against apartheid and raised millions of dollars for inner-city tennis centers. Moreover, "everyday" citizens such as Jason Ray and Dick Hoyt have the ability to create positive social change through sport. However, too many athletes today are not in touch with the history of sport and others who have paved the way for them.

If athletes are not aware of the people who were pioneers in the world of sport, they cannot celebrate or appreciate them as much as they should. The overall lack of appreciation of these very important athletes has led to a culture of apathy. Another issue concerning today's athletes is the idea that the historical figures only had an impact on sport. The influence that these athletes and individuals had was also on society as a whole. These athletes, in many ways, used the platform of sport to create social change.

The primary source for the lack of appreciation and knowledge of past athletes by current athletes and individuals is difficult to identify. However, the lack of awareness and knowledge can be changed. ESPN and other award shows attempt to bring awareness to current athletes, but a true infrastructure is still lacking in professional sport leagues and educational institutions. Moreover, current athletes that are faced with social justice issues can utilize their knowledge of past athletes in guiding them to the right decision.

**Prepare a 45-minute role-play (with 10 minute Q&A after) with each student acting as one of the individuals listed below. Please address the following:**

1. Discuss whether professional/intercollegiate athletes lack appreciation and knowledge of past athletes trailblazing efforts. If so, why? If not, why not? Why is it important?
2. Look into possible reasons why current athletes do not have the adequate knowledge and appreciation for past athletes? How should that void be rectified?
3. Compare the social justice issues facing current athletes compared to those listed below. Has society changed?
4. Review any initiatives sport leagues or teams have to promote past athletes leadership on social issues.

***Please include the following people in your presentation:***

- Branch Rickey
- Gertrude Ederle
- Arthur Ashe
- Billie Jean King
- Martina Navratilova
- Muhammad Ali
- Eddie Robinson
- Bill Russell
- Harry Edwards
- David Meggyesy
- Julie Foudy
- Robert Sarver
- Sandy Koufax
- Loretta Claiborne
- Tommy Smith and John Carlos
- Wilma Rudolph
- Shawn Green
- Suzanne Lenglen
- Babe Didrickson
- Althea Gibson

## **Case Study Groups**

**(Group numbers correspond to case study numbers)**

### **Group 1:**

Devinn Cartwright  
Kaylee Chicoski  
Carter Young  
Brett Estrella  
Ashleigh Boyd

### **Group 2:**

Stephen Brisson  
Cymonne New  
Reece Acree  
Alexis Feller  
Nataliya Bredikhina

### **Group 3:**

Julia Cusumano  
Andrew Connor  
Trevor Troutman  
Paris Rainey

### **Group 4:**

Blair Neelands  
Nick Bartley  
Zach Gerhart  
Naomi Session  
Brooke Keber

### **Group 5:**

Tatiana Patton  
Joe Corbisiero  
Kayla Henderson  
Keegan Brown

### **Group 6:**

Sara Hayes  
Gustavo Costa  
Chevelle Lee  
Brittany Solis

### **Group 7**

Kyle Jaimes  
Cortney Cesarini  
Chelsea Stewart  
Kalee Simpson

**Seminar in Ethics and Professional in Accounting and Auditing—ACG 6835**  
**Assignment Sheet**  
**Spring 2017**

Instructor: Robin W. Roberts (a registered CPA in Texas)  
AI and Nancy Burnett Eminent Scholar Chair & UCF Pegasus Professor

Office: 407/408 College of Business Administration Building I  
Office hours: M 2:30pm-5:30pm, and when it works, drop in!

Telephone: (407) 823-6726      E-mail: [rroberts@ucf.edu](mailto:rroberts@ucf.edu)

Course objective:

Let's start with what the course objective is not. This class is not about memorizing the AICPA Code of Conduct or understanding the disciplinary rulings handed down by the PCAOB. The course assignments will not lead you to technical answers that are found in an ethics code.

- I. **The role of accounting and auditing in society:** This module examines issues of accountability, trust, and monitoring that affect the purpose and demand for accounting and auditing. It also examines the essential traits of accounting and auditing professionals and the key components of professional regulation over accounting and auditing and uses cases to illustrate these traits.

**January 9:** Course introduction and initial discussion of ethics and professionalism

**January 16: MLK Holiday—NO CLASS**

**January 23:** What is the role of accounting and auditing profession in society?

1. Write a one-page definition and description for **each** of the following terms and be prepared to discuss them in class: accountability, accounting, auditing, ethics, and professionalism. We will discuss your responses and they will be turned in at the end of class (5 double-spaced pages in total). Think deep thoughts!
2. The assigned readings are:
  1. Zeff, S.2003. How the U.S. accounting profession got where it is today. Part 1. *Accounting Horizons*, Vol. 17, No. 3: 189-205.
  2. Zeff, S. 2003. How the U.S. accounting profession got where it is today. Part 2. *Accounting Horizons*, Vol. 17, No. 4: 267-286.
  3. Wyatt, A.R. 2004. Accounting professionalism - They just don't get it! *Accounting Horizons*, Vol. 18, No. 1: 45 – 53.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

## **January 30:** Accounting and the Public Interest

Assignments to be ready for class are:

1. The assigned readings are:

1. Dellaportas, S. and L. Davenport. 2008. Reflections on the public interest in accounting. *Critical Perspectives on Accounting*: 1080-1098.
2. Parker, L. 1994. Professional accounting body ethics: In search of the private interest. *Accounting, Organizations and Society*: 507-525.
3. Baudot, L., Roberts, R. W., & Wallace, D. M. 2015. An examination of the US public accounting profession's public interest discourse and actions in federal policy making. *Journal of Business Ethics*, 1-18.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

2. Write a one-page discussion of the accounting profession's responsibilities to the public interest and how this does or does not align with the profession's own private interests. This will be turned in at the end of class. Think deep thoughts!

## **February 6:** What does it mean to be accountable?

These are two very tough articles—STUDY THEM CAREFULLY (more than one reading will be required ☺--take notes). You will be placed into groups to discuss and decide on a collective understanding of the main points of each of these articles. Then we will discuss these papers together. Re-think what it means to be accountable...

The assigned readings are:

1. Covalleski, M., M. Dirsmith, J. Heian, and S. Samuel. 1998. The calculated and the avowed: Techniques of discipline and struggles over identity in Big Six Public Accounting firms. *Administrative Science Quarterly*: 293-327.
2. Munro, R. 2001. Calling to account: Numbers, monsters and membership. *The Sociological Review*: 474-493.

**II. Ethics and professionalism in the sub-disciplines of accounting.** This module looks at morality in the practice of accounting, theories of individual ethics, and ethical decision making processes. We apply these ideas to evaluate action in ethical dilemmas facing accountants.

## **February 13:** Is accounting a moral discipline?

Assignments to be ready for class are:

1. The assigned readings are:

1. Francis, J. 1990. After virtue: Accounting as a moral and discursive practice. *Accounting, Auditing and Accountability Journal*: 5-17.

2. Gowthorpe, C. and O. Amat. 2005. Creative Accounting: Some Ethical Issues of Macro- and Micro-Manipulation. *Journal of Business Ethics*: Volume 57, Issue 1, pp 55-64

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

2. Write a two-page essay that reflects on what you believe are the three or four most important themes found in this week's readings. We will discuss these in groups and then have each group discuss their overall findings.

**February 20:** How do we develop virtue in our work?

1. The assigned readings are:
  1. Moore, G. 2005. Humanizing business: A modern virtue ethics approach. *Business Ethics Quarterly* 15(2): 237-255.
  2. Crossan, M., D. Mazutis, and G. Seijts. 2013. In search of virtue: The role of virtues, values, and character strengths in ethical decision making. *Journal of Business Ethics* 113: 567-581.
  3. Banaji, M., M. Bazerman, and D. Chugh. 2003. How (un)ethical are you? *Harvard Business Review* (December): 3-10.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article. We will conduct in-class exercises related to these issues.

2. Now we will apply models of ethical decision making to accounting situations, making a transition from casual ethical decision-making to some type of strategy that helps an individual think through ethical situations more methodically. We will go through several ethical cases using various ethical decision-making perspectives.

Work through this website on ethical decision making and be prepared to work through ethical dilemmas in class:

<http://www.scu.edu/ethics/practicing/decision/>

- II. **Ethics and professionalism in the sub-disciplines of accounting, continued.** This module looks at morality in the practice of accounting, theories of individual ethics, and ethical decision making processes. We apply these ideas to evaluate action in ethical dilemmas facing accountants.

**February 27:** When is earnings management unethical?

The assigned readings are:

1. Bruns, W. J., & Merchant, K. A. (1990). The dangerous morality of managing earnings. *Management Accounting*, 72, 22–25.
2. Elias, R. Z. (2002). Determinants of earnings management ethics among accountants. *Journal of Business Ethics*, 40, 33–45.

3. Shafer, W. E. (2015). Ethical climate, social responsibility and earnings management. *Journal of Business Ethics*, 126, 43-60.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

**March 6:** Ethical considerations in tax practice and tax policy

The assigned readings are:

1. Yetmar, S. and K. Eastman: 2000, 'Tax Practitioners' Ethical Sensitivity: A Model and Empirical Examination', *Journal of Business Ethics* 26(4), 271-288.
2. Payne, D. M., & Raiborn, C. A. (2016). Aggressive Tax Avoidance: A Conundrum for Stakeholders, Governments, and Morality. *Journal of Business Ethics*, 1-19.
3. Brock, G., and H. Russell (2015). Abusive Tax Avoidance and Institutional Corruption: The Responsibilities of Tax Professionals. Harvard University WP Series.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

**I WILL HAND OUT YOUR TAKE HOME EXAM DURING THIS CLASS**

**March 13: SPRING BREAK—NO CLASS**

**March 20: NO CLASS MEETING: TAKE HOME EXAM**

The exam is due Monday, March 27 during class. Bring a paper copy of your exam.

**March 27:** Applying models of ethical decision making to accounting situations,

Here are the assignments:

1. Use these online resources to move forward with the issue of individual ethical decision making. Before class next week, go through this web page, focusing on their ethical decision making model and decision making process:

<https://www.ethics.org/newsite/research/free-toolkit/decision-making-model>

2. Using these models, answer the questions in this short ethical reasoning inventory exercise:

<http://lor.gvtc.org/uploads/SEA292/The%20Ethical%20Reasoning%20Inventory.pdf>

After you finish, you can see your "score" based on this evaluation and some other feedback. I certainly won't ask you your score. I am asking you to work through this exercise so you can get some feedback about your own ethical reasoning process.

**REMEMBER THAT YOUR TAKE HOME EXAM IS DUE DURING THIS CLASS PERIOD ☺**

III. **Other types of ethical issues in accounting and auditing:** Issues related to fraud, internal, governmental, sustainability, operational, and other types of accounting and auditing services.

**April 3:** What happens when accountants, managers, and/or corporations get too greedy? Ethics and Business and Accounting Fraud

The assigned readings are:

1. Cohen, J., Ding, Y., Lesage, C., & Stolowy, H. (2012). Corporate fraud and managers' behavior: Evidence from the press. In *Entrepreneurship, Governance and Ethics* (pp. 271-315). Springer Netherlands.
2. Dellaportas, S. (2013, March). Conversations with inmate accountants: Motivation, opportunity and the fraud triangle. In *Accounting Forum* (Vol. 37, No. 1, pp. 29-39). Elsevier.
3. Soltani, B. (2014). The anatomy of corporate fraud: A comparative analysis of high profile American and European corporate scandals. *Journal of Business Ethics*, 120(2), 251-274.

For each of the assigned readings, be prepared to discuss the main points of the article, what you think are the major take-aways of the article, and your reflections of the article.

**April 10:** What did you learn from reading your book?

This class period will consist of 10 minute book report presentations and related discussion.

**NOTE: YOUR BOOK REPORTS ARE DUE DURING THIS CLASS PERIOD. BRING A PAPER COPY TO TURN IN.**

**April 17: Reserved for individual student/professor meetings.** This class period is devoted to individual student meetings with me for those who want help with your term paper. I will discuss this in the April 17 class so you can sign up for a time to meet with me.

**April 24:** Are markets ethical? Are market solutions always the best for society? Should companies be able to do anything to make a profit for their shareholders? How can accounting and auditing make them more ethical? Should corporations care about the environment and society? We will explore these questions as they relate to accounting and auditing through some controversial examples.

You don't have to read every word of all of this; it is a lot of material. But, you need to be familiar with each of these readings so you can participate in the discussion.

1. Factory farming:

Williams, N. M. (2008). Affected ignorance and animal suffering: Why our failure to debate factory farming puts us at moral risk. *Journal of Agricultural and Environmental Ethics*, 21(4), 371-384.

2. Privatization of prisons



Mukherjee, Anita, Do Private Prisons Distort Justice? Evidence on Time Served and Recidivism (March 15, 2015). Available at SSRN: <http://ssrn.com/abstract=2523238> or <http://dx.doi.org/10.2139/ssrn.2523238>

3. Finding shared values

Porter, M., Hills, G., Pfitzer, M., Patscheke, S., and Hawkins, E. (2012) Measuring Shared Value: How to Unlock Value by Linking Social and Business Results, *FSG*.

**May 1: FINAL EXAM PERIOD IS 7:00-9:50pm.**

This class period will consist of 10 minute term paper presentations and related discussion.

**NOTE: YOUR TERM PAPERS ARE DUE DURING THE FINAL EXAM CLASS PERIOD. BRING A PAPER COPY TO TURN IN.**

**Seminar in Ethics and Professional in Accounting and Auditing—ACG 6835**  
**General Information**  
**Spring 2017**

Instructor: Robin W. Roberts (a registered CPA in Texas)  
AI and Nancy Burnett Eminent Scholar Chair & Pegasus Professor

Office: 407/408 College of Business Administration Building I  
Office hours: M2:30pm-5:30pm, and when it works, so drop in!

Telephone: (407) 823-6726      E-mail: [rroberts@ucf.edu](mailto:rroberts@ucf.edu)

**NOTE: Spring 2017 required first assignment:**

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 required first academic activity listed below as soon as possible after adding the course, but no later than Friday, January 13. Failure to do so might result in a delay in the disbursement of your financial aid. Yikes!

**DO THIS REQUIRED ACADEMIC ACTIVITY BY JANUARY 13:**

I have an assignment in Webcourses that asks you to briefly state what you hope to learn from this class. Please go into Webcourses and complete this assignment by the due date.

**Purpose of Course:**

Let's start with what the purpose of the course is not. This course is not about memorizing the AICPA Code of Conduct or understanding the disciplinary rulings handed down by the PCAOB. The course assignments will not lead you to technical answers that are found in the detailed rulings of the AICPA or IMA.

The purpose of this course is to provide masters' students with an advanced understanding of ethics and professionalism as they relate to accounting and auditing theory and practice. The course will introduce students to various perspectives regarding business and professional ethics as well as the role of accounting and auditing in organizations and society. Specific issues facing practitioners who engage in all aspects of accounting and auditing will be examined.

**Course Objectives and Learning Outcomes:**

Upon completion of this course, students will have

1. an enhanced understanding of the role of accounting and auditing in society,
2. an enhanced understanding of the accounting and auditing profession,
3. increased ethical awareness and sensitivity, and
3. enhanced critical thinking, ethical decision-making, and communication skills.

**Texts for the Course:**

The readings for this course are taken from a variety of sources. All sources will be available through UCF Library or directly through the instructor with all permissions granted. Most of the articles are in the Webcourses file folder for this course.

The UCF Library has a designated accounting librarian and has compiled an accounting guide. You can find this information at: <http://guides.ucf.edu/az.php?s=12210>

You also will be using the search features of the UCF Library to perform research related to the course. You can start by going to: <http://library.ucf.edu/Databases/>

**Course Modules:**

In order to best meet the course objectives and learning outcomes, I have divided the course into three modules:

- I. **The role of accounting and auditing in society:** This module examines issues of accountability, trust, and monitoring that affect the purpose and demand for accounting and auditing. It also examines the essential traits of accounting and auditing professionals and the key components of professional regulation over accounting and auditing and uses cases to illustrate these traits.
- II. **Ethics and professionalism in the sub-disciplines of accounting.** This module will look at several sub-disciplines in accounting and the ethical and professional issues they might face.
- III. **Other types of ethical issues in accounting and auditing:** Issues related to internal, governmental, sustainability, operational, and other types of accounting and auditing services, and issues related to specific societal problems involving accounting.

**Class Assignments:**

Class assignment sheets will be distributed separately.

**Course Evaluation:**

The course will be structured as a seminar class within the constraints of our class size. Each student is expected to be an active participant. A student’s course grade will be determined as follows:

Class Participation, Group and Individual Assignments	250 points
Take-Home Exam	300
Term Research Paper	300
Book Report	100
In-class Presentations (2)	<u>50</u>
<b>TOTAL POINTS POSSIBLE</b>	<u><u>1000</u></u> points

## Determination of Grade:

- 1. Class participation, group and individual assignments:** Class participation includes class attendance, quantity and quality of class discussion, completion and discussion of individual and group class assignments, leading of specific article or case discussions, class presentations, and collegiality. Class discussion must be related to the class assignments. Some class assignments will be turned in—check the assignment sheet. **Class attendance is very important. If you don't attend, you can't get any credit. If you show up late, your participation grade will be affected. If you don't participate, you only get credit for showing up ☺. Professionalism is paramount to success in this course. I will not tolerate intolerance!**
- 2. Take-Home Exam:** The exam is instructor-graded. The degree of correctness, insight, and depth of responses determine the exam grade. You must use information learned from the course and other research materials to answer the exam questions. **We will not have a class meeting on the date of the take-home exam. The exam date is Monday, March 20, and the exam is due during class on Monday, March 27.**
- 3. Term Paper:** The term paper has to be 13-15 double-spaced, typed pages (12 point font or less) of text, excluding exhibits, tables, or references. I will provide guidance on the paper, but it is an independent research project. Use the style manual found in *The Accounting Review*. I will not provide feedback on rough drafts. **The completed term paper is due Monday, May 1, at the beginning of the final exam class period. You must turn in a paper copy.**
- 4. Book Report:** I believe that reading professional books is vital to developing life-long learning habits. I will provide suggestions for books to read and report on. You can select a book based on my suggestions or ask me to approve a book you choose. The book must relate broadly to ethics and to your professional goals. **You must submit a 5-7 page, double-spaced review of the book on Monday, April 10.** Your review should summarize the key points of the book and what you learned from reading it that will help you in your accounting and auditing career.
- 5. In-class Presentations:** You will make **two** 5-7 minute presentations to the class covering the key insights gained from your research paper and your selected book. These presentations will take place during the April 10 class period for the book reports and during the final exam period for your term papers. Your term paper presentation will serve as your final exam. NOTE: The final exam period for our class is Monday, May 1, 7:00-9:50pm.
- 6.** The grading scale is the standard 90%+=A-, A; 80%-89%=B-, B, B+; 70%-79%=C-, C, C+; etc. The grading system allows pluses and minuses and will be used at the instructor's discretion.

## Important Dates (especially for ACG 6835):

January 12: Last day to drop the class during the add/drop period

January 16: MLK Day holiday

March 13: Spring Break Week—NO CLASS MEETING

March 20: Take Home Exam—NO CLASS MEETING

March 22: Class withdrawal deadline

March 27: Take Home Exam due during class

April 10: Book report and book report presentation due

April 17: Individual student meetings class day

April 25: Study Day

May 1: Term paper and term paper presentation due during final exam period

**Academic Integrity:**

Business and accounting are fields that should put a great deal of emphasis on honest and ethical behavior. Unless specifically instructed otherwise, students are expected to do their work independently. I reserve the right to use turnitin.com on all written assignments to check for plagiarism. Academic dishonesty in any form is not tolerated. Should academic dishonesty be suspected, the University's academic dishonesty policies as provided in the UCF student handbook (The Golden Rule) will be followed.

# **BUL 6444-0126: Advanced Business Law Topics**

## **Fall 2018**

**INSTRUCTOR:** Keri W. Kozlowski J.D., M.P.H.

**PHONE:** 407-374-2586 (Work Cell –takes text messages)

**OFFICE:** BA1 Room 433 (4<sup>th</sup> floor) **CLASSROOM:** HEC 0117 (W)

**OFFICE HOURS:** Wednesday 11:30 - 2:30 and by appointment.

**E-MAIL:** [keri.kozlowski@ucf.edu](mailto:keri.kozlowski@ucf.edu)

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### **LEARNING OBJECTIVES:**

At the end of the course, students will be able to:

- Distinguish between the basic substantive areas of business law and explain the legal implications on business decisions
- Apply principles of law to current business situations through discussion and analysis
- Describe the framework of labor and employment laws and their impact on the employment relationship
- Describe the role of ethics and diversity in today's business world and be able to incorporate ethics and diversity into legal decision making
- Challenge personal beliefs systems, motivations and one's locus of control in order to focus on the greater organizational good.
- Present, critique and debate topics with P.R.I.D.E. - Professionalism, Respect, Integrity, Dedication, and Equity.
- Think critically, analyze complex and diverse concepts, discern between important and unimportant information, and use reasoning, judgment and organization to contemplate options in legal situations.

### **COURSE DESCRIPTION:**

Legal and ethical issues inherent in business decision making, including the effects of legislation, regulation, diversity, harassment, and other workplace issues on business activity.

### **PURPOSE OF THE COURSE:**

The purpose of this course is to better prepare students for their role in the business world. In this course, students will learn from a practical standpoint how to take the necessary legal steps to guide a business through the legal maze that awaits them. The course will also target the decision making process from an ethical standpoint.

## COURSE DELIVERY METHOD(S):

This class uses a blended learning format that includes lecture, Socratic Method, participative class discussion, case studies, individual and group exercises, videos, debates and exams in the pursuit of achieving the learning objectives. Be prepared to work outside of your comfort zone as you are pushed to expand your business acumen.

This course combines theory with practical real world takeaways. Class participation is the most important component of this class. **Everyone is required to come to class prepared to thoughtfully discuss material.** I expect everyone to be attentive to and respectful of the comments of other class participants. The quality, tone and timeliness of class comments are more important than the frequency and length of comments.

## REQUIRED MATERIALS:

**Required Text:** The Legal Environment of Business; A Managerial Approach: *Theory to Practice* 3<sup>rd</sup> Edition. Sean P. Melvin/F.E. Guerra-Pujol

**Cases:** This class uses numerous case studies to demonstrate/apply lessons

## ATTENDANCE POLICY:

I have a strict attendance policy. I will record attendance for each class. Your active attendance and participation is critical to everyone's learning and application—and, therefore, comprises part of your course grade. Your presence is essential not only for your own learning, but also for the learning of the other class members, especially those in your group. **If you must miss class please let me know ASAP, get notes from classmates and make-up in-class work.** Performance expectations relate to class discussion, so failing to get notes can affect your performance.

ATTENDANCE POLICY	
You are working professionals. However, missing more than two (2) classes is considered excessive and will have an impact on your final grade.	<b>10% OF GRADE</b>
Miss <b>or come unprepared</b> to no classes or 1 class	100%
Miss <b>or come unprepared</b> to 2 classes	90%
Miss <b>or come unprepared</b> to 3 classes	75%
Miss <b>or come unprepared</b> to 4 classes	60%
Miss <b>or come unprepared</b> to 5 classes	45%
Miss <b>or come unprepared</b> to 6 or more classes	0%

## **ELECTRONIC DEVICES:**

I expect my class will be so engaging that you will not be checking your email or surfing the Internet during class time. You may use your laptop for taking notes, reviewing assigned material during class, completing group projects, or conducting in-class assignments.

## **MAKE-UP POLICY:**

It is the student's responsibility to work with faculty to notify them of an excused absence (e.g. work, illness) and to coordinate make-up work and/or exams.

## **ACADEMIC INTEGRITY:**

All students are expected to abide by UCF's Code of Student Conduct. Plagiarism and cheating of any kind will result in an "F" for that assignment and may lead to an "F" for the entire course and referral to the Office of Student Conduct. See [UCF Golden Rule](#).

## **DISABILITY STATEMENT:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Once registered, students must contact the professor at the beginning of the semester to discuss and implement needed accommodations.

## **SAFETY STATEMENT:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. **In case of an emergency, dial 911 for assistance.**

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) → Student Self Service → Personal Information → UCF Alert
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video <https://youtu.be/NIKYajEx4pk>.



**GRADING SCALE:**

LETTER GRADE	PERCENTAGE
A	93-100 %
A-	90-92 %
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Less than 60%

**GRADING PROCEDURES:**

**My grades are non-negotiable.** You can do *one (1) ethics report* (see **Webcourses for instructions**) to earn up to half of the points lost on your lowest exam grade. I round up final grades that end in .5 or higher.

**How I grade:** I grade based on how you perform in relation to your peers. I only give a curve on an exam if a supermajority of the class misses a question.

While this system has its pro and cons, it results in higher grades than grading on my expectations. It also means that if you get a C on a test in my class, your performance and understanding was significantly lower than your peers were. In such circumstances, I recommend that you meet with me for academic development prior to the next exam.

ASSIGNMENT	% OF GRADE
Attendance/Participation	10%
Weekly Assignments & ADR Roleplay	30%
Exams (3 exams worth 20% each)	60%
Total	100%

**ASSIGNMENT DESCRIPTIONS:**

**Weekly Assignments:** Weekly assignments are due **before class (5:59 PM)**. They involve analyzing case studies that relate to your reading and completing the questions asked. Assignments are available on Webcourses and are **pass/fail**. **Late or incomplete assignments will receive a failing grade (0)**. Weekly assignments can be completed individually, with another student, or in teams. **As my exams are challenging and resemble the case studies, failing to do your own work will adversely affect you on my exams.** It will also adversely affect your participation grade if I call on you and you are unprepared. It is your duty to be a reliable and engaged.

**Alternative Dispute Resolution Roleplay:** The roleplay is a timed in-class skills practice that occurs in teams. Your team will provide feedback on your performance. The purpose of this exercise is to simulate employee-related issues that confront managers and supervisors; a good manager will quickly address issues as they occur rather than ignore them. This exercise requires students to think on their feet and quickly become comfortable with employee confrontation.

**Exams:** Exams are in-class and cover material presented in class. The exams are comprised of individual questions as well as fact patterns that require analysis through a series of questions (similar to the team case studies). There will be true/false and multiple choice questions. **You can bring an outline, class PowerPoints and case studies and/or your book to the exam.** I encourage you to study and prepare for exams by creating an exam prep outline. **No cellphones or collaboration allowed during an exam.**

**COURSE OUTLINE:**

CLASS	TOPICS	WHAT TO EXPECT FROM CLASS	CLASS PREP
	<b>Foundations of Business Law</b>		
<b>Week 1 8/22</b>	Introduction to the U.S. Legal System, Business Organization, My Class	Lecture; Syllabus Overview <b>Read Article I-VII of the U.S. Constitution:</b> <a href="https://www.archives.gov/founding-docs/constitution-transcript">https://www.archives.gov/founding-docs/constitution-transcript</a>	<b>Read Article I-VII of the U.S. Constitution (link)</b>
<b>Week 2 8/29</b>	Torts & Consumer Protection	Team Case Study, Socratic Method, Lecture	<b>Chapter 9, 21 Weekly Assign. Due</b>
<b>Week 3 9/5</b>	Contracts & UCC Art 2	Team Case Study, Socratic Method, Lecture. <b>Note:</b> This is dense and lengthy reading.	<b>Chapter 6, 7, 8 Weekly Assign. Due</b>
<b>Week 4 9/12</b>	UCC Art 3 (Negotiable Instruments), UCC Art 9 (Secured Transactions), Bankruptcy	Team Case Study, Socratic Method, Lecture	<b>Chapter 20 Weekly Assign. Due</b>
<b>Week 5 9/19</b>	Test 1	In-class Test (bring your computer because it is on Webcourses)	<b>Test</b>
	<b>Labor and Employment Law</b>		
<b>Week 6 9/26</b>	Employment Law Part I- Agency, Employee & Labor Relations	Team Case Study, Socratic Method, Lecture	<b>Chapter 10, 11 Weekly Assign. Due</b>
<b>Week 7 10/3</b>	Employment Law Part II- Discrimination	Team Case Study, Socratic Method, Lecture	<b>Chapter 12 Weekly Assign. Due</b>

<b>Week 8</b> <b>10/10</b>	Alternative Dispute Resolution Roleplay	Roleplay Day - <b>Watch Video:</b> <a href="https://www.youtube.com/watch?v=uNx-WAolIrI">https://www.youtube.com/watch?v=uNx-WAolIrI</a>	<b>Watch Video (1 hr link) Before Class</b>
<b>Week 9</b> <b>10/17</b>	Test 2	In-class Test (bring your computer because it is on Webcourses)	<b>Test</b>
<b>Business Ethics</b>			
<b>Week 10</b> <b>10/24</b>	Business Criminal Law; Intellectual Property	Team Case Study, Socratic Method, Lecture	<b>Chapter 22, 24</b> <b>Weekly Assign. Due</b>
<b>Week 11</b> <b>10/31</b>		<b>No Class – Halloween</b> Use the time to study for Test 3 and to work on the Ethics Report	
<b>Week 12</b> <b>11/7</b>	Financial Ethics, Securities Regulation	Team Case Study, Socratic Method, Lecture	<b>Read:</b> Through the Eyes of a Whistle-Blower (Webcourses PDF) <b>Weekly Assign. Due</b>
<b>Week 13</b> <b>11/14</b>	Social Responsibility Ethics	Team Case Study, Socratic Method, Lecture	<b>Read:</b> Hero or Traitor? (Webcourses PDF) <b>Weekly Assign. Due</b>
<b>Week 14</b> <b>11/21</b>		<b>No Class- Thanksgiving</b> Use the time to study for Test 3 and to work on the Ethics Report	
<b>Week 15</b> <b>11/28</b>	Test 3	In-class Test (bring your computer because it is on Webcourses)	<b>Test</b>
<b>Sunday</b> <b>12/2</b>			<b>Ethics Report due before midnight (11:59)</b>

**Note: Syllabus subject to change based on needs of students, University, and instructor. All material covered in class, regardless of whether material is listed, is fair to be tested/graded.**

## **COPYRIGHT**

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# Graduate Program Revision - College of Arts and Humanities - Texts and Technology PhD

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Fall 2019

Year:\*

Name of program, track and / or certificate: \* Texts and Technology PhD

Unit(s) Housing Program: **College of Arts& Humanities Dean's Office**

Type of Action: \*

Activity Log	
Barry Mauer	
- Track	
<input checked="" type="checkbox"/>	Program
<input type="checkbox"/>	Track
<input type="checkbox"/>	Certificate

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

~~Submitted~~ Submitting a New Graduate Course proposal for a new required core course for the T& T PhD (ENG 6007) and adjusting total required hours to include include new course.

~~Submitted~~ Submitting a Graduate Course Revision to change the title of a course and to make move it an from a core requirement to a recommended elective (ENG 6813) in the program.

~~Submitted~~ Submitting a Graduate Course Revision to move a core course move it from a core course requirement to an become a recommended elective course (ENG 6946) 6947) in the program.

Additional catalog copy has been included that further clarifies each of the Areas of Specialization.

Is the CIP code being updated?  Yes  No

If yes, please provide the new CIP code:

Description: \*

College: <u>Arts and Humanities</u>	Degree: PHD
Department: <u>Arts and Humanities</u>	Option: Dissertation
Program Websites: <a href="http://tandt.cah.ucf.edu/">http://tandt.cah.ucf.edu/</a>	
Graduate Program Handbook	

~~New Area of Specialization in Editing, Publishing, and Interdisciplinary Curation (EPIC) The Editing, Publishing, and Interdisciplinary Curation area of specialization within Texts and Technology will prepare students for careers in editing, publishing, and curating, including consideration of current and developing technologies of print and online publication; digital archiving and collections; digital world building and publication;~~

~~curation of film, visual art, gaming, and other media; scholarly projects and publications; and the impact of technologies on the way we read, interact with media, and think. In addition, it would examine these fields and the processes of selection and canonization within them with intellectual rigor and critical acumen.~~


**Rationale:**

**There has been an increase in student interest and expanding opportunities for projects related to the proposed EPIC Editing, Publishing, and Interdisciplinary Curating (EPIC) Area of Specialization.**



Careers in editing, publishing, and curating are becoming more interdisciplinary and increasingly involve new technology. With ~~a new CAH Journals Manager, Mike Shier, and a new an expanded~~ organization to support CAH journals in the Center for Humanities and Digital Research [CHDR], T& T has multiple opportunities for students to gain real world experience working in editing and publishing. In addition, T& T offers many opportunities for real world experience in curating through the Citizen Curator Project, the RICHES Project, and partnerships with regional institutions such as the LGBT History Museum of Central Florida.

## Follow these steps to propose courses to the revised program curriculum:

**Step 1**

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

**Step 2**

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

### Prospective Curriculum\*

## Impact on Current Students

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

this new program, track, or certificate?\*

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

**Current T& T students who have not selected an Area of Specialization at the time this new area is approved, may declare Editing, Publishing, and Interdisciplinary Curating as their Area of Specialization no later than. Students are asked to declare an Area of Specialization after having completed 18 credit hours in the program.**

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?

T& T currently has five areas of specialization: Digital Humanities, Digital Media, Public History, ~~Digital Humanities~~, Scientific and Technical Writing, and Writing and Rhetoric. This proposal will add a sixth area. Students in ~~our~~ **the T& T** program currently have the ability to shift areas if they can meet the area requirements.

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students in CAH **graduate** programs such as Modern Languages and Literatures and Creative Writing ~~that who~~ do not currently offer clear pathways to the PhD would be able to join T& T with the addition of this area. **9 A survey of 45** current students in the Creative Writing MFA indicated **that 60% of them (9/15 students) have an** interest in joining T& T if this area of specialization were offered.

**We anticipate six students to declare this Area of Specialization in the first year of its offering.**

#### Year 1

Headcount: **6**

SCHs: **96**

#### Year 2

Headcount: **12**

SCHs: **192**

#### Year 3

Headcount: **18**

SCHs: **288**

Indicate likely career or student outcomes upon completion:

Potential employment opportunities include:

Academia (faculty, librarians)  
 University and scholarly presses, especially those that publish literary as well as scholarly titles  
 Publishers and exhibitors transitioning to digital and online formats  
 A range of culture- and arts-focused organizations  
 Museums, galleries, film festivals, and granting organizations  
 Business and industry where editorial acumen is needed, including those interested in assessing, developing, and fostering high-quality gaming and interactive media projects

**Please complete the following section on financial support:**

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

### **Year 1**

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

### **Year 2**

<b>Number of assistantship students</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

### **Year 3**

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>



## Attachments

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

<b>Faculty List*</b>	<b>Activity Log</b>
	<p>Patricia Hurter</p> <p><b>+ Attached</b></p> <p><b>- Not Applicable</b></p>
	<p><input checked="" type="radio"/> Attached <input type="radio"/> Not Applicable</p>

<b>Support from involved units that no duplication exists*</b>	<b>Activity Log</b>
	<p>Patricia Hurter</p> <p><b>+ Attached</b></p> <p><b>- Not Applicable</b></p>
	<p><input checked="" type="radio"/> Attached <input type="radio"/> Not Applicable</p>

## Administration Use Only

<b>Catalog Ownership:</b>	<input type="text" value="Dean's Office"/>
<b>Program OID</b>	6863
<b>Program Type</b>	<input type="text" value="Doctoral"/>
<b>Degree Type</b>	<input type="text" value="Doctor of Philosophy"/>
<b>Status*</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

# T&T FACULTY\*

11/29/18



	Name	Email	Department	Office
1	J. D. Applen	<a href="mailto:jd.applen@ucf.edu">jd.applen@ucf.edu</a>	English	TCH255-E
2	Jonathan Beever	<a href="mailto:jonathan.beever@ucf.edu">jonathan.beever@ucf.edu</a>	T&T/Philosophy	PSY 238
3	Rose Beiler	<a href="mailto:rosalind.beiler@ucf.edu">rosalind.beiler@ucf.edu</a>	History	TCH 315-E
4	Melody Bowdon	<a href="mailto:melody.bowdon@ucf.edu">melody.bowdon@ucf.edu</a>	Writing & Rhetoric/FCTL	CL1 207 B
5	Martha Brenckle	<a href="mailto:martha.brenckle@ucf.edu">martha.brenckle@ucf.edu</a>	Writing & Rhetoric	TCH 170-F
6	Robert Cassanello	<a href="mailto:robert.cassanello@ucf.edu">robert.cassanello@ucf.edu</a>	History	TCH 311-F
7	Dustin Edwards	<a href="mailto:dustin.edwards@ucf.edu">dustin.edwards@ucf.edu</a>	Writing & Rhetoric	TCH 167-E
8	Joseph Fanfarelli	<a href="mailto:joseph.fanfarelli@ucf.edu">joseph.fanfarelli@ucf.edu</a>	T&T/NSCM	CAH 190 E
9	Madelyn Flammia	<a href="mailto:madelyn.flammia@ucf.edu">madelyn.flammia@ucf.edu</a>	English	TCH 253-G
10	Scot French	<a href="mailto:scot.french@ucf.edu">scot.french@ucf.edu</a>	History	TCH 313E
11	Anthony Grajeda	<a href="mailto:anthony.grajeda@ucf.edu">anthony.grajeda@ucf.edu</a>	English	TCH 254-A
12	Maria Harrington	<a href="mailto:maria.harrington@ucf.edu">maria.harrington@ucf.edu</a>	NSCM	OTC 500/154
13	Bruce Janz	<a href="mailto:bruce.janz@ucf.edu">bruce.janz@ucf.edu</a>	Philosophy	PSY 223
14	Natasha Jones	<a href="mailto:natasha.jones@ucf.edu">natasha.jones@ucf.edu</a>	Writing & Rhetoric	TCH 167-G
15	Mark Kamrath	<a href="mailto:mark.kamrath@ucf.edu">mark.kamrath@ucf.edu</a>	English	TCH 254-E
16	Peter Larson	<a href="mailto:peter.larson@ucf.edu">peter.larson@ucf.edu</a>	History	TCH 319-B
17	Connie Lester	<a href="mailto:connie.lester@ucf.edu">connie.lester@ucf.edu</a>	History	TCH 311-D
18	Julia Listengarten	<a href="mailto:julia.listengraten@ucf.edu">julia.listengraten@ucf.edu</a>	Theatre	PAC T-220
19	Eddie Lohmeyer	<a href="mailto:edwin.lohmeyer@ucf.edu">edwin.lohmeyer@ucf.edu</a>	NSCM	NSC 238
20	Barry Mauer*	<a href="mailto:barry.mauer@ucf.edu">barry.mauer@ucf.edu</a>	English	TCH 236-B
21	Rudy McDaniel	<a href="mailto:rudym@ucf.edu">rudym@ucf.edu</a>	NSCM/SVAD	CAH 190 L
22	John Murray	<a href="mailto:jtm@ucf.edu">jtm@ucf.edu</a>	NSCM	OTC 500-130
23	Phil Peters	<a href="mailto:philip.peters@ucf.edu">philip.peters@ucf.edu</a>	NSCM	CEM 301 D
24	Christian Ravela	<a href="mailto:christian.ravela@ucf.edu">christian.ravela@ucf.edu</a>	Philosophy	PSY 227
25	Angela Rounsaville	<a href="mailto:angela.rounsaville@ucf.edu">angela.rounsaville@ucf.edu</a>	Writing & Rhetoric	TCH 166-F
26	Anastasia Salter	<a href="mailto:anastasia.salter@ucf.edu">anastasia.salter@ucf.edu</a>	NSCM	OTC 500/189
27	Blake Scott	<a href="mailto:bscott@ucf.edu">bscott@ucf.edu</a>	Writing & Rhetoric	TCH 168-F
28	Peter Smith	<a href="mailto:peter.smith@ucf.edu">peter.smith@ucf.edu</a>	NSCM	OTC 500/191
29	Mel Stanfill	<a href="mailto:mel.stanfill@ucf.edu">mel.stanfill@ucf.edu</a>	T&T/NSCM	TCH 236-D
30	Sonia Stephens	<a href="mailto:sonia.stephens@ucf.edu">sonia.stephens@ucf.edu</a>	T&T/English	TCH 256-A
31	Natalie Underberg-Goode	<a href="mailto:natalie.underberg-goode@ucf.edu">natalie.underberg-goode@ucf.edu</a>	NSCM	OTC 500/130
32	Stephanie Vie	<a href="mailto:stephanie.vie@ucf.edu">stephanie.vie@ucf.edu</a>	Writing & Rhetoric	TCH 165-H
33	Keri Watson	<a href="mailto:keri.watson@ucf.edu">keri.watson@ucf.edu</a>	SVAD	VAB 105 H
34	Pavel Zemliansky	<a href="mailto:pzemliansky@ucf.edu">pzemliansky@ucf.edu</a>	Writing & Rhetoric	TCH 109-C
	Patty Hurter	<a href="mailto:phurter@ucf.edu">phurter@ucf.edu</a>	T&T Dean's Office	TCH 236-C

\* Program Director

<http://tandt.cah.ucf.edu/>

*\*All T&T Faculty are approved UCF Graduate Faculty and have terminal degrees in their disciplines.*



**Course Title:** Dissertation Research Design in Texts and Technology

**Course Number:** ENG 6007

**Credit hours:** 3

**Instructor(s):**

**Office:**

**Office Hours:** TBD

**COURSE GOALS AND DESCRIPTION:**

The purpose of this course is to guide students from a point at which they have general ideas about their dissertation topic through the initial stages of dissertation development, including planning, research question development, and methodology determination. It is designed to build from foundational research training. Students will review and evaluate research in their specific area of inquiry in order to identify an appropriate research design. In addition, they will dissect a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Students must have completed their primary methods course and should ideally be in their final semester of coursework.

**IN THIS COURSE:**

- Students will develop a research topic to construct new knowledge that is appropriate for doctoral study.
- Students will be able to discuss research and other topics with academics in their field.
- Students will develop a realistic research design with specific research strategies.
- Students will communicate research ideas and their appropriate theoretical and methodological rigor and reality.
- Students will gain an understanding of the process of dissertation development, including stress management, time management, project management, committee formation, and dissertation proposal, and defense.

**COURSE REQUIREMENTS:**

**Weekly Research Journal: 10%**

Throughout the course, students will read a combination of assigned readings and a list of exemplary work in their research area chosen in consultation with their advisor and the course instructor. Students will document briefly the key points in these readings alongside the general course readings. Students should particularly emphasize a brief overview of the methodology described or practiced in each article.

**Research Question/Objective: 15%**

Students will define their dissertation research question/s or objective/s, as appropriate for their project, in a short (4-5 page) paper that includes a justification of their intended scope and the expected contribution to the field.

**Methods Literature Review: 30%**

Each student is expected to develop a clear, interdisciplinary methodology appropriate to their research question. The Methods Literature Review should create a theoretical framework for this methodological approach, scaffolding 2-3 key methods or approaches and justifying their use and usefulness to the research outcomes. It should not focus on subject matter specifically, as a normal literature review does, but on the way research is conducted. The literature review should be shared as a well-organized paper (15-17 pages) that will serve as a foundation for their methods section of both the prospectus and the dissertation.

**Funding Proposal: 10%**

Students will produce a proposal for dissertation funding. Full time students are especially encouraged to draft a proposal for a fellowship either at UCF or elsewhere; other options include money for travel, to hire specialized help (an app programmer, etc.), for transcription, etc.

**Draft Prospectus: 30%**

By the end of the semester, students will have produced the first rough draft of the complete prospectus, to be formatted and organized following the guidelines in the T&T handbook and the samples distributed from previous years. Unlike proposals they may have completed in previous courses, this is a proposal for the dissertation they will actually write.

**Dissertation Format Template: 5%**

Students will produce a dissertation format template in their preferred writing environment compatible with university guidelines and demonstrate their ability to prepare their work to pass the university review process.

**GRADING AND EVALUATION:** This course is graded Satisfactory/Unsatisfactory. Students will be evaluated based on consistency and quality of participation.

**REQUIRED TEXTS:**

Lury, Celia et al (eds). *Routledge Handbook of Interdisciplinary Research Methods*. Routledge. 2018.

- Roberts, Carol. Hyatt, Laura. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. Corwin. 2018.
- Additional texts chosen in consultation with the course instructor and each student's dissertation advisor

**SCHEDULE:****Week 1:** Introducing Interdisciplinary Dissertations

Read:

- Lury et al.: Introduction, Making and assembling, Arranging
- Roberts & Hyatt: What exactly is a dissertation?
- Additional article from specialized list

Write: Weekly Research Summary

**Week 2:** Defining Ethics and Scope

Read:

- Lury et al.: Drawing, Experimenting, Figuring
- Roberts & Hyatt: Ethical considerations in research
- Additional article from specialized list

Write: Weekly Research Summary

**Week 3: Refining a Dissertation Topic: Questions and Objectives**

Read:

- Lury et al.: Imaging, Rescaling, Sand drawing
- Roberts & Hyatt: Choosing a topic / Creating your team
- Additional article from specialized list

Write: Weekly Research Summary

**Week 4: Planning and Understanding Data**

Read:

- Lury et al.: Engaging and distributing, Affective analysis, Data-sprinting
- Roberts & Hyatt: Organizing yourself
- Additional article from specialized list

Write: Weekly Research Summary

**Week 5: Research Question due!**

Read:

- Lury et al.: Digging, Issuecrawling, Moving Methods
- Roberts & Hyatt: Mastering the academic style
- Additional article from specialized list

Write: Weekly Research Summary

**Week 6: From Question to Process**

Read:

- Lury et al.: Playing with ethics, Sensing atmospheres
- Roberts & Hyatt: Writing the introduction
- Additional article from specialized list

Write: Weekly Research Summary

**Week 7: Building a Methods Review**

Read:

- Lury et al.: Of interdisciplinarity, Diagramming, Conversation between Angela and Nina
- Roberts & Hyatt: Reviewing the literature
- Additional article from specialized list

Write: Weekly Research Summary

**Week 8: Descriptive Methodologies**

Read:

- Lury et al.: Haunting seedy connections, Dirty methods as ethical methods?
- Roberts & Hyatt: Selecting and describing the methodology
- Additional article from specialized list

Write: Weekly Research Summary

**Week 9: Values and Validation**

Read:

- Lury et al.: Valuing and validating, Compromising, Deriving
- Additional article from specialized list

Write: Weekly Research Summary

**Week 10: Understanding the Prospectus**

Read:

- Lury et al.: Disrupting, Dissenting, Exemplifying
- Roberts & Hyatt: The Proposal Meeting
- Additional article from specialized list

Write: Weekly Research Summary

**Week 11: Generalizations and Troubles**

Read:

- Lury et al.: Generalizing, Interdisciplines, Troubling
- Roberts & Hyatt: Analysing and presenting the findings
- Additional article from specialized list

Write: Weekly Research Summary

**Week 12: *Methods Literature Review due!***

Read:

- Lury et al.: Problem-making, Project-ing, Qualifying
- Additional article from specialized list

Write: Weekly Research Summary

**Week 13: Scaling and Scoping Methods**

Read:

- Lury et al.: Scaling, Speculating, Wedging
- Additional article from specialized list

Write: Weekly Research Summary

**Week 14: Placing Yourself in a Discipline**

Read:

- Two articles from specialized list

Write: Weekly Research Summary

**Week 15: *Pre-prospectus due!***



**MINUTES**  
**T&T Meeting**  
Wednesday, November 29, 2018  
TCH 351

**Attending.** N. Underberg-Goode, B. Janz, S. French, P. Zemliansky, J. Murray, A. Salter, M. Stanfill, J. Applen, S. Vie, R. Cassanello, R. McDaniel, J. Fanfarelli, E. Lohmeyer, R. Beiler, R. Winter, P. Hurter

**Call to Order.** The meeting was called to order at 3:00 pm, B. Mauer presiding.

**Approval of the Minutes.** R. McDaniel moved to approve the minutes of the October 31 meeting. S. Vie seconded. *The motion passed.*

**Announcements**

- B. Mauer introduced Dr. John Murray and Dr. Eddie Lohmeyer as new T&T faculty members from the Nicholson School for Communication and Media.
- B. Mauer shared that the T&T Information Session held on November 13 was attended by six individuals online, and an additional six face-to-face, which was a good turnout compared to previous sessions.
- Two T&T students have applied for Dissertation Awards (J. Campbell and A. Padfield Narayan)
- Faculty were encouraged to nominate students for Graduate Awards such as Outstanding Dissertation, Graduate Teaching, etc. Details and nomination guidelines are in the meeting packet.
- The T&T Holiday party will be on Saturday, December 8, at the home of B. Mauer. There will be the annual T&T gift exchange.
- Abstracts for the T&T book are due shortly. B. Mauer will send out the details again. Faculty are encouraged to submit.
- Flickering Landscape flyers were made available to share with students and colleagues.

**Core Reading List**

M. Stanfill reported that a small group completed the Qualtrics survey that requested recommendations. Recommendations for text additions and removals will be sent in January for faculty consideration and vote.

**SUBCOMMITTEE REPORTS**

**Assessment**

J. Murray and S. Stephens have agreed to be on the assessment subcommittee to review the plan for 2017-18. T&T anticipates incorporating a measurement that can help assess the recent curriculum changes that included specific technology goals in the core courses and relative student achievement.

**Curriculum**

A Salter reviewed the curriculum changes approved at the October meeting and noted that Friday, 11/30, is the deadline to submit curriculum changes for consideration that would be eligible to be included in the 2019-20 graduate catalog. A new core course in dissertation writing, *ENG 6007 Dissertation Research Design in Texts & Technology*, was reviewed (syllabus in meeting packet). The course aims to help students better transition to dissertation writing. Assessment results and faculty mentoring, along with student feedback, supported the development of this course. Discussion followed. **J. Applen moved that the internship and teaching online requirements be changed to become electives, that the new course ENG 6007 be approved, that adjustment to the core and elective credits be made as reviewed, and that these changes be submitted to the College for further approval. R. Beiler seconded. The motion passed.**

**A new Area of Specialization was proposed and reviewed. Faculty discussion was supportive and highlighted the value of this specialization across various departments in CAH. B. Janz moved that the new Area of Specialization in Editing,**

**Publishing, and Interdisciplinary Curating (EPIC) be approved as set forth in the handout, and be submitted for College approval. A. Salter seconded. *The motion passed.***

### **Recruitment**

B. Mauer reported that the information session was a success and thanked faculty for promoting the program at conferences.

### **Research and Awards**

R. Cassanello noted that he will be on sabbatical in spring and that it would be ideal if M. Kamrath could return from his sabbatical to take over subcommittee leadership in the spring. T&T staff will reach out to M. Kamrath. Nominations for graduate awards through the College of Graduate Studies are due to CAH by January 4.

### **TTSO Report**

R. Winter announced that TTSO held a writing workshop event for students planning to go to the Computers and Writing Conference at Michigan State in spring. They also hosted a Halloween self-care event in the T&T lab. Next week TTSO will host a "Procrastination Event," as students are finishing assignments for the fall term.

### **New Faculty Applications**

New faculty applications were received from Charlotte Trique du Lys from the Department of Modern Languages and Literatures who works with digital education and practices and cross cultural communication, and from Lisa Roney from the Department of English/Creative Writing. Discussion followed regarding the applications. J. Appen moved to table consideration of new faculty applications until after the review of the proposed changes to the bylaws. S. Vie seconded. *The motion passed.*

### **Bylaw Review**

B. Mauer reviewed proposed changes to the T&T bylaws, specifically addressing the categories of faculty and program expectations, and voting procedures. Discussion followed. B. Janz moved to adopt the bylaw changes as put forward. J. Fanfarelli seconded. *The motion passed.*

### **New Business**

The next meeting will be held on October 31, 2018 January 30, 2019, at 3:00p. The location will be announced at a later date.

### **Adjournment**

The meeting adjourned at 4:19p.

#### ***Upcoming Events***

Holiday Party – December 8, 7:00p



# Graduate Program Revision - College of Business Administration - Business Administration PhD, Management Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).


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

Proposed 2019  
Effective Term /



<b>Year:*</b>							
<b>Name of program, track and / or certificate:*</b>	Business Administration PhD, Management Track						
<b>Unit(s) Housing Program:</b>							
<b>Type of Action:*</b>	<input checked="" type="checkbox"/> Program <input type="checkbox"/> Track <input type="checkbox"/> Certificate						
<b>If you will be submitting other revision forms for tracks or course actions, please list them here:</b>							
<b>Is the CIP code being updated?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No						
<b>If yes, please provide the new CIP code:</b>							
<b>Description:*</b>	<table border="1"> <tr> <td><b>College:</b> <u>Business Administration</u></td> <td><b>Degree:</b> PHD</td> </tr> <tr> <td><b>Department:</b> <u>Management</u></td> <td><b>Option:</b> Dissertation</td> </tr> <tr> <td colspan="2"><b>Program Websites:</b> <u><a href="http://business.ucf.edu/graduate-programs/">http://business.ucf.edu/graduate-programs/</a></u></td> </tr> </table>	<b>College:</b> <u>Business Administration</u>	<b>Degree:</b> PHD	<b>Department:</b> <u>Management</u>	<b>Option:</b> Dissertation	<b>Program Websites:</b> <u><a href="http://business.ucf.edu/graduate-programs/">http://business.ucf.edu/graduate-programs/</a></u>	
<b>College:</b> <u>Business Administration</u>	<b>Degree:</b> PHD						
<b>Department:</b> <u>Management</u>	<b>Option:</b> Dissertation						
<b>Program Websites:</b> <u><a href="http://business.ucf.edu/graduate-programs/">http://business.ucf.edu/graduate-programs/</a></u>							
<b>Rationale:</b>	<b>The proposed changes will bring program requirements in line with what is required by the University, will assist in streamlining the process of training our doctoral students by allowing the complete coursework more efficiently.</b>						

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

Prospective  
Curriculum\*

## Track Description

The objective of the Management track in the Business Administration PhD program is to prepare students for academic careers at major research universities.

Management Department faculty members help students understand current approaches to explaining and investigating management processes, and facilitate research projects aimed at contributing new insights to the field. Our students immerse themselves in the timely and timeless lessons offered by management scholars, as well as the methods used to discover and evaluate new ideas. This training also provides our students with the knowledge and critical perspective necessary to be master educators. The Management program is designed to produce well-rounded members of our profession who are well prepared to contribute to the research, education, and service missions of the Management discipline. The program requires a full-time commitment on the part of the students, allowing no time for secondary outside employment. Stipends, tuition waivers, health insurance options, described in the Graduate Student Handbook and on the College of Graduate Studies website, provide the financial resources that support this full-time status.

## Curriculum

The Management track of the Business Administration PhD program requires ~~84~~ 72 credit hours beyond the bachelor's degree. Students must meet prerequisite requirements of ~~30~~ 18 credit hours, and then complete 18 credit hours of management core courses, 6 credit hours of a minor/support area, 12 credit hours of research methods/tools courses, 3 credit hours of electives, and 15 credit hours of dissertation.

**Total Credit Hours Required: ~~84~~ 72 Credit Hours Minimum beyond the Bachelor's Degree**

The general expectation for the Management program follows. The program is tailored to the needs of the individual student and may require work that is not included in the following descriptions. The program requires ~~36~~ 39 hours of formal course work exclusive of

independent study as well as 15 credit hours of dissertation research (MAN 7980).

### **Prerequisites: Foundation Body of ~~Knowledge—30~~ Knowledge—18 Credit Hours**

The foundation body of knowledge includes the common body of knowledge in an MBA degree or its equivalent from an AACSB-accredited or comparable school. This requirement may be satisfied with a master's degree in Management or by courses deemed essential by the Management track program coordinator.

### **Required Courses—39 Credit Hours**

#### **Management Core—18 Credit Hours**

**MAN 7275 Organizational Behavior**

**MAN 7207 Organization Theory**

**[After] ~~MAN 7777—Corporate-level Strategic Management—3~~  
Credit Hours**

**MAN 7900 Directed Readings in Management**

**MAN 7916 Seminar in Management Research**

**MAN 7776 Business-level Strategic Management**

#### **Minor/Support Area—6 Credit Hours**

Students may select a minimum of six credit hours, typically within a unified area, approved by the student's adviser and the program coordinator. Each student's program of study is individually tailored to accommodate student interests, and often emphasizes additional training in research methodology necessary to produce high quality scholarly research.

#### **Research Methods/Tools—12 Credit Hours**

The research tools requirement is intended to ensure a thorough exposure to research methods. All candidates are expected to demonstrate knowledge of statistical methods as well as usage of statistical packages. This includes design, analysis, and interpretation of results. The student's advisory committee and the program coordinator will recommend and/or approve specific courses for each student. Representative courses include, but are not limited to the following:.

**PSY 6216C Research Methodology**  
**PSY 7217C Advanced Research Methodology I**  
**PSY 7218C Advanced Research Methodology II**  
**PSY 7219C Advanced Research Methodology III**  
**GEB 7911 Structural Equation Modeling for Business Research**  
**MAR 7626 Multivariate Analysis for Business Research**  
**EDF 7427 Psychometrics**  
**PAF 7804 Advanced Statistics for Public Affairs I: Multivariate Analysis**  
**STA 6237 Nonlinear Regression**  
**STA 6507 Nonparametric Statistics**  
**STA 6707 Multivariate Statistical Methods**

### **Elective—3 Credit Hours**

**Elective course approved by the faculty adviser 3 Credit Hours**

### **Dissertation—15 Credit Hours**

**MAN 7980 - Dissertation Research 15 Credit Hours minimum**

### **Admission to Candidacy**

Students must complete a comprehensive candidacy examination that includes written and oral portions. This usually takes place near the end of coursework, in the late second year or early third year of the program.

~~Students must defend a written dissertation proposal in an oral examination conducted by the student's advisory/dissertation committee. Students~~ officially enter candidacy when the following have been accomplished:

Completion of all course work, except for dissertation hours.

Successful completion of the comprehensive candidacy examination. ~~Successful defense of the written dissertation proposal.~~

The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.

Submittal of an approved program of study.

**Students must defend a written dissertation proposal in an oral examination conducted by the faculty, at least one semester prior to their final dissertation defense.** The final defense of the dissertation will also require an oral examination.

## Teaching Requirement

The requirements for the teaching component of the degree will be developed with the doctoral graduate program director based on the student's experience. Normally, this requirement will be satisfied through teaching a minimum of three credit hours of class instruction under the direct supervision of a faculty member. As appropriate, students will also be required to attend teaching development workshops and seminars.

## Independent Learning

The dissertation satisfies the independent learning requirement.

## Application Requirements

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

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE or GMAT score taken within the last five years.

Three letters of recommendation.

Goal statement.

Résumé.

Other: Previous publications and/or other relevant supporting documentation.

A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.

Admission decisions are made based on faculty recommendations from the appropriate department or school. Admissions will generally be made only for the fall semester of even years (e.g. Fall 2014, Fall 2016). In evaluating applicants, the committee considers all materials submitted. This committee made up of our most research-active faculty, the program director, and program coordinator, considers favorably: past academic writing/projects, collaborative work with distinguished faculty, prior career success, standardized scores on the GMAT or GRE, and letter of intent. Given that our program is designed as an "immersion" into the academic inquiry, we look for applicants who demonstrate a level of intellectual curiosity that will drive their research efforts. GMAT/GRE scores should be competitive for full consideration. Generally, successful applicants score at or higher than the 50% ranking on both verbal and quantitative portions of the tests. Admissions are competitive, and standardized scores are often considerably higher than this. Consideration of candidates generally begins in mid-January and continues until we have the number of accepted offers we intend to accept. Generally, a cohort consists of 4-6 students. Our program supports students with interest in the primary areas of Strategic Management, Organizational Behavior, and Entrepreneurship. Letters of intent should reflect the particular area of interest is pursuing. The college strongly encourages applications from minority and diverse populations. Race, national origin, and gender are not used in the evaluation of students for admission into graduate and professional programs.

## Application Deadlines

Management	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Apr 1	-	-
The next admissions cycle for this program will be in Fall 2018.				
International Applicants	Jan 15	Jan 15	-	-
The next admissions cycle for this program will be in Fall 2018.				
*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

**Shannon Taylor PhD**

Associate Professor

[sgtaylor@ucf.edu](mailto:sgtaylor@ucf.edu)



Telephone: 407-823-2916

BA 338

**Sabrina Sadr**

**ssadr@ucf.edu**

Telephone: 407-823-5569

College of Business Administration

Graduate Admissions

**Mollie Johnson**

**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](mailto:gradfellowship@ucf.edu)

<https://graduate.ucf.edu/funding/>

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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## 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?

## Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

### Year 1

Headcount:

SCHs:

### Year 2

Headcount:

SCHs:

### Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

### Year 2

Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

### Year 3

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

## Attachments

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

Faculty List\*  Attached  Not Applicable

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

## Administration Use Only

Catalog Ownership:

Program OID

Program Type

Degree Type

Status\*  Active-Visible  Inactive-Hidden

## Management Faculty

As of 1/2/2019

First	Last	Position #	Title	Tenured / T-Earning	Hired Date	Notes
Maureen	Ambrose	36401	Professor	Tenured	8/8/99	
Lynn	Becker	36304	Instructor	Non-Ten. Earning	8/9/96	
Rebecca	Bennett	36296	Professor	Tenured	8/8/16	
Carl	Blencke	33213	Instructor	Non-Ten. Earning	8/21/06	
Dean	Cleavenger	32167	Lecturer	Non-Ten. Earning	8/8/07	
James	Combs	32172	Professor	Tenured	8/8/15	
Craig	Crossley	36059	Associate Professor	Tenured	8/8/12	
Lauryn	DeGeorge	36198	Associate Instructor	Non-Ten. Earning	8/8/98	
Karen	Ehrhart		Lecturer	Non-Ten. Earning	8/8/17	
Robert	Folger	36247	Professor	Tenured	8/8/03	
Cameron	Ford	38512	Associate Professor	Tenured	8/8/97	
Stephen	Goodman	36400	Associate Professor	Tenured	8/8/84	
Dana	Joseph	36214	Assistant Professor	Tenure Earning	5/8/16	
Aaron	McKenny	33225	Assistant Professor	Tenure Earning	8/8/14	
Gary	Nichols	37150	Instructor	Non-Ten. Earning	8/8/06	
Michael	Pape	37156	Instructor	Non-Ten. Earning	8/8/15	
Ronald	Piccolo	33287	Professor	Tenured	8/8/16	
Benjamin	Rockmore	36262	Lecturer	Non-Ten. Earning	8/8/01	
Alex	Rubenstein		Assistant Professor	Tenure Earning	8/8/18	
Marshall	Schminke	37384	Professor	Tenured	8/8/99	
Shannon	Taylor	37920	Associate Professor	Tenured	8/8/12	
Tang	Wang	36110	Assistant Professor	Tenure Earning	12/23/14	
Steven	Whitting	33290	Associate Professor	Tenured	12/23/14	
William	Callarman		Emeritus Assoc. Professor	N/A	N/A	
Carol	Saunders		Emeritus Professor	N/A	N/A	
Lonny	Butcher	38282	Instructor	Non-Ten. Earning	1/9/14	Office Prof. Dev.

# Graduate Program Revision - College of Business Administration - Management MSM, Entrepreneurship Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## **\*\*Read before you begin\*\***

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

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

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Summer 2019

**Year:\***

---

**Name of program, track and / or certificate:\*** Management MSM, Entrepreneurship Track

---

**Unit(s) Housing Program:**

---

**Type of Action:\***  Program  
 Track  
 Certificate

---

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

---

**Is the CIP code being updated?**

**Activity Log**

Helen Becker

+ No

Yes  No

---

**If yes, please provide the new CIP code:**

---

**Description:\***

<b>College:</b> <u>Business Administration</u>	<b>Degree:</b> MSM
<b>Department:</b> <u>Management</u>	<b>Option:</b> N/A
<b>Program Websites:</b> <a href="http://www.business.ucf.edu/graduate-programs">http://www.business.ucf.edu/graduate-programs</a>	

This program is currently accepting applications for Fall 2019.

---

**Rationale:** ENT 6908 is being deleted from specialization courses, and ENT 6900 is being added.

---



## Follow these steps to propose courses to the revised program curriculum:

### Step 1



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

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**Prospective Curriculum\***

### 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?

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

#### Year 1

Headcount:

SCHs:

#### Year 2



Headcount:

SCHs:

**Year 3**

Headcount:

SCHs:

Indicate likely  
career or student  
outcomes upon  
completion:

Please complete the following section on financial support:

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

**Year 1**

Number of  
assistantship  
students:

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 2**

Number of  
assistantship  
students

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 3**

Number of  
assistantship  
students:


Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

## Attachments

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

**Faculty List\***  Attached  Not Applicable

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

## Administration Use Only

**Catalog Ownership:**

**Program OID** 7203

**Program Type**

**Degree Type**

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

## Management Faculty

As of 1/2/2019

First	Last	Position #	Title	Tenured / T-Earning	Hired Date	Notes
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# Graduate Program Revision - College of Business Administration - Professional MSM, Human Resources

2018-2019 Graduate Program Revision/Reactivation

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

Proposed 2018-19  
Effective Term /



<b>Year:*</b>						
<b>Name of program, track and / or certificate:*</b> <b>Management Professional</b> MSM, Human <b>Resources/Change Management Track Resources</b>						
<b>Unit(s) Housing Program:</b>						
<b>Type of Action:*</b> <input checked="" type="checkbox"/> Program <input type="checkbox"/> Track <input type="checkbox"/> Certificate						
<b>If you will be submitting other revision forms for tracks or course actions, please list them here:</b>						
<b>Is the CIP code being updated?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No						
<b>If yes, please provide the new CIP code:</b>						
<b>Description:*</b>						
<table border="1"> <tr> <td><b>College:</b> <u>Business Administration</u></td> <td><b>Degree:</b> MSM</td> </tr> <tr> <td><b>Department:</b> <u>Executive Development Center</u></td> <td><b>Option:</b> Nonthesis</td> </tr> <tr> <td colspan="2"><b>Program Websites:</b> <a href="http://www.business.ucf.edu/graduate-programs">http://www.business.ucf.edu/graduate-programs</a></td> </tr> </table>	<b>College:</b> <u>Business Administration</u>	<b>Degree:</b> MSM	<b>Department:</b> <u>Executive Development Center</u>	<b>Option:</b> Nonthesis	<b>Program Websites:</b> <a href="http://www.business.ucf.edu/graduate-programs">http://www.business.ucf.edu/graduate-programs</a>	
<b>College:</b> <u>Business Administration</u>	<b>Degree:</b> MSM					
<b>Department:</b> <u>Executive Development Center</u>	<b>Option:</b> Nonthesis					
<b>Program Websites:</b> <a href="http://www.business.ucf.edu/graduate-programs">http://www.business.ucf.edu/graduate-programs</a>						
<b>Rationale:</b>						

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

**Prospective  
Curriculum\***

## Track Description

The Human ~~Resources/Change Management~~ **Resources** Track in the Professional Master of Science in Management (PMSM/HR) program is accredited by AACSB International **and its curriculum is formally aligned with the Society of Human Resources Management (SHRM)**. It is designed for working professionals who aspire to become leaders in human resource management or general management.

This program is a professional program with a market rate tuition, and is considered a part-time program. The tuition is the same for Florida residents and non-residents. Please visit [www.business.ucf.edu/graduate-programs](http://www.business.ucf.edu/graduate-programs) for more information.

This 30-hour program provides an alternative to the MBA degree for students who desire specialized study in management and human resources, and seek employment or career advancement in the areas of human resources, strategic planning, organizational effectiveness, staffing, compensation and employee relations.

20-month program offered downtown Orlando  
 Limited class size, cohort program  
 Classes meet Monday and Wednesday evenings  
 Minimum two year work experience requirement **that includes human resources or HR-related experience**  
 Personal interview required for admission

The innovative curriculum combines general management and strategic business classes with advanced coursework in management of human resources. It provides students with the latest business techniques and knowledge required to succeed in today's competitive marketplace. One main component of the program is a focus on developing practices and methods that align human resources activities with organizational strategies and provide students with the knowledge required to successfully anticipate, plan, and carry out changes.

Students with a wide variety of backgrounds, including those with degrees in business, education, hospitality, nursing, and psychology are encouraged to apply.

This program is a professional program with a market rate tuition, and is considered a part-time program. The tuition is the same for Florida residents and nonresidents. Please visit [www.business.ucf.edu/graduate-programs](http://www.business.ucf.edu/graduate-programs) for more information.

## Curriculum

The Human ~~Resources/Change Management~~ **Resources** Track in the Professional Master of Science in Management (PMSM/HR) program is designed for working professionals who aspire to become leaders in human resource management or general management. This 30-hour program provides an alternative to the MBA degree for students who desire specialized study in management and human resources, and seek employment or career advancement in the areas of human resources, strategic planning, organizational effectiveness, staffing, compensation and employee relations.

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

### **Required Core Courses: 15 Credit Hours**

Students take five courses, **selected by the program advisor**, from the courses listed below.

MAN 6325 Applied Research Tools  
 MAN 6305 Human Resources Management  
 MAN 6915 Applied Field Project  
 MAN 6245 Organizational Behavior and Development  
 GEB 6895 Business Intelligence  
 QMB 6755 Models for Business Decisions  
 MAN 6311 Advanced Topics in Human Resources Management  
 MAN 6721 Applied Strategy and Business Policy

### **Specialization Courses: ~~15~~ 12 Credit Hours**

Students take ~~five~~ **four** courses, **selected by the program advisor**, from the courses listed below.

MAN 6385 Strategic Human Resources Management  
~~MAN 6721 Applied Strategy and Business Policy~~  
 MAN 6285 Change Management  
 MAN 6448 Conflict Resolution and Negotiation  
 MAN 6066 Ethical Leadership  
 BUL 6444 Law and Ethics  
 GEB 6518 Strategic Innovation  
 MAN 6395 Leadership Development and Coaching

## Capstone Course: 3 Credit-hours Hours

The Professional Master of Science in Management/Human Resources (PMSM/HR) capstone course, [MAN 6915 - Applied Field Project](#), is required for all PMSM/HR students. This capstone course applies concepts, theories and methods learned earlier in the program to organizational problems in business settings.

## Additional Program Requirements

Any student enrolled in a College of Business Administration master's degree program who earns more than two final course grades below a B- will be dismissed from the program and retention plans will not be supported by the College of Business Administration.

## 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.

Current Résumé.

Goal Statement. Prepare a goal statement that answers the following questions.

Describe what motivated you either professionally or personally to pursue a master's degree.

Describe the steps you took to select UCF and this program. Include how long you have been considering

graduate school and how you learned about our program.

Describe a specific academic experience or professional business skill you hope to



acquire through the

program and how you plan to use it going forward.

**Recommendations.** Provide three email addresses of recommenders in your application from professional sources. **One recommendation must be from a current or previous supervisor.**

**Review Process.** Your application will be reviewed once all required documents are received. Assuming you meet our admission requirements, you will be asked to one of the following: schedule an individual or group interview, meet with an advisor, or attend an information session. Admission decisions are made after the review process is complete.

**The GMAT is not required for Executive or Professional Degree programs.**

A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) is required if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0. For more information, go to [www.ets.org/toefl](http://www.ets.org/toefl).

**UCF**

Applicants applying to this program whose completed bachelor's degree is from 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.

Early application tuition discounts are available for this program. To view early application discount deadlines, and for more information, visit the Executive Development Center website at [www.business.ucf.edu/graduate-programs](http://www.business.ucf.edu/graduate-programs).

## Application Deadlines

Human Resources / Change Management	*Fall Priority	Fall	Spring	Summer
Domestic Applicants			Dec 1	
The next available term for this program is Spring 2019. Classes will be taught at the UCF Executive Development Center in Downtown Orlando.				
International Applicants	-	-	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## 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

**Robin Hofler**

~~mba@bus.ucf~~ [pmsm@ucf.edu](mailto:pmsm@ucf.edu)

Telephone: 407-235-3913

DTC 201B

## Graduate Admissions

**Mollie Johnson Keri Corbett**

**[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)**

**<http://finaid.ucf.edu>**

## 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?

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

#### Year 1

Headcount:

SCHs:

#### Year 2

Headcount:

SCHs:

#### Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

#### Year 1

Number of assistantship students:

Source of funds:

<b>Number of fellowship students (specify fellowship):</b>	
--	--

<b>Number of tuition remissions:</b>
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<b>Source of funds:</b>
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**Year 2**

<b>Number of assistantship students</b>
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<b>Source of funds:</b>
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<b>Number of fellowship students (specify fellowship):</b>
--

<b>Number of tuition remissions:</b>
--------------------------------------

<b>Source of funds:</b>
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**Year 3**

<b>Number of assistantship students:</b>
--


<b>Source of funds:</b>
-------------------------

<b>Number of fellowship students (specify fellowship):</b>
--

<b>Number of tuition remissions:</b>
--------------------------------------

<b>Source of funds:</b>
-------------------------

**Attachments**

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

<b>Faculty List*</b> <input checked="" type="radio"/> Attached <input type="radio"/> Not Applicable
---

<b>Support from involved units that no duplication exists*</b> <input type="radio"/> Attached <input checked="" type="radio"/> Not Applicable
---

**Administration Use Only**

<b>Catalog Ownership:</b> <input type="text" value="Department of Management"/>
---

**Program OID** 6854

**Program Type**

**Degree Type**

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

## Management Faculty

As of 1/2/2019

First	Last	Position #	Title	Tenured / T-Earning	Hired Date	Notes
Maureen	Ambrose	36401	Professor	Tenured	8/8/99	
Lynn	Becker	36304	Instructor	Non-Ten. Earning	8/9/96	
Rebecca	Bennett	36296	Professor	Tenured	8/8/16	
Carl	Blencke	33213	Instructor	Non-Ten. Earning	8/21/06	
Dean	Cleavenger	32167	Lecturer	Non-Ten. Earning	8/8/07	
James	Combs	32172	Professor	Tenured	8/8/15	
Craig	Crossley	36059	Associate Professor	Tenured	8/8/12	
Lauryn	DeGeorge	36198	Associate Instructor	Non-Ten. Earning	8/8/98	
Karen	Ehrhart		Lecturer	Non-Ten. Earning	8/8/17	
Robert	Folger	36247	Professor	Tenured	8/8/03	
Cameron	Ford	38512	Associate Professor	Tenured	8/8/97	
Stephen	Goodman	36400	Associate Professor	Tenured	8/8/84	
Dana	Joseph	36214	Assistant Professor	Tenure Earning	5/8/16	
Aaron	McKenny	33225	Assistant Professor	Tenure Earning	8/8/14	
Gary	Nichols	37150	Instructor	Non-Ten. Earning	8/8/06	
Michael	Pape	37156	Instructor	Non-Ten. Earning	8/8/15	
Ronald	Piccolo	33287	Professor	Tenured	8/8/16	
Benjamin	Rockmore	36262	Lecturer	Non-Ten. Earning	8/8/01	
Alex	Rubenstein		Assistant Professor	Tenure Earning	8/8/18	
Marshall	Schminke	37384	Professor	Tenured	8/8/99	
Shannon	Taylor	37920	Associate Professor	Tenured	8/8/12	
Tang	Wang	36110	Assistant Professor	Tenure Earning	12/23/14	
Steven	Whitting	33290	Associate Professor	Tenured	12/23/14	
William	Callarman		Emeritus Assoc. Professor	N/A	N/A	
Carol	Saunders		Emeritus Professor	N/A	N/A	
Lonny	Butcher	38282	Instructor	Non-Ten. Earning	1/9/14	Office Prof. Dev.

# Graduate Program Revision - College of Community Innovation and Education - Collaborative Intervention Specialist Graduate Certificate

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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



**Proposed Effective Term / Year:** \* Fall 2019

**Name of program, track and / or certificate:** \* Collaborative Intervention Specialist Graduate Certificate

**Unit(s) Housing Program:** School of Teacher Education/Department of Counselor Education and School Psychology

**Type of Action:** \*  Program  
 Track  
 Certificate

**If you will be submitting other revision forms for tracks or course actions, please list them here:** N/A

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:** N.A.

**Description:** \*

<b>College:</b> <u>Education and Human Performance</u>	<b>Degree:</b> CRT
<b>Department:</b> <u>Child, Family and Community Sciences</u>	<b>Option:</b> N/A
<b>Program Websites:</b> <a href="http://education.ucf.edu/prog_page.cfm?cat=2&amp;ProgDeptID=41&amp;ProgID=241&amp;pid=G">http://education.ucf.edu/prog_page.cfm?cat=2&amp;ProgDeptID=41&amp;ProgID=241&amp;pid=G</a>	

**Rationale:**

The Collaborative Intervention Specialist certificate will prepare educators to use school-based and classroom instructional data sets by to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. This certificate program was developed and designed by CCIE faculty and educators representing Central Florida school districts who are members of the Exceptional Student Education Advisory Committee. Faculty from various program areas (Exceptional Student Education and School Psychology) across the College included courses to develop the Collaborative Intervention Specialist certificate.

Coursework in the certificate program will provide an advanced, multi-disciplinary theoretical and applied knowledge base to experienced educators. Courses and content will meet the most current educational policy mandates regarding service delivery for students with disabilities as well as competencies of the newly-adopted "Intervention Specialist" standards of the Council for Exceptional Children professional organization. In addition, there will be optional

courses for Graduate students to select: academic interventions (mathematics and reading interventions) OR social-emotional learning (emotional intelligence) and instructional strategies and interventions.


Enhancing the Collaborative Intervention Specialist graduate certificate will not adversely affect students or the faculty. The courses are offered on a regular basis. Currently, this certificate proposal collaboratively enhances graduate methods courses among four curriculum areas.

The Collaborative Intervention Specialist certificate will positively affect students by providing them with the opportunity to develop advanced diagnostic assessment skills to target appropriate educational interventions in reading and mathematics within the revised context of educational policies within Florida and nationally. The graduate courses provide an opportunity for students to complete the Collaborative Intervention Specialist certificate beyond the undergraduate degree. Educators may elect to complete the Collaborative Intervention Specialist certificate for professional development, which could then lead to interest in earning a graduate degree at UCF.



Specific revisions: 1) changing the certificate title by adding the word, "Collaborative" and 2) adding an option for students to select two (already existing) courses with a focus in social/emotional learning and strategies.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

#### Prospective Curriculum\*

### Program Description

The Collaborative Intervention Specialist graduate certificate provides advanced coursework for educational leaders to use school-based and classroom instructional data to meet the instructional and intervention needs of all students, including at-risk and struggling

students, beyond the typical, initial classroom instruction within a multi-tiered system of supports.

This certificate will provide an advanced, multi-disciplinary theoretical approach and applied knowledge base to experienced educators.

Coursework focuses on knowledge, skills and competencies for working with students within an intervention framework. The Collaborative Intervention Specialist certificate is multi-disciplinary and includes coursework in exceptional student education and school psychology, with options for additional coursework in reading education and math education. The graduate courses provide an opportunity for students to complete the Collaborative Intervention Specialist certificate beyond the undergraduate degree. Should a student wish to earn a master's degree, the courses in the certificate could be applied into one of several Master of Education degree programs, as well as an Educational Specialist degree, in the College of Community Innovation and Education.

## Curriculum

The Intervention Specialist certificate requires four courses (12 credit hours total).

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

## Required Courses: 12 Credit Hours

**EEX 6218 Diagnostic Assessment and Intervention Planning in Exceptional Education**

**SPS 6700 Advanced Psychoeducation and Data-Based Decision Making**

**SPS 5605 Building and Improving Relationship and Emotional Intelligence**

**EEX 6061 Instructional Strategies Pre-K-6**

**[Before]OR the following TWO courses in reading and mathematics interventions with consent of advisor in lieu of SPS 5605 and EEX 6061.**

**MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher**

**RED 5517 Classroom Diagnosis and Development of Reading Proficiencies**

## Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

Applicants to this program must also provide:

- One letter of recommendation.
- Goal statement.
- Résumé/vita reflecting relevant experience.

## Application Deadlines

Intervention Specialist Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 15	Nov 15	Apr 1
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.				

## Contact Info

Graduate Program

**Mary Little PhD**

Professor

[mary.little@ucf.edu](mailto:mary.little@ucf.edu)

Telephone: 407-823-3275

ED 315J

Graduate Admissions

**Cameron Leonard**

**gradadmissions@ucf.edu**

Telephone: 407-823-2766

Millican Hall 230

**Online Application**

**Graduate Admissions**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

**Impact on Current Students**

Will students be moved from an existing program, track, or certificate into this new 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? They will remain in existing track.

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students likely to enroll in this program are individuals interested in careers as instructional coaches, school and district Interventionist Specialists, Response to Intervention (RtI)/MTSS Facilitators, and Teachers on Assignment (TOA). Currently, neither licensure nor certification is dependent upon this education, as it is an advanced preparation as a certificate offering within various Master of Education degrees in the College of Community Innovation and Education.

#### Year 1

Headcount: 12

SCHs: 48

#### Year 2

Headcount: 12

SCHs: 48

#### Year 3

Headcount: 12

SCHs: 48

Indicate likely career or student outcomes upon completion:

The program completers will serve as school psychologists or special education teacher leaders.

Please complete the following section on financial support:

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

#### Year 1

Number of assistantship students: 2

Source of funds: USDOE

Number of fellowship students (specify fellowship): 0

Source of funds: USDOE

Number of tuition remissions: 12

## Year 2

Number of assistantship students: 2

Source of funds: USDOE

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 12

Source of funds: USDOE

## Year 3

Number of assistantship students: 2


Source of funds: USDOE

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 12

Source of funds: USDOE

## Attachments

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

Faculty List\*  Attached  Not Applicable

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

## Administration Use Only

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

Program OID: 1777

Program Type: Certificate

**Degree Type**

Certificate

**Status\***

Active-Visible

Inactive-Hidden



**Dr. Mary Little**, Professor; Exceptional Education. Currently serves as the Coordinator of ESE Graduate Programs. She received her graduate and undergraduate degrees in Special Education and Curriculum and Instruction from the State University College at Buffalo and her doctorate in Special Education from the University of Kansas. Her professional experiences in the K-12 schools include roles as a secondary teacher, co-teacher, program coordinator and principal. Her interests include evidence-based instructional practices, interventions, teacher efficacy, and student learning related to teacher learning. She teaches courses at the graduate and undergraduate levels using traditional and on-line formats, specifically in mathematics, assessment, instruction, action research, and program evaluation. In addition, she has received in excess of \$15 million in external funding for research and development from federal, state, and private funding agencies including the Institute for Educational Sciences (IES) and the Office of Special Education Programs (OSEP). Currently, she serves as the Principal Investigator for *Building Bridges in Teacher Education*, a federally-funded research and development project through OSEP. The purpose of this project is to research, develop, and enhance the existing graduate programs at UCF to ensure highly-qualified special education teachers in the content areas of mathematics and science to improve learning outcomes for secondary students, especially within diverse, urban schools.

**Dr. Suzanne Martin**, Professor; Exceptional Education. Dr. Martin holds a Ph. D. in Special Education Administration. Dr. Martin has over 30 years of teaching experience at the school and higher education levels. She has been a teacher educator at four different universities and has had responsibilities including instruction, curriculum planning, research, program and personnel assessment, accreditation, department chair in Exceptional Education, liaison with families, communities and businesses, sponsor of student professional groups, and wide ranging participation in local, state, national and international professional organizations. She was with the Office of Special Education Programs (OSEP) for four years including service as Acting Branch Chief of the Leadership Personnel Branch of the Department of Personnel Preparation. She has authored many scholarly works and has completed co-editorship of a book on women in leadership roles in special education. She also serves as a Past President of the CEC and previously was President of the Teacher Education Division of CEC. She recently was awarded the Teacher of Excellence Award, Teacher Education Division and Pearson Publishing and Development, April 2009.

**Dr. Karri Williams-Fjeldhe**: Associate Professor; Reading. Teaches reading, language arts, and children's literature courses for elementary education undergraduate and graduate programs. She is Reading Education Coordinator; she is also the Elementary Education Coordinator for UCF-Cocoa Campus. She has conducted numerous inservices for area schools and presented at state, regional, and national conferences. Topics of presentation often include: teaching writing, developing reading comprehension, and integrating phonics instruction within a literature-based classroom. She has published several articles and a book chapter. Dr. Williams is a member of the International Reading Association, National Council of Teachers of English, and Florida Reading Association; she is currently the Brevard Campus advisor for the student chapter of Association of Childhood Education International, and, in the past, she served as a liaison to the Board of Directors for Florida Reading Association and as president of Brevard Reading Council. Prior to coming to UCF, she taught in grades 5-12 and community college. She earned her Ph.D. in Reading (minor in Linguistics) from University of Arizona, Master of Education in Secondary Education (Reading Emphasis) from Mississippi State University, and B.S. in English Education from Delta State University.

**Oliver W. Edwards, Ph.D., NCSP**, is a tenured associate professor of School Psychology. He teaches courses in applied behavioral analysis and psychopathology assessment. Dr. Edwards holds an undergraduate degree in psychology and an Ed.D. in Educational Administration from Florida International University. In addition, he earned his Ph.D. in School Psychology at the University of Florida. During his doctoral education, he was a McKnight Doctoral Fellow. Dr. Edwards practiced as a School Psychologist with the School Board of Broward County, Florida for several years. He later became an administrator with the district, supervising roughly 65 School Psychologists and School Social Workers in their work with 65 schools and some 75,000 students. Dr. Edwards' early research addressed theories of intelligence testing of racial/ethnic minorities and the psychosocial development of children raised by grandparents. Currently, he is researching social support networks as well as health disparities and their impact on ethnic minority school children.

**Regina "Gina" Harwood Gresham, Ph.D.** is an Associate Professor in Mathematics Education, Educational Psychologist, and Behavioral Specialist at the University of Central Florida in Orlando. She is a member of the Academy Research Faculty at the university and teaches mathematics courses at both the undergraduate and

graduate level in the School of Teaching, Learning, and Leadership. Dr. Gresham is a national mathematics consultant and is actively involved in presenting professional development workshops working with over 300 schools to improve mathematics achievement and implement RTI in the mathematics classrooms across the U.S. She is also a National Trainer/Speaker on RTI in Mathematics and is featured in a national video on RTI in Mathematics with the Bureau of Education and Research. In addition, Dr. Gresham has published numerous international/national research articles and authored/co-authored 6 books including RTI in Mathematics: Practical Tools for K-8 Teachers (Pearson Publishing), Teaching Middle School Mathematics (Lawrence Erlbaum Associates), TAG Middle Math Is It!, TAG for Grades 3-5, and Response to Intervention in Elementary School. She is former Alabama public school teacher having taught learners in high at-risk urban settings. Dr. Gresham's current research, writing, and professional development topics of interest include response to intervention in the mathematics classrooms, the psychology of mathematics particularly mathematics anxiety, teacher self-efficacy, and learning styles. She has received her universities Scholarship in Teaching and Learning Award, Teacher Incentive Program Award, Excellence in Undergraduate Teaching Award (two), Teacher Recognition and Appreciation Award, and the Christa McAuliffe Teaching Award-Lockheed Martin/UCF K-8 Program Award. She has an undergraduate degree in education from Jacksonville State University. She earned her Master's in Education, Educational Specialist, and Ph.D. with special emphasis in Education, Educational Psychology, Cognition and Instruction, and Neuro-physiology/Neuro-psychology from the University of Alabama in Tuscaloosa. Dr. Gresham was also a Graduate Fellow at the University of Alabama.

## MEMORANDUM

**TO:** CCIE Graduate Committee

**FROM:** Dr. Mike Hynes, Director, School of Teacher Education

**RE:** Proposal Revision-Graduate Certificate: *Collaborative Intervention Specialist*

**Date:** November 5, 2018

---

The Collaborative Intervention Specialist certificate will prepare educators (school psychologists and exceptional student education teachers) to use school-based and classroom instructional data sets by to meet the instructional and intervention needs of all students, including at-risk and struggling students, beyond typical, initial classroom instruction within a multi-tiered system of supports. This 12 credit hour Graduate Certificate program was developed and designed by CCIE faculty and educators representing Central Florida school districts who are members of the Exceptional Student Education Advisory Committee. Faculty from various program areas (Exceptional Student Education, Reading, Mathematics, and School Psychology) included courses to develop the Collaborative Intervention Specialist certificate.

This proposal enhances a currently existing Graduate Certificate program, the Intervention Specialist Graduate Certificate by adding two courses as a focus in social-emotional learning (SPS 5605) and an instructional strategies course (EEX 6061) to the existing graduate certificate. Therefore, graduate students can select either concentrations in academic interventions and enroll in RED 5517 and MAE 6517 **OR** the two additional courses, social-emotional learning (SPS 5605) and an instructional strategies course (EEX 6061). All Graduate students will enroll in EEX 6218 and SPS 6700 within this Graduate Certificate.

Coursework in the certificate program will provide an advanced, multi-disciplinary theoretical and applied knowledge base to experienced educators. Courses and content will meet the most current educational policy mandates regarding service delivery for students with disabilities as well as competencies of the newly-adopted “Intervention Specialist” standards of the Council for Exceptional Children professional organization.

Adding the Collaborative Intervention Specialist graduate certificate will not adversely affect the faculty. All of the courses are already offered on a regular basis. Currently, this certificate proposal collaboratively enhances these graduate methods courses through additional interdisciplinary learning and performance activities.

The Collaborative Intervention Specialist certificate will positively affect students by providing them with the opportunity to develop advanced diagnostic assessment skills to target appropriate educational interventions in reading and mathematics within the revised context of educational policies within Florida and nationally. The graduate courses provide an opportunity for students to complete the Intervention Specialist certificate beyond the undergraduate degree. Educators may elect to complete the Collaborative Intervention Specialist certificate for professional development, which could then lead to interest in earning a graduate degree at UCF.

# Graduate Program Revision - College of Community Innovation and Education - Educational Leadership MA

## 2018-2019 Graduate Program Revision/Reactivation

### General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Summer 2019

Year:\*

Name of program, track and / or certificate: \* Educational Leadership MA ▶

Unit(s) Housing Program: **Educational Leadership and Higher Education**

Type of Action: \*  Program  
 Track  
 Certificate

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

**Seven courses in the M. A. program are proposed to have new course numbers, titles, and revised content to align with the purpose of the MA. New Course Action Requests have been inputted for:**

- EDA 6062 Leadership in Educational Organizations**
- EDA 6228 Human Resource Processes**
- EDA 6234 Personnel and Education Related Law**
- EDA 6245 Basic Education Funding and Management**
- EDA 6275 Digital Leadership and Systems Management**
- EDA 6303 Organizations and the Community**
- EDA 6932 Issues in Education**

Is the CIP code being updated?

**Activity Log**

Lindsay Archambault

+ No

Yes  No

If yes, please provide the new CIP code:

Description: \*

<b>College:</b> <u>Community Innovation and Education</u>	<b>Degree:</b> MA
<b>Department:</b> <u>Educational Leadership and Higher Education</u>	<b>Option:</b> Nonthesis
<b>Program Websites:</b> <a href="https://ccie.ucf.edu/elhe/educational-leadership/">https://ccie.ucf.edu/elhe/educational-leadership/</a>	

**The online Master of Arts in Educational Leadership program is not a state approved program for certification in Florida. The program is designed to prepare students for administrative and leadership positions in school settings and other education related fields that specifically do NOT require Florida certification. Some examples include administrative positions outside of Florida, around the nation and world, private school headmaster, charter school administrator, community college or university staff administrator, or museum administrator.**

The Educational Leadership MA also offers two tracks focused on higher education: Higher Education/Student Personnel and Community College Education, both of which have different admission, enrollment, and graduation requirements.

The Higher Education/Community College Education track is designed for individuals whose goal is to teach at the community college level. The Higher Education/Student Personnel track is designed to prepare students for leadership positions in a variety of student personnel/affairs departments on college and university campuses and education-related fields. Note, these programs have different admission, enrollment, and graduation requirements.

Please note: This program may be completed online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees. See <http://ucf.edu/online> for more information.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit <http://global.ucf.edu/>. If you have questions, please consult UCF Global at 407-823-2337.


UCF is not authorized to provide online courses or instruction to students in some states. Refer to [State Restrictions](#) for current information.

**Rationale:**



There is need to separate the two programs' courses (MEd and MA) to serve different target groups. The purpose of this proposal is to have unique courses different from those that are intended to provide for Level 1 Educational Leadership FLDOE certification required for administrators in Florida K-12 public schools and appropriate for the MA. The MA has a broader focus to serve the target population of applicants (N=150) from both public and non-public, charter, private, inside and outside of Florida and internationally, such as Department of Defense schools.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

Prospective Curriculum\*

### Impact on Current Students

Will students be moved from an existing program, track, or certificate into this 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: **The students who are currently in the Educational Leadership MA program should be moved into the revised Educational Leadership MA program. This will allow them to move forward with the newly scheduled revised courses.**

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

**Activity Log**

Lindsay Archambault

**+ No**

**- Yes**

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

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc. **The online Master of Arts in Educational Leadership program is not a state approved program for certification in Florida. The program is designed to prepare students for administrative and leadership positions in school settings and other education related fields that specifically do NOT require Florida certification. Some examples include administrative positions outside of Florida, around the nation and world, private school**

**headmaster, charter school administrator, community college or university staff administrator, or museum administrator.**

**Year 1**

**Headcount:**

**SCHs:**

**Year 2**

**Headcount:**

**SCHs:**

**Year 3**

**Headcount:**

**SCHs:**

**Indicate likely career or student outcomes upon completion:** **Some career examples include administrative positions outside of Florida, around the nation and world, private school headmaster, charter school administrator, community college or university staff administrator, or museum administrator.**

Please complete the following section on financial support:

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

**Year 1**

**Number of assistantship students:**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 2**

**Number of assistantship students**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 3**

**Source of funds:**




**Number of  
assistantship  
students:**

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

**Number of tuition  
remissions:**

**Source of funds:**

## Attachments

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

**Faculty List\***  Attached  Not Applicable

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

## Administration Use Only

**Catalog  
Ownership:**

**Program OID** 6939

**Program Type**

Master

**Degree Type**

Master of Arts

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

## Educational Leadership MA Faculty List

- Lee Baldwin
- Marjorie Ceballos
- Walter Doherty
- William Gordon
- Jerry Johnson
- Thomas Vitale

# Graduate Program Revision - College of Community Innovation and Education - School Psychology EdS

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Fall 2019

**Year:\*****Name of program, track and / or certificate:\*** School Psychology EdS**Unit(s) Housing Program:** Counselor Education and School Psychology**Type of Action:\***  Program  
 Track  
 Certificate**If you will be submitting other revision forms for tracks or course actions, please list them here:** N/A**Is the CIP code being updated?**  Yes  No**If yes, please provide the new CIP code:****Description:\***

<b>College:</b> <u>Education and Human Performance</u>	<b>Degree:</b> EDS
<b>Department:</b> <u>Educational and Human Sciences</u>	<b>Option:</b> Nonthesis
<b>Program Websites:</b> <a href="http://education.ucf.edu/schpsy/">http://education.ucf.edu/schpsy/</a>	

**Rationale:** The School Psychology Program is approved/accredited by the National Association of School Psychologists (NASP) and the Florida Department of Education. Certain pre/co-requisite courses are required for certification as a school psychologist in Florida. These courses are EEX 5051 and EDG 6415.

The courses are not generally specifically designed to provide school psychologists with the content knowledge and skills that are aligned with the practice of school psychology. Instructors often must modify the course requirements significantly for school psychology students.

Dr. Oliver W. Edwards, as the co-program coordinator for the School Psychology Program and Interim Chair of the Department of Counselor Education and School Psychology, recently was award a 1.25 5-year million dollar federal grant as a co-principal investigator to create a Collaborate Intervention Certificate with Dr. Mary Little as PI. This grant award necessitates two changes in the School of Teacher Education (STE) courses presently offered to our School Psychology Students.

Currently, School Psychology students take EEX 5051 and EDG 6415 as part of the pre/co-requisite coursework to obtain state of Florida certification in School Psychology. We need to make a change in these two courses, switching them with two other courses that are part of STE. The proposed changes are as follows:


<b>Current Course</b>	<b>Course Changes</b>
EEX 5051	EEX 6218
EDG 6415	EEX 6061

These two course changes will be more directly related to the profession of school psychology. Moreover, in light of RtI/MTSS, we believe these two content courses better meet the needs of School Psychology as a Special Education related discipline. These requested changes are aligned with Florida Board of Education rules. As of the March 2006 revision to SBE Rule 6A-5.066, state-approved educator preparation programs are competency-based, not course-based. Thus, the evidence for whether a Program addresses all applicable competencies is based on the Program's curriculum and assessment map. These rules indicate program approval is not course-based. The School Psychology Program used our curriculum and assessment map as a program management tool to make changes to the Program.



These course changes are supported by faculty and the Director of the School in which the courses are housed.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

## Program Description

The School Psychology EdS program is designed for students who wish to become certified School Psychologists. This specialist degree has very specific curriculum to meet the respective licensing requirements for school psychologists.

**The EdS in School Psychology is a state-approved initial teacher preparation program that is subject to any change in the Florida Administrative Code (State Board of Education Rule 6A-5.066). Students enrolled in this program should remain in close contact with their adviser to keep informed of any program changes implemented to comply with new state requirements.**

The School Psychology EdS program is designed to prepare students in becoming certified School Psychologists. This specialist degree has very specific requirements to meet the respective licensing requirements for school psychologists.

The School Psychology Program is a unique specialization in psychology and education. This program is based on two assumptions. School psychologists can apply relevant knowledge and skills from a variety of disciplines to the learning and adjustment problems of preschool and school-age children. Also, relevant knowledge and skills can be transmitted through a variety of services including (a) consultation with teachers and parents, (b) direct and indirect services to children and young adults, and (c) direct and indirect services to school and community organizations. School psychologists may practice in public or private schools, colleges and universities, rehabilitation centers, hospitals, mental health clinics, government agencies, child guidance centers, penal institutions, and may develop private practices. Applicants with backgrounds in education, psychology or other closely related undergraduate majors may qualify for the School Psychology degree program.

The program involves formal preparation and practical experiences focusing on psychological foundations (human development, learning and motivation), psychoeducational assessment, exceptional students, remediation or intervention techniques, counseling skills, as well as full-time supervised internship of two semesters in the public school setting. Graduates are certifiable at the state level and the program is approved and accredited by NASP/NCATE.

## Curriculum

The School Psychology EdS degree requires a minimum of 80 credit hours beyond the bachelor's degree, as well as a portfolio, practicum and research report at the completion of study. Please note that 62 credit hours are completed before internship. The research report and internship courses comprise 18 credit hours that are completed during the internship.

**Total Credit Hours Required: 80 Credit Hours Minimum beyond the Bachelor's Degree**

With the exception of [SPS 5605 - Building and Improving Relationship and Emotional Intelligence](#), [SPS 5177 - Enhancing Individual and Student IQ](#), and [SPS 6700 - Advanced Psychoeducation and Data-Based Decision Making](#), SPS courses are only open to students in the School Psychology Program.

**Prerequisites or Co-requisites (DOE Certification)**

**TSL 5085 Teaching Language Minority Students in K-12 Classrooms**

**RED 5147 Developmental Reading**

**EEX 6061 Instructional Strategies Pre-K-6**

**EEX 6218 Diagnostic Assessment and Intervention Planning in Exceptional Education**

**Required Courses: 56 Credit Hours**

**Core: 6 Credit Hours**

**EDF 6401 Statistics for Educational Data**

**EDF 6481 Fundamentals of Graduate Research in Education**

**Specialization: 50 Credit Hours**

**SPS 6601 Introduction to Psychological Services in Schools**

**SPS 6606 Consultation in School Psychology**

**SPS 6608 Seminar in School Psychology**

**SPS 6801 Developmental Bases of Diverse Behaviors**

**SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools**

**SPS 6931 Ethical and Legal Issues in School Psychological Services**

**MHS 6400 Theories of Counseling and Personality**

**MHS 6401 Techniques of Counseling**

**SPS 6191 Individual Psychoeducational Diagnosis I**

**SPS 6192 Individual Psychoeducational Diagnosis II**

**SPS 6125 Preschool Psychoeducational Assessment**

**SPS 6194 Assessment of Special Needs**

**SPS 6206 Psychoeducational Interventions**

**SPS 6700 Advanced Psychoeducation and Data-Based Decision Making**

### **Choose two courses from the following list:**

**SPS 6703 Child and Adolescent Deviant Behavior and Treatment**

**SPS 6175 Cultural Diversity and Nonbiased Assessment**

**SPS 5605 Building and Improving Relationship and Emotional Intelligence**

**SPS 5177 Enhancing Individual and Student IQ**

### **Research Report: 6 Credit Hours**

Choose one of the following two sets of courses.

**[Before]** SPS 6909 - Research Report I and II **6 Credit Hours**

**[Before]or**

**SPS 6402 Applied Prevention and Intervention in Schools I**

**SPS 6403 Applied Prevention and Intervention in Schools II**

### **Practicum and Internship: 18 Credit Hours**

**[Before]**



SPS 6946 - Practicum in School Psychology I **3 Credit Hours**

~~[Before]~~ SPS 6946 - Practicum in School Psychology II **3 Credit Hours**

**SPS 6948 School Psychology Internship**  
**[Right] (12 credit hours)**

## Additional Program Requirements

Complete an electronic portfolio that documents reflections on study and learning experiences throughout the program and receive approval by the School Psychology faculty.

Pass a comprehensive exam.

Pass the Florida Teacher Certification Examination (FTCE).

**UPDATE:** In order to demonstrate mastery of general knowledge, Graduate Record Exam test administrations conducted **on or after July 1, 2015**, may be used as an acceptable means of demonstrating a mastery of general knowledge. A minimum passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

FTCE GKT Subtest	GRE Subtest	Minimum GRE Score Required to Substitute for GK Subtest
GK Writing Subtest (Essay)	GRE Analytical Writing	A combined score of 4 out of 6
GK English Language Subtest Skills	GRE Verbal Reasoning	A scaled score of 151
GK Reading Subtest	GRE Verbal Reasoning	A scaled score of 151
GK Mathematics Subtest	GRE Quantitative Reasoning	A scaled score of 147

**NOTE:** Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a **new** Florida Educator's Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBR 6A-4.002).

## Equipment Fee

Students in the School Psychology EdS program pay a \$90 equipment fee each semester that they are enrolled. A materials fee of \$45 is charged for each of four assessment courses.

## Independent Learning

A practicum and research report are required as the culminating independent learning experience.

## Application Requirements

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

**Applicants will receive priority consideration for admission by attending an Information Session with program faculty. Call (407) 823-2401 for meeting dates or visit the program website at <https://edcollege.ucf.edu/schpsy/>.**

In addition to the [general UCF graduate application requirements](#), applicants to this program must provide:

One official transcript (in a sealed envelope) from each college/university attended.

A baccalaureate degree in Education, Psychology, or related discipline.

Official, competitive GRE score taken within the last five years.

Three letters of recommendation (one from a faculty member).

Resumé.

A one-page goal statement.

Receive a favorable recommendation for admission by the School Psychology Review Committee.

This program can only accommodate a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. Admissions to this program will only occur in the fall term. Information concerning specific admissions policies and procedures can be obtained from the program

website: <http://schpsy.education.ucf.edu/index.cfm>. All other questions will be answered during the Information Sessions prospective students are required to attend.

## Application Deadlines

School Psychology EdS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 1	-	-
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.

## Contact Info

## Graduate Program

**Oliver Edwards PhD**

Associate Professor

[oliver.edwards@ucf.edu](mailto:oliver.edwards@ucf.edu)

Telephone: 407-823-2401

Education 115G

## Graduate Admissions

**Cameron Leonard**

[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## 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 enrolled prior to Fall 2019 will remain in the same program and take the currently required course sequence. Only students who enroll from Fall 2019 and moving forward will be impacted because they will need to take the two changed courses and they will not need to take the two old/deleted courses.

## Future Students

**Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.**

These courses will be required to earn the Ed.S. degree in School Psychology.

In order to graduate from the program and receive Florida Department of Education Certification in School Psychology, School Psychology will need to pass the two courses and complete the School Psychology Program.

### Year 1

**Headcount:** 14

**SCHs:** 42

### Year 2

**Headcount:** 14

**SCHs:** 42

### Year 3

**Headcount:** 14

**SCHs:** 42

**Indicate likely career or student outcomes upon completion:**

Graduates will be certified by the state of Florida, Department of Education to practice as School Psychologists in the state. They will work as School Psychologists in school districts.

**Please complete the following section on financial support:**

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

### Year 1

**Number of assistantship students:** 0

**Source of funds:** N/A

**Number of fellowship students (specify fellowship):** 0

**Number of tuition remissions:** 6

**Source of funds:** United States Department of Education Grant

### Year 2

**Number of assistantship students:** 0

**Source of funds:** N/A

**Number of fellowship students (specify fellowship):** 0

**Number of tuition remissions:** 6

**Source of funds:** United States Department of Education Grant

### Year 3

**Number of assistantship students:** 0

**Source of funds:** N/A

**Number of fellowship students (specify fellowship):** 0

**Number of tuition remissions:** 6

**Source of funds:** United States Department of Education Grant

### Attachments

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

**Faculty List\***  Attached  Not Applicable

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

### Administration Use Only

**Catalog Ownership:** Department of Educational and Human Sciences

**Program OID** 1853

**Program Type** Specialist

**Degree Type** Specialist in Education

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



Department of Counselor Education and School Psychology

## Faculty List

Dr. Mary Little

Dr. Oliver Edwards

Dr. Gordon Taub



## Oliver Edwards

---

**From:** Mike Hynes  
**Sent:** Monday, October 29, 2018 3:44 PM  
**To:** Oliver Edwards  
**Subject:** RE: School Psychology Program Change with Implications for STE

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Dr. Edwards,

I believe that your proposed curriculum changes are more appropriate for the targeted graduate students. STE has no objection to the changes.

Mike

---

**From:** Oliver Edwards  
**Sent:** Monday, October 29, 2018 2:39 PM  
**To:** Mike Hynes <Michael.Hynes@ucf.edu>  
**Cc:** Mary Little <Mary.Little@ucf.edu>  
**Subject:** School Psychology Program Change with Implications for STE  
**Importance:** High

Greetings Mike,

I trust all is well. As you may recall, Mary Little and I were recently awarded a 1.25 million dollar 5-year OSEP Personnel Preparation grant to create a Collaborate Intervention Certificate for our two programs. This grant award necessitates two changes in School of Teacher Education (STE) courses presently offered to our School Psychology Students.

Currently, School Psychology students take EEX 5051 and EDG 6415 as part of the pre/co-requisite coursework to obtain state of Florida certification in School Psychology. We need to make a change in these two courses, switching them with two other courses that are part of STE. The proposed changes are as follows:

<b>Current Course</b>	<b>Revised Course</b>
EEX 5051	EEX 6218 - Diag Assess & Intervention Plan in Ex Ed
EDG 6415	EEX 6061 Instructional Strategies Pre-K-6

In light of RtI/MTSS, we believe these two content courses better meet the needs of School Psychology as a Special Education related discipline. **Please share your thoughts regarding these changes. They will be submitted to the Graduate Curriculum and Standards Committee when we submit our proposal to make these changes.**

My Best,

=====

Oliver W. Edwards, Ph.D., NCSP, BCBA-D  
Professor of School Psychology  
Interim Chair, Department of Counselor Education and School Psychology  
Editor-in-Chief, School Psychology Forum: Research in Practice  
A publication of the National Association of School Psychologists

University of Central Florida  
P.O.B. 161250  
Orlando, FL 32816-1250

**To access the UCF School Psychology Program Website click [Here](http://education.ucf.edu/schpsy/index.cfm)**  
<http://education.ucf.edu/schpsy/index.cfm>

**Administrative Staff Phone Number: 407-823-2401**

**To review my Personal Webpage click [Here](http://education.ucf.edu/faculty_detail.cfm?id=315)**  
[http://education.ucf.edu/faculty\\_detail.cfm?id=315](http://education.ucf.edu/faculty_detail.cfm?id=315)

# Graduate Program Revision - College of Community Innovation and Education - Secondary Education MEd

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Summer 2019

**Year:\***

---

**Name of program, track and / or certificate:\*** Secondary Education MEd

---

**Unit(s) Housing Program:**

---

**Type of Action:\***  Program  
 Track  
 Certificate

---

**If you will be submitting other revision forms for tracks or course actions, please list them here:** This revision applies to all tracks in the program - English Language Arts Education, Mathematics Education, Science Education, Social Science Education, and World Languages Education (new).

---

**Is the CIP code being updated?**  Yes  No

---

**If yes, please provide the new CIP code:**

---

**Description:\***

<b>College:</b> <u>Community Innovation and Education</u>	<b>Degree:</b> MED
<b>Department:</b> <u>School of Teacher Education</u>	<b>Option:</b> Nonthesis
<b>Program</b>	
<b>Website:</b> <u>https://ccie.ucf.edu/teachered/secondaryed/</u>	


---

**Rationale:** EME 6602 has prerequisites which students do not meet. The course will be **change changed** to better meet the needs of the students and to eliminate the issue with prerequisites.

---


## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses

available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

### Prospective Curriculum\*

## Program Description

The Master of Education (MEd) program in Secondary Education is designed for professionally certified and experienced educators who want to improve their knowledge and skills in teaching students and colleagues in their content area. Students engage in action research within the walls of their classroom.

Coursework includes secondary education courses as well as content-specific courses in each track.

**This degree does not prepare students for initial, administrative, or supervisory certification.**

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see [Peace Corps Coverdell Fellows](#) for more information about attending graduate school at UCF.

## Curriculum

The Master of Education in Secondary Education program requires a minimum of 33 credit hours beyond the bachelor's degree. Students from all tracks must complete the required 21 credit hours of core courses and culminating experiences. All students complete a capstone research project or thesis, which are course-based action research studies (i.e., application and analysis of the effectiveness of research-based best practices in the classroom). Additional course requirements vary by the student's chosen track.

**Total Credit Hours Required: 33 Credit Hours Minimum beyond the Bachelor's Degree**

This section describes the elements of the curriculum that are in common for all of the tracks.

## Required Courses

## Core: 15 Credit Hours

All students take the Secondary Education core, regardless of their chosen specialization.

\*Must be taken in first semester of the program.

**EDS 5356 Mentoring and Clinical Supervision of Pre-professional Educators**

[Right] \*

**ESE 5344 Managing the Secondary Classroom**

**ESE 6036 Contemporary Issues in Secondary Education**

~~**EME 6602 Integration of Technology into the Learning Environments**~~

**LAE 5496 Disciplinary Literacy in the Content Areas**

**EME 6053 Teaching and Learning with Emerging Technologies**

## Culminating Experience: 6-9 Credit Hours

Students complete either an action research project or a thesis.

**EDF 6472 Data-Driven Decision-Making for Instruction**

[After]

**ESE 6427 Capstone: Action Research in Secondary Education**

[After] LAE, MAE, SCE, or SSE 6971 - Thesis **6 Credit Hours**

[Right] or

## Independent Learning

The MEd requires a course-based action research study and completion of a culminating experience.

## Application Requirements

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

Applicants must choose a track in this program. Track(s) may have different requirements.

## 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.

## Program Tracks

[Secondary Education MEd, English Language Arts Education Track](#)

[Secondary Education MEd, Mathematics Education Track](#)

[Secondary Education MEd, Science Education Track](#)

[Secondary Education MEd, Social Science Education Track](#)

## Contact Info

Graduate Program

**Janet Andreasen PhD**

Associate Lecturer

[janet.andreasen@ucf.edu](mailto:janet.andreasen@ucf.edu)

ED 123-Q

## Graduate Admissions

**Cameron Leonard**[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## 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?

## Future Students

Provide a statement of who is likely to enroll

and why. Please state if there is licensure or certification that depends upon this education, etc.

**Year 1**

**Headcount:**

**SCHs:**

**Year 2**

**Headcount:**

**SCHs:**

**Year 3**

**Headcount:**

**SCHs:**

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

**Year 1**

**Number of assistantship students:**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 2**

**Number of assistantship students**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 3**

**Source of funds:**


**Number of  
assistantship  
students:**

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

**Number of tuition  
remissions:**

**Source of funds:**

## Attachments

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

**Faculty List\***  Attached  Not Applicable

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

## Administration Use Only

**Catalog  
Ownership:**

**Program OID** 7177

**Program Type**

**Degree Type**

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

# Graduate Program Revision - College of Community Innovation and Education - Secondary Education MEd, English Language Arts Education Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

**Proposed Effective Term / Year:** Summer 2019

**Name of program, track and / or certificate:** Secondary Education MEd, English Language Arts Education Track

**Unit(s) Housing Program:**

**Type of Action:**  Program  
 Track  
 Certificate

**If you will be submitting other revision forms for tracks or course actions, please list them here:** Revision to each track (English, Math, Science, Social Science, World Languages (new track)) to change EME 6602 to EME 6053.

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:**


**Description:**

<b>College:</b> <u>Community Innovation and Education</u>	<b>Degree:</b> MEd
<b>Department:</b> <u>School of Teacher Education</u>	<b>Option:</b> Thesis, Nonthesis
<b>Program</b>	
<b>Website:</b> <u>https://ccie.ucf.edu/teachered/secondaryed/</u>	



**Rationale:** EME 6602 has prerequisites which students do not meet. The course will be change to better meet the needs of the students and to eliminate the issue with prerequisites.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

**Prospective Curriculum\***

**Impact on Current Students**

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

**Future Students**

**Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.**

**Year 1**

**Headcount:**

**SCHs:**

**Year 2**

Headcount:

SCHs:

**Year 3**

Headcount:

SCHs:

Indicate likely  
career or student  
outcomes upon  
completion:

Please complete the following section on financial support:

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

**Year 1**

Number of  
assistantship  
students:

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 2**

Number of  
assistantship  
students

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 3**

Number of  
assistantship  
students:


Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

## Attachments

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

**Faculty List\***  Attached  Not Applicable

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

## Administration Use Only

**Catalog Ownership:**

**Program OID** 6954

**Program Type**

**Degree Type**

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



# Graduate Program Revision - College of Community Innovation and Education - Secondary Education MEd, Mathematics Education Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

**Proposed Effective Term / Year:** Summer 2019

**Name of program, track and / or certificate:** Secondary Education MEd, Mathematics Education Track

**Unit(s) Housing Program:**

**Type of Action:**  Program  
 Track  
 Certificate

**If you will be submitting other revision forms for tracks or course actions, please list them here:** Revision to each track (English, Math, Science, Social Science, World Languages (new track)) to change EME 6602 to EME 6053.

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:**

**Description:**

<b>College:</b> <u>Community Innovation and Education</u>	<b>Degree:</b> MEd
<b>Department:</b> <u>School of Teacher Education</u>	<b>Option:</b> Thesis, Nonthesis
<b>Program</b>	
<b>Website:</b> <u>https://ccie.ucf.edu/teachered/secondaryed/</u>	

**Rationale:** EME 6602 has prerequisites which students do not meet. The course will be changed to better meet the needs of the students and to eliminate the issue with prerequisites.



## Follow these steps to propose courses to the revised program curriculum:

### Step 1



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

### Step 2

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

**Prospective Curriculum\***

## Impact on Current Students

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

## Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

### Year 1

Headcount:

SCHs:

### Year 2

Headcount:

SCHs:

**Year 3**

Headcount:

SCHs:

Indicate likely  
career or student  
outcomes upon  
completion:

Please complete the following section on financial support:

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

**Year 1**

Number of  
assistantship  
students:

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 2**

Number of  
assistantship  
students

Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

**Year 3**

Number of  
assistantship  
students:


Source of funds:

Number of  
fellowship  
students (specify  
fellowship):

Number of tuition  
remissions:

Source of funds:

## Attachments

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

**Faculty List\***  Attached  Not Applicable

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

## Administration Use Only

**Catalog Ownership:**

**Program OID** 6955

**Program Type**

**Degree Type**

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

# Graduate Program Revision - College of Community Innovation and Education - Secondary Education MEd, Science Education Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

**Proposed Effective Term / Year:** Summer 2019

**Name of program, track and / or certificate:** Secondary Education MEd, Science Education Track

**Unit(s) Housing Program:**

**Type of Action:**  Program  
 Track  
 Certificate

**If you will be submitting other revision forms for tracks or course actions, please list them here:** Revision to each track (English, Math, Science, Social Science, World Languages (new track)) to change EME 6602 to EME 6053.

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:**


**Description:**

<b>College:</b> <u>Community Innovation and Education</u>	<b>Degree:</b> MEd
<b>Department:</b> <u>School of Teacher Education</u>	<b>Option:</b> Thesis, Nonthesis
<b>Program</b>	
<b>Website:</b> <a href="https://ccie.ucf.edu/teachered/secondaryed/">https://ccie.ucf.edu/teachered/secondaryed/</a>	



**Rationale:** EME 6602 has prerequisites which students do not meet. The course will be change to better meet the needs of the students and to eliminate the issue with prerequisites.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

**Prospective Curriculum\***

## Track Description

The Science Education track in the Secondary Education MEd program is designed to meet the advanced knowledge and skill needs of certified secondary science teachers, enabling them to expand their subject matter knowledge and professional teaching skills.

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see [Peace Corps Coverdell Fellows](#) for more information about attending graduate school at UCF.

## Curriculum

The Science Education track in the Secondary Education MEd program requires 21 credit hours of core courses, including completion of a capstone research project or thesis. In addition, students take 12 credit hours of specialization courses.

**Total Credit Hours Required: 33-36 Credit Hours Minimum beyond the Bachelor's Degree**

## Required Courses: 33-36 Credit Hours

## Core: 15 Credit Hours

All students take the Secondary Education core, regardless of their chosen specialization.

\*Must be taken in first semester of the program.

**EDS 5356 Mentoring and Clinical Supervision of Pre-professional Educators**



**[Right] \***

**ESE 5344 Managing the Secondary Classroom**

**ESE 6036 Contemporary Issues in Secondary Education**

**EME 6602 Integration of Technology into the Learning Environments**

**EME 6053 Teaching and Learning with Emerging Technologies**

**LAE 5496 Disciplinary Literacy in the Content Areas**

## **Culminating Experience: 6-9 Credit Hours**

Students complete either an action research project or a thesis.

**EDF 6472 Data-Driven Decision-Making for Instruction**

**ESE 6427 Capstone: Action Research in Secondary Education**

**[Right] or LAE, MAE, SCE, or SSE 6971 Thesis 6 Credit Hours**

## **Specialization: 12 Credit Hours**

Select two of the following courses:

**SCE 5836 Space and Physical Science for Educators**

**ISC 6146 Environmental Education for Educators**

**IDS 6516 Leadership Development for Mathematics and Science Teachers**

**IDS 6937 Teaching Mathematics and Science Using Reform-Based Practices**

**IDS 6939 Reforming Curriculum in Mathematics and Science Education**

**Select two courses in one of the following graduate science content areas:**

## **Biology Focus**

**HUN 5247 Principles of Human Nutrition**

**IDS 5127 Foundation of Bio-Imaging Science**

**BCH 6740 Advanced Biochemistry**

**[After]**

Any graduate-level course with prefix BSC, HSC, MCB, PCB, or ZOO

## Chemistry Focus

**BCH 6740 Advanced Biochemistry**

**HUN 5247 Principles of Human Nutrition**

**[After]** Any graduate-level course with prefix CHM or CHS

## Physics Focus

Any graduate-level course with prefixes AST, OSE, PHY, or PHZ

## Independent Learning

The MEd requires a course-based action research study and completion of a capstone experience (research report or thesis).

## 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.

Evidence of eligibility for a professional teaching certificate in Florida in related area and/or sustained teaching experience within schools/colleges (approved by track coordinator).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with

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

## Application Deadlines

Science Education	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
International Applicants	Jan 15	Jan 15	Jul 1	Nov 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

## Graduate Program

### **Malcolm Butler PhD**

Associate Professor

[malcolm.butler@ucf.edu](mailto:malcolm.butler@ucf.edu)

Telephone: 407-823-3272

ED 322-T

## Graduate Admissions

### **Cameron Leonard**

[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

## 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?

## Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

### Year 1

Headcount:

SCHs:

### Year 2

Headcount:

SCHs:

### Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

### Year 2

Number of assistantship students

Source of funds:

Number of fellowship students (specify fellowship):

Source of funds:

Number of tuition remissions:

**Year 3**

Number of assistantship students:

Source of funds:

Number of fellowship students (specify fellowship):

Number of tuition remissions:

Source of funds:

**Attachments**

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

Faculty List\*  Attached  Not Applicable

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

**Administration Use Only**

Catalog Ownership:

Program OID 6956

Program Type

Degree Type

Status\*  Active-Visible  Inactive-Hidden

# Graduate Program Revision - College of Community Innovation and Education - Secondary Education MEd, Social Science Education Track

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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



**Proposed Effective Term / Year:\*** Summer 2019

**Name of program, track and / or certificate:\*** Secondary Education MEd, Social Science Education Track

**Unit(s) Housing Program:**

**Type of Action:\***  Program  
 Track  
 Certificate

**If you will be submitting other revision forms for tracks or course actions, please list them here:** Revision to each track (English, Math, Science, Social Science, World Languages (new track)) to change EME 6602 to EME 6053.

**Is the CIP code being updated?**  Yes  No

**If yes, please provide the new CIP code:**


**Description:\***

<b>College:</b> <u>Community Innovation and Education</u>	Degree: MEd
<b>Department:</b> <u>School of Teacher Education</u>	Option: Thesis, Nonthesis
<b>Program Website:</b> <a href="https://ccie.ucf.edu/teachered/secondaryed/">https://ccie.ucf.edu/teachered/secondaryed/</a>	



**Rationale:** EME 6602 has prerequisites which students do not meet. The course will be change to better meet the needs of the students and to eliminate the issue with prerequisites.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

### Prospective Curriculum\*

## Track Description

The Social Science Education track in the Secondary Education MEd program is designed to meet advanced knowledge and skill needs of the Social Science classroom teacher.

This graduate program partners with the Peace Corps Paul D. Coverdell Fellows Program. If you are a returning Peace Corps volunteer, see [Peace Corps Coverdell Fellows](#) for more information about attending graduate school at UCF.

## Curriculum

The Social Science Education track in the Secondary Education MEd program requires 21 credit hours of core courses, including completion of a capstone research project or thesis. In addition, students take 12 credit hours of specialization courses.

**Total Credit Hours Required: 33-36 Credit Hours Minimum beyond the Bachelor's Degree**

## Required Courses: 33-36 Credit Hours

## Core: 15 Credit Hours

All students take the Secondary Education core, regardless of their chosen specialization.

\*Must be taken in first semester of the program.

**EDS 5356 Mentoring and Clinical Supervision of Pre-professional Educators**  
[Right] \*

**ESE 5344 Managing the Secondary Classroom**  
**ESE 6036 Contemporary Issues in Secondary Education**  
~~**EME 6602 Integration of Technology into the Learning Environments**~~  
**EME 6053 Teaching and Learning with Emerging Technologies**  
**LAE 5496 Disciplinary Literacy in the Content Areas**

## **Culminating Experience: 6-9 Credit Hours**

Students complete either an action research project or a thesis.

**EDF 6472 Data-Driven Decision-Making for Instruction**

[After]

**ESE 6427 Capstone: Action Research in Secondary Education**

[After] LAE, MAE, SCE, or SSE 6971 Thesis **6 Credit Hours**

[Right] or

## **Specialization: 12 Credit Hours**

Students take four of the following courses:

**SSE 5391 Global Education: Theory and Practice**

**SSE 5776 Democracy and Education**

**SSE 6348 Foundations and Fundamentals of Teaching History in the K-12 Classroom**

**SSE 6388 Digital History in the K-12 Classroom**

**SSE 6387 Teaching with Film**

**SSE 6396 Teaching with Primary Sources in the History Classroom**

**SSE 6636 Contemporary Social Science Education**

## **Independent Learning**

The MEd requires a course-based action research study and completion of a capstone experience (research report or thesis).

## **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.

Evidence of eligibility for a professional teaching certificate in Florida in related area and/or sustained teaching experience within schools/colleges (approved by track coordinator).

Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from [World Education Services \(WES\)](#) or [Josef Silny and Associates, Inc.](#) only.

## Application Deadlines

Social Science Education	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
International Applicants	Jan 15	Jan 15	Jul 1	Nov 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

### Graduate Program

**Scott Waring PhD**

Associate Professor

[socscied@ucf.edu](mailto:socscied@ucf.edu)

Telephone: 407-823-1766

ED 206J

### Graduate Admissions

**Cameron Leonard**

[gradadmissions@ucf.edu](mailto: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](mailto: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](mailto:finaid@ucf.edu)

<http://finaid.ucf.edu>

**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?

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

#### Year 1

Headcount:

SCHs:

#### Year 2

Headcount:

SCHs:

#### Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

#### Year 1

Number of assistantship students:

Source of funds:

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

**Number of tuition remissions:**

**Source of funds:**

**Year 2**

**Number of assistantship students**

**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Year 3**

**Number of assistantship students:**


**Source of funds:**

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

**Number of tuition remissions:**

**Source of funds:**

**Attachments**

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

**Faculty List\***  Attached  Not Applicable

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

**Administration Use Only**

**Catalog Ownership:**



**Program OID** 6957

**Program Type**

**Degree Type**

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

# Graduate Program Revision - College of Community Innovation and Education - World Languages Education - Languages Other Than English (LOTE) Graduate Certificate

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

**Proposed Effective Term / Year:** Summer 2019

**Name of program, track and / or certificate:** World Languages Education - Languages Other Than English (LOTE) Graduate Certificate

**Unit(s) Housing Program:** **School of Teacher Education**

**Type of Action:**  Program  
 Track  
 Certificate

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

**Is the CIP code being updated?**

**Activity Log**

Janet Andreasen

+ No

Yes  No

**If yes, please provide the new CIP code:**

**Description:**

**College:** Community Innovation and Education

**Degree:** CRT

**Department:** School of Teacher Education

**Program Website:**

**Rationale:** **The program has requested a new course, FLE 5340, with a K-12 focus to replace existing elementary and secondary courses. That new course will be used in the certificate.**

## Follow these steps to propose courses to the revised program curriculum:



### Step 1



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

going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

## Step 2

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

### Prospective Curriculum\*

## Program Description

The World Languages Education - Languages Other Than English (LOTE) graduate certificate builds knowledge and skills in teaching and assessing academic subjects and supporting second language acquisition and literacy for teaching languages other than English. The graduate certificate is well suited for students pursuing a graduate degree in a language other than English or for students with graduate standing who are proficient in a LOTE that they would like to teach.

Students who successfully complete this graduate certificate can expect to increase their marketability in careers that include educational components such as instructing, training and lecturing. This graduate certificate is designed to promote student success in instructional settings, particularly in the PreK-12 school setting, but does not directly qualify students for teacher certification. Courses used to earn this certificate may not also be used to earn the World Languages Education - English for Speakers of Other Languages (ESOL) graduate certificate.

## Curriculum

The World Languages Education, Languages Other Than English (LOTE) graduate certificate builds knowledge and skills in teaching and assessing academic subjects and supporting second language acquisition and literacy for teaching languages other than English. The graduate certificate is well suited for students pursuing a graduate degree in a language other than English or for students with graduate standing who are proficient in a LOTE that they would like to teach. To earn the certificate, students complete four required courses (12 credit hours total).

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

## Required Courses: 12 Credit Hours

**TSL 5085 Teaching Language Minority Students in K-12 Classrooms**

**TSL 6250 Applied Linguistics in ESOL**

~~[Right]~~ or

[Right] or **Choose two from the list:**

~~FLE 5331 Foreign Language Methods at the Secondary Level~~

**FLE 5340 TEACHING WORLD LANGUAGES IN K-12 SCHOOLS**

**TSL 5345 Methods of ESOL Teaching**

~~FLE 5335 Foreign Language Methods at the Elementary Level~~

~~[Right]~~ or

**TSL 6379 Second Language Literacy**

**FLE 6695 Professional Development in Foreign Language Education**

## Application Requirements

Admission is open to those with a bachelor's degree from a regionally accredited institution. An application to the graduate certificate program and official transcripts must be submitted. Applicants must apply online. All requested materials must be submitted by the established deadline.

## Application Deadlines

World Languages Education - Languages Other Than English (LOTE) Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 1	Dec 1	Apr 1
International Applicants	-	-	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

## Contact Info

## Graduate Program

**Michele Regalla PhD**

Assistant Professor

**[Michele.Regalla@ucf.edu](mailto:Michele.Regalla@ucf.edu)**

Telephone: 4074823-0074

ED 122A

## Graduate Admissions

**Cameron Leonard**

**[gradadmissions@ucf.edu](mailto:gradadmissions@ucf.edu)**

Telephone: 407-823-2766

Millican Hall 230

**[Online Application](#)**

**[Graduate Admissions](#)**

**Mailing Address**

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

**Institution Codes**

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

### Impact on Current Students

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

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

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

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

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

**Students interested in teaching languages other than English will be likely to enroll in this certificate. It is also being included as a track in the Secondary Education MEd which will allow the certificate students to add on the full master's program.**

#### Year 1

Headcount:

SCHs:

#### Year 2

Headcount:

SCHs:

#### Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:

Please complete the following section on financial support:

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

### Year 1

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>


### Year 2

<b>Number of assistantship students</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

### Year 3

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

## Attachments

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

<b>Faculty List*</b> <input type="radio"/> Attached <input checked="" type="radio"/> Not Applicable
<b>Support from involved units that no</b> <input type="radio"/> Attached <input checked="" type="radio"/> Not Applicable



duplication  
exists\*

### Administration Use Only

Catalog  
Ownership:

Program OID 6908

Program Type

Degree Type

Status\*  Active-Visible  Inactive-Hidden

# Graduate Program Revision - Nicholson School of Communication and Media - Digital Media MA

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an *Acalog Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


Program Type:\*  Program  
 Shared Core

Proposal Type:\*

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner. FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

College:\*

Unit / Department / College:\*

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Fall 2019

Year:\*

Name of program,  
track and / or  
certificate:\*Digital Media MA, ~~Visual Language and Interactive Media Track~~Unit(s) Housing  
Program:

Games and Interactive Media

Type of Action:\*

 Program Track CertificateIf you will be  
submitting other  
revision forms for  
tracks or course  
actions, please list  
them here:

~~Redesign Objectives As a faculty we have found four significant problems with the existing graduate curriculum for the M. A. in Digital Media—Visual Language and Interactive Media. They are: 1. Existing course descriptions and titles are vague, which leads In addition to confusion and unclear expectations. 2. Students come from a wide variety of backgrounds and have difficulty getting up to speed with the tools of interactive media, which ultimately manifests in their final work lacking polish. 3. Interactive media is a hybrid discipline that utilizes both mixed methods research techniques and creative practice. Existing curriculum does not facilitate students developing a significant multi-semester creative project. 4. Existing courses appear as islands of knowledge with little congruent flow between them. To address these issues this program revision, our we will be submitting new curriculum proposal includes: 1. Revised course descriptions and titles or revised syllabi for increased clarity each of course outcomes. 2. Introduction of new courses to be taken the classes in the first semester that emphasize the tools and techniques of interactive aesthetics and computation. 3. A conversion of revised road map for the previous exam track to an applied project track with studio courses program listed below except for those students interested in developing a refined creative project. The thesis track remains for students interested in a research-based approach. 4. Integration of a clearly-timed progression through the two-year program. There is a solid foundational first year and research/project tracks with electives and contemporary topics in the second year. Overview which are listed below that are not changing: All courses are 3 credits; 36 hour degree~~

Year One

Fall :

DIG 6647: History and Theory of Interactive Media (renamed course)

DIG 5487: Media Aesthetics (renamed course)

DIG ~~5XXX~~ 5508: Programming for Digital Media (new course)

Spring :

DIG 6551: Theory and Practice of Interactive Storytelling (renamed course)

DIG 6136: Design for Interactive Media (renamed course)

DIG 6825: Research Methods for Interactive Media (renamed course)

**Year Two**

**Fall :**

DIG 6971: Thesis or DIG ~~6XXX~~ 6571: Studio 1 (Studio 1 is new course)

DIG ~~6XXX~~ 6814: Contemporary Topics in Interactive Media (new course)

Elective (any COM, DIG, FIL prefix or other as approved by graduate coordinator)

**Spring :**

DIG 6971: Thesis or DIG ~~6XXX~~ 6572: Studio 2 (Studio 2 is new course)

DIG ~~5XXX~~ 55831: Computational Media (new course)

Elective (any COM, DIG, FIL prefix or other as approved by graduate coordinator)

**Electives\***

DIG 6812: Digital Interaction for Informal Learning

DIG 6432: Transmedia Story Creation

\*Note: These courses are being offered as electives because they are required by other programs.

Is the CIP code being updated?  Yes  No

If yes, please provide the new CIP code:

**Description:\***

<b>College:</b> <u>Arts and Humanities</u>	<b>Degree:</b> MA
<b>Department:</b> <del>Nicholson</del> School of <del>Visual Arts Communication</del> and <del>Design Media</del>	<b>Option:</b> Thesis, Nonthesis
<b>Program Websites:</b> <del><a href="http://svad.cah.ucf.edu/programs.php#graduate">http://svad.cah.ucf.edu/programs.php#graduate</a></del> <del><a href="http://communication.ucf.edu">http://communication.ucf.edu</a></del>	

**Rationale:** **The revised curriculum proposal includes:**

Eliminating the Visual Language and Interactive Media Track after the degree program name Digital Media MA as there has only been this one program/track.

Revised course descriptions and titles for increased clarity of course outcomes.

Introduction of new courses to be taken in the first semester that emphasize the tools and techniques of interactive aesthetics and computation .

A conversion of the previous exam track to an applied project track with studio courses for those students interested in developing a refined creative project. The thesis track remains for students interested in a research-based approach.

Integration of a clearly-timed progression through the two-year program. There is a solid foundational first year and research/project tracks with electives and contemporary topics in the second year.

(See below for further details below on the description and rationale for the changes).

#### **Description:**

The M. A. program in Digital Media engages students in theoretical frameworks, methods, and critical media practice related to computational, interactive media. Through rigorous creative and research projects, the M. A. prepares students for continued study in a Ph. D. program or employment within the industry. Working closely with an innovative faculty and technology partnerships in downtown Orlando, students will employ emerging technologies to communicate interactive narratives and experiences, while also producing cutting-edge research in interactive media.

The Digital Media M. A. combines theory and practice to train the next generation of interactive media scholars and practitioners. Part of the first wave of UCF's state-of-the-art downtown campus, students in this program have unique opportunities to participate in socially impactful research and artistic production. In the first year, students gain an introduction to aesthetic, theoretical, programming, and design approaches to interactive media, while gaining valuable foundations in research and storytelling. In the second year, students either pursue a thesis or creative studio production path, while learning about contemporary topics and emerging Artificial Intelligence (AI) research and design. Throughout the program, students are encouraged to create portfolio-ready pieces and/or present their work at conferences, thus preparing them for future professional, artistic, and scholarly success at the forefront of interactive media.

The program focuses on the following areas:

**Theory and Practice** : The program trains students to pair theory and practice, regardless of the path they choose through the program. Students will learn to develop theoretically sophisticated creative works, and to pair creativity with research. This is accomplished through providing students with a solid foundation in aesthetic, design, programming, and theoretical approaches.

**Narrative and Experience Design** : The program also emphasizes interactive storytelling and an understanding of how to design compelling experiences specifically for interactive media. This is accomplished through coursework on these subjects, and the time allotted in the program's plan of study for students to develop in-depth creative and research projects that put the concepts learned in coursework into play.

**Social Impact** : The M. A. in Digital Media also takes advantage of the creative, research, and business opportunities available through the program's downtown Orlando location to provide students with a range of real-world, socially impactful research and creative experiences. Course projects, and students' own creative and research work, benefit from the social, cultural, and economic context of a thriving downtown sector.

**Professional and Scholarly Outcomes** : The M. A. program offers two equally in-depth and rigorous tracks—the Thesis or Creative Studio Production paths. The required coursework provides the foundational skills and knowledge needed for students to create exhibition or publication-ready projects.

**This new curriculum is intended for a Fall 2019 launch, but faculty should be aware that the students who are entering their second year of coursework at that time will be following the previous curriculum unless arrangements are made on a case-by-case basis for substitutions.**

### **Redesign Objectives**

**As a faculty we have found four significant problems with the existing graduate curriculum for the M. A. in Digital Media – Visual Language and Interactive Media. They are:**

- 1. Existing course descriptions and titles are vague , which leads to confusion and unclear expectations.**
- 2. Students come from a wide variety of backgrounds and have difficulty getting up to speed with the tools of interactive media, which ultimately manifests in their final work lacking polish.**
- 3. Interactive media is a hybrid discipline that utilizes both mixed methods research techniques and creative practice. Existing curriculum does not facilitate students developing a significant multi-semester creative project .**

**4. Existing courses appear as islands of knowledge with little congruent flow between them. To address these issues, our new curriculum proposal includes:** 1. Revised course descriptions and titles for increased clarity of course outcomes. 2. Introduction of new courses to be taken in the first semester that emphasize the tools and techniques of interactive aesthetics and computation. 3. A conversion of the previous exam track to an applied project track with studio courses for those students interested in developing a refined creative project. The thesis track remains for students interested in a research-based approach. 4. Integration of a clearly timed progression through the two-year program. There is a solid foundational first year and research/project tracks with electives and contemporary topics in the second year.

**With these redesign objectives in place, students will achieve the following learning outcomes upon completion of the Digital Media MA program:**

**Develop and synthesize theoretical frameworks for understanding technical, aesthetic, and historical approaches to digital media.**

**Acquire fundamental knowledge of coding for interactive environments.**

**Create compelling, interactive narratives across various media platforms.**


**Understand and implement a range of methodologies for both research and artistic production.**

**Integrate cutting-edge research and modes of critical media practice.**

**Explore and experiment with novel techniques for interactive media including machine learning, physical computing, and virtual/augmented reality.**


## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

Click on  "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses

available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

**Prospective Curriculum\***

### Impact on Current Students

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

### Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Students from multiple programs: Digital Media, Art, Graphic Design, Communication, Film, and related media and arts disciplines will be interested in the degree.

#### Year 1

Headcount:

SCHs:

#### Year 2

Headcount:

SCHs:



**Year 3**

<b>Headcount:</b>	<b>SCHs:</b>
<b>Indicate likely career or student outcomes upon completion:</b>	

Please complete the following section on financial support:

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

**Year 1**

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

**Year 2**

<b>Number of assistantship students</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

**Year 3**

<b>Number of assistantship students:</b>	<b>Source of funds:</b>
<b>Number of fellowship students (specify fellowship):</b>	
<b>Number of tuition remissions:</b>	<b>Source of funds:</b>

**Attachments**

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

**Faculty List\***  Attached  Not Applicable

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

### Administration Use Only

**Catalog Ownership:**

**Program OID** 1745

**Program Type**

**Degree Type**

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

**Graduate Faculty**

Joseph Fanfarelli

Maria Harrington

Emily Johnson

Eddie Lohmeyer

Rudy McDaniel

Matthew Mosher

Eric Murnane

John Murray

Anastasia Salter

Maria Cristina Santana

Peter Smith

Mel Stanfill

Natalie Underberg-Goode

## Emily Stettner

---

**From:** Lynn Hepner  
**Sent:** Tuesday, December 11, 2018 1:42 PM  
**To:** Emily Stettner  
**Cc:** Trisha Farmer; Robert Littlefield  
**Subject:** RE: NSCM grad curriculum update  
**Attachments:** Emerging Media MFA- Feature Film Production revision\_lmh\_rev.pdf

Hi, Emily, the MA in DM looks fine: I added several comments to the MFA in Film to correct inaccuracies and to shorten the rationale. Otherwise, it, too, looks good.

Lynn McConnell Hepner  
Associate Dean, Academic Programs  
College of Arts & Humanities  
University of Central Florida  
P. O. Box 161990  
Orlando, Florida 32816-1990  
P: 407-823-2251  
F: 407-823-5156  
[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)

---

**From:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Sent:** Monday, December 03, 2018 2:43 PM  
**To:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>; Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Subject:** RE: NSCM grad curriculum update

Hello Lynn,

I received a reply from DigArc and a custom route for these two proposals is not possible in Curriclog because the custom route feature was enabled after the proposals were launched. A solution is for you to review outside of Curriclog. I have printed the proposals to PDF. Please see attached. I included all of the comments and workflow votes.

Please reply to my email with your approval and any comments that you may have. I will then print your email to a PDF and attach it to the proposals for record-keeping.

Dr. Littlefield also contacted me about other proposals for your review. I have approved the custom route to you. Those proposals should appear in your My Tasks area now.

Thanks,  
Emily

---

**From:** Lynn Hepner  
**Sent:** Monday, December 03, 2018 10:38 AM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>  
**Subject:** Re: NSCM grad curriculum update

Thanks, Emily. Your submission deadline isn't until 12/21 so we'll be fine.

Sent from my iPhone

On Dec 3, 2018, at 9:41 AM, Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)> wrote:

Hi Lynn,

I tried to custom route the two proposals to you and ran into some issues. I have put in a help ticket to DigArc. I will let you know as soon as the issue is resolved. They are usually pretty quick to respond.

Thanks!  
Emily

---

**From:** Lynn Hepner  
**Sent:** Friday, November 30, 2018 1:16 PM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>  
**Subject:** FW: NSCM grad curriculum update

Hi, Emily, see Robert Littlefield's concern below. The two programs (also highlighted below) need to be custom routed for my approval before coming to you. Is the easiest solution to have you kick back to him and then he creates the custom route to me?

Lynn McConnell Hepner  
Associate Dean, Academic Programs  
College of Arts & Humanities  
University of Central Florida  
P. O. Box 161990  
Orlando, Florida 32816-1990  
P: 407-823-2251  
F: 407-823-5156  
[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)

---

**From:** Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Sent:** Thursday, November 29, 2018 10:19 PM  
**To:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Cc:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>; Keisha Hoerrner <[Keisha.Hoerrner@ucf.edu](mailto:Keisha.Hoerrner@ucf.edu)>  
**Subject:** Re: NSCM grad curriculum update

Lynn,

**Grad Program: Digital Media MA and Emerging Media MFA: Feature Film Production.**

Thanks for being on the lookout.

Robert Littlefield

---

**From:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Date:** Thursday, November 29, 2018 at 10:09 PM  
**To:** Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Cc:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>, Keisha Hoerrner

<[Keisha.Hoerrner@ucf.edu](mailto:Keisha.Hoerrner@ucf.edu)>

**Subject:** Re: NSCM grad curriculum update

Hi, all, what were the two items so I can be on the lookout?

Sent from my iPhone

On Nov 29, 2018, at 10:07 PM, Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)> wrote:

November 29, 2018

Dear Colleagues:

Two of the items in curriculog that I thought should be routed to the college did not allow me that option. When I attempted to forward them, they appear to have gone directly to the next level. My intention was for them to be routed to Lynn. Please be advised to keep on the lookout for two items that should have been routed to the College of Arts and Humanities.

Thank you.

Robert Littlefield

---

**From:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>

**Date:** Thursday, November 29, 2018 at 2:35 PM

**To:** Bridget Rubenking <[Bridget.Rubenking@ucf.edu](mailto:Bridget.Rubenking@ucf.edu)>, Joseph Fanfarelli <[Joseph.Fanfarelli@ucf.edu](mailto:Joseph.Fanfarelli@ucf.edu)>, Richard Gula <[Richard.Gula@ucf.edu](mailto:Richard.Gula@ucf.edu)>, Lisa Mills <[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)>, Timothy Sellnow <[Timothy.Sellnow@ucf.edu](mailto:Timothy.Sellnow@ucf.edu)>, Natalie Underberg-Goode <[Natalie.Underberg-Goode@ucf.edu](mailto:Natalie.Underberg-Goode@ucf.edu)>, Nan Yu <[Nan.Yu@ucf.edu](mailto:Nan.Yu@ucf.edu)>, Rudy McDaniel <[rudy@ucf.edu](mailto:rudy@ucf.edu)>, Melissa Dodd <[Melissa.Dodd@ucf.edu](mailto:Melissa.Dodd@ucf.edu)>, Shameika Daye <[sdaye@ucf.edu](mailto:sdaye@ucf.edu)>, Kim Tuorto <[Kim.Tuorto@ucf.edu](mailto:Kim.Tuorto@ucf.edu)>, Rebecca Morales Magsino <[Rebecca.Morales@ucf.edu](mailto:Rebecca.Morales@ucf.edu)>, Kelsey Loftus <[Kelsey.Loftus@ucf.edu](mailto:Kelsey.Loftus@ucf.edu)>

**Cc:** Anastasia Salter <[anastasia@ucf.edu](mailto:anastasia@ucf.edu)>, Deanna Sellnow <[Deanna.Sellnow@ucf.edu](mailto:Deanna.Sellnow@ucf.edu)>, Gary Rhodes <[Gary.Rhodes@ucf.edu](mailto:Gary.Rhodes@ucf.edu)>, Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>, Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>, Tosha Dupras <[Tosha.Dupras@ucf.edu](mailto:Tosha.Dupras@ucf.edu)>

**Subject:** NSCM grad curriculum update

Hi all—

Just following up after a productive NSCM Graduate Curriculum Committee meeting yesterday – please find the minutes attached. **Robert**, will you please review in Curriculog and advance the proposals to either Lynn or Tosha as appropriate? This includes the MMC 6445 which needs to be re-routed to Tosha. **Lynn and Tosha** could you keep us posted as to whether these proposals will appear on the college agendas or advance to university review? We will be sure there are representatives from the school at the appropriate meetings to advocate for the proposals. Thanks for all the hard work and help, all – I really appreciate all the hard work and support!

-Lindsay

[NSCMgrad 11.28.18.docx](#)

**Lindsay Neuberger, Ph.D.**

Associate Professor and Associate Director for Academic Programs

Nicholson School of Communication and Media, Dept of Communication

University of Central Florida

# Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

2018-2019 Graduate Program Revision/Reactivation

## General Catalog Information

Select *Program* below, unless creating an Acalog *Shared Core*.


A *Shared Core* is a set of curriculum set up in the online catalog (Acalog) to serve multiple program pages. For more information, contact the Curriculum Specialist.


**Program Type:\***  Program  
 Shared Core

**Proposal Type:\***

## \*\*Read before you begin\*\*

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

IMPORT curriculum data from the Catalog by clicking  in the top left corner.  
 FILL IN all fields required marked with an \* after importing data. You will not be able to launch the proposal without completing required fields.

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

**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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



**Proposed Effective Term / Year:** Fall 2019

**Name of program, track and / or certificate:** Emerging Media MFA, ~~Entrepreneurial Digital Cinema Track -Film-Feature Film Production~~

**Unit(s) Housing Program:**

**Type of Action:**  Program  
 Track  
 Certificate

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

**Is the CIP code being updated?**

**Activity Log**

Lisa Mills

+ No

Yes  No

**If yes, please provide the new CIP code:**

**Description:**

College: <del>Arts and Humanities</del>	Degree: MFA
Department: <del>Nicholson School of Visual Arts Communication and Design-Media</del>	Option: Thesis
Program Websites: <del><a href="http://svad.cah.ucf.edu/programs.php#graduate">http://svad.cah.ucf.edu/programs.php#graduate</a></del> <a href="https://communication.ucf.edu/degree/entrepreneurial-digital-cinema/">https://communication.ucf.edu/degree/entrepreneurial-digital-cinema/</a>	

**Rationale:**

**Our rationale for revising ~~our Film~~ the Emerging Media MFA Program-Entrepreneurial Digital Cinema (now Emerging Media MFA-Feature Film Production) lies in two recent developments.**

~~First, we received an Academic Program Review in 2015-2016 from consultants who stated that the MFA in film which had been thriving and attracting students with its emphasis on microbudget feature filmmaking was damaged when it became merged with Art and Digital media as a track inside the Emerging Media MFA. Consultants noted the decline in enrollment since that merger and a close examination of the resulting curriculum found that more than 50% of the courses offered were in art and digital media, rather than film. In response to this first development, we We wish to revise the program and return it to its roots align with~~

~~recommendations from consultants during program review, by offering all film courses with available electives a greater emphasis (and more in-depth courses) in all film and film production. Art and digital media courses may be taken as external electives.~~

~~Second Also, the film BA and BFA degrees in production moved this year out of the School of Visual Arts and Design into the new Department of Film and Mass Media within the new Nicholson School of Communication and Media. In response to this second development, we We wish to re-align our MFA program and situate it with its sister undergraduate degrees in the new department and school.~~

At least four top universities in the US offer a three-year MFA experience but UCF is unique and very attractive in that *it is one of only two program in the US offering students the opportunity to develop, direct and distribute their own feature length film or equivalent body of work.* Our entrepreneurial independent micro budget approach to filmmaking guides students in the valuable process of bringing *their own feature film* into development, raising their own funding, engaging in guerilla marketing and distribution practices, and *ultimately controlling their own intellectual property.* Critical to student success is the ability to have three years to finish the preproduction, production, and post-production processes detailed below.

**Year one (fall/spring): Preproduction**

**Courses:** Theory, research, screenplay refinement, independent micro budget paradigms

**Objectives:** complete screenplay, develop marketing and distribution strategy

**Year two (fall/spring/summer): Production**

**Courses:** Advanced directing, entrepreneurial practices, visualization, guerilla marketing

**Objectives:** design production, identify crew (from BFA program), identify cast, begin fundraising, shoot film

**Year three (fall/spring): Post production**

**Courses:** Electives and Thesis


**Objectives:** edit film, complete fundraising, get guerilla marketing and distribution plans up and running

~~This three-year experience is what distinguishes our graduate program from our undergraduate, in which film BFA students make only short films. On Friday, November 11, 2016 in Los Angeles I met with three recent UCF Film BFA graduates who are making a living working in Hollywood's entertainment industry. When I asked them what we did right, and how they were prepared for finding work in LA all three replied "the way I got my job was I told them I had worked on a UCF MFA student's feature~~



~~length film in college.” Clearly, having a film MFA program not only prepares graduate students for work, it has a positive impact on the success of our undergraduates. While we have MFA graduates working in the film industry we also have many in teaching positions across the US. Having a three-year program affords students the time to learn how to be teachers. It provides the program with graduate teaching assistants who gain valuable experience teaching large lecture courses with online components, thus strengthening their CVs and giving them an “edge” when applying for tenure track teaching positions. In conclusion, when we look at the strengths our program has to offer and the two recent developments that support its revision and realignment, we feel there is more than ample reason to submit this program revision.~~

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

**Prospective Curriculum\***

## Impact on Current Students

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

**This change will be helpful to students because it reduces the overall number of credits required for the degree and opens up more flexibility for them to take internal and external electives that have not been available to them before.**

## Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

**The ~~M.F.A.~~ Emerging Media MFA in – Feature Film Production is not duplicated in any other institution of higher education in Florida and only one other Film MFA program in the nation advertises that its students may complete a feature length film for their thesis project. The program has a track record of 3-year degree completion with feature length films that are successful in screening at film festivals and obtaining national distribution. This degree takes advantage of its unique location in Orlando amidst a thriving creative, business, and high-tech environment, providing an intensive program leading to what is recognized as the terminal degree in the creative fields. Therefore, we expect applicants to be highly motivated to enter this well-placed professional program in order to elevate and refine their ability to combine artistry with entrepreneurship in the creation of their own microbudget digital feature film. ~~It will prepare them to continue their career in independent filmmaking and convergent technologies or begin a new academic career qualified to apply for tenure-earning positions.~~**

### Year 1

Headcount: **6 11**

SCHs: **220**

### Year 2

Headcount: **15**

SCHs: **300**

### Year 3

Headcount: **18**

SCHs: **320**

Indicate likely career or student outcomes upon completion:

**This degree prepares its graduates to continue their career in independent filmmaking and convergent technologies or begin a new academic career qualified to apply for tenure-earning positions.**

Please complete the following section on financial support:

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

**Year 1**

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>2 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
-------------------------------	------------------

**Year 2**

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>2 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
-------------------------------	------------------


**Year 3**

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>3 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
-------------------------------	------------------

**Attachments**

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

Faculty List* <input type="radio"/> Attached <input checked="" type="radio"/> Not Applicable
--

Support from involved units that no	Activity Log
Lisa Mills	

duplication exists\* **+ Attached**  
**- Not Applicable**

Attached  Not Applicable

### Administration Use Only

Catalog Ownership: School of Visual Arts and Design

Program OID 1760

Program Type Master of Fine Arts

Degree Type Master of Fine Arts

Status\*  Active-Visible  Inactive-Hidden

# Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

2018-2019 Graduate Program Revision/Reactivation

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 Shared Core

**Proposal Type:\***

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**College:\***

**Unit / Department / College:\***

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being added to the program, one form must be submitted for EACH program and the track(s).

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

Proposed Effective Term / Year: \* Fall 2019

Name of program, track and / or certificate: \* Emerging Media MFA, ~~Entrepreneurial Digital Cinema Track -Film-Feature Film Production~~

Unit(s) Housing Program:

Type of Action: \*  Program  
 Track  
 Certificate

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

Is the CIP code being updated?

#### Activity Log

Lisa Mills

+ No

Yes  No

If yes, please provide the new CIP code:

Description: \*

College: <u>Arts and Humanities</u>	Degree: MFA
Department: <u>Nicholson School of Visual Arts Communication and Design Media</u>	Option: Thesis
Program Websites: <a href="http://svad.cah.ucf.edu/programs.php#graduate">http://svad.cah.ucf.edu/programs.php#graduate</a> <a href="https://communication.ucf.edu/degree/entrepreneurial-digital-cinema/">https://communication.ucf.edu/degree/entrepreneurial-digital-cinema/</a>	

Rationale:

**Our rationale for revising ~~our Film~~ the Emerging Media MFA Program-Entrepreneurial Digital Cinema (now Emerging Media MFA-Feature Film Production) lies in two recent developments.**

**First, we received an Academic Program Review in 2015-2016 from consultants who stated that the MFA in film which had been thriving and attracting students with its emphasis on microbudget feature filmmaking was damaged when it became merged with Art and Digital media as a track inside the Emerging Media MF  consultants noted the decline in enrollment since that merger and a close examination of the resulting curriculum found that more than 50% of the courses offered were in art and digital media, rather than film. In response to this first development,**



we wish to revise the program and return it to its roots, offering all film courses with available electives in art and digital media.

Second, the film BA and BFA degrees in production moved this year out of the School of Visual Arts and Design into the new Department of Film and Mass Media within the new Nicholson School of Communication and Media. In response to this second development, we wish to re-align our MFA program and situate it with its sister undergraduate degrees in the new department and school.

At least four top universities in the US offer a three-year MFA experience but UCF is unique and very attractive in that *it is one of only two program in the US offering students the opportunity to develop, direct and distribute their own feature length film or equivalent body of work*. Our entrepreneurial independent micro budget approach to filmmaking guides students in the valuable process of bringing *their own feature film* into development, raising their own funding, engaging in guerilla marketing and distribution practices, and *ultimately controlling their own intellectual property*. Critical to student success is the ability to have three years to finish the preproduction, production, and post-production processes detailed below.

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**Courses:** Theory, research, screenplay refinement, independent micro budget paradigms

**Objectives:** complete screenplay, develop marketing and distribution strategy

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**Year three (fall/spring): Post production**

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prepares graduate students for work, it has a positive impact on the success of our undergraduates.

While we have MFA graduates working in the film industry we also have many in teaching positions across the US. Having a three-year program affords students the time to learn how to be teachers. It provides the program with graduate teaching assistants who gain valuable experience teaching large lecture courses with online components, thus strengthening their CVs and giving them an "edge" when applying for tenure track teaching positions.



In conclusion, when we look at the strengths our program has to offer and the two recent developments that support its revision and realignment, we feel there is more than ample reason to submit this program revision.

## Follow these steps to propose courses to the revised program curriculum:

### Step 1

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

### Step 2

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

Prospective  
Curriculum\*

## Impact on Current Students

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

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Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

**The M.F.A. Emerging Media MFA in – Feature Film Production is not duplicated in any other institution of higher education in Florida and only one other Film MFA program in the nation advertises that its students may complete a feature length film for their thesis project. The program has a track record of 3-year degree completion with feature length films that are successful in screening at film festivals and obtaining national distribution. This degree takes advantage of its unique location in Orlando amidst a thriving creative, business, and high-tech environment, providing an intensive program leading to what is recognized as the terminal degree in the creative fields. Therefore, we expect applicants to be highly motivated to enter this well-placed professional program in order to elevate and refine their ability to combine artistry with entrepreneurship in the creation of their own microbudget digital feature film. ~~It will prepare them to continue their career in independent filmmaking and convergent technologies or begin a new academic career qualified to apply for tenure-earning positions.~~**

### Year 1

Headcount: **611**

SCHs: **220**

### Year 2

Headcount: **15**

SCHs: **300**

### Year 3

Headcount: **18**

SCHs: **320**

Indicate likely career or student

**This degree prepares its graduates to continue their career in independent filmmaking and convergent technologies or begin a new academic career**

outcomes upon completion: **qualified to apply for tenure-earning positions.**

Please complete the following section on financial support:

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

### Year 1

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>2 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
-------------------------------	------------------

### Year 2

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>2 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
-------------------------------	------------------

### Year 3

Number of assistantship students: <b>4</b>	Source of funds:
--	------------------

Number of fellowship students (specify fellowship): <b>3 MFA Provost Fellows</b>
--

Number of tuition remissions:	Source of funds:
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## Attachments

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

Faculty List* <input type="radio"/> Attached <input checked="" type="radio"/> Not Applicable
--

Support from involved units that no duplication exists\*

### Activity Log

Lisa Mills

+ Attached

- Not-Applicable

Attached  Not Applicable

## Administration Use Only

Catalog Ownership: School of Visual Arts and Design



Program OID 1760

Program Type Master of Fine Arts


Degree Type Master of Fine Arts

Status\*  Active-Visible  Inactive-Hidden


## Steps for Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

<b>Originator</b>		<i>Status: Approved</i>
<b>Participants</b>	<b>Activity</b>	
  Lisa Mills 11/13/2018 4:32 PM	<b>Required for Approval:</b> <b>100% required</b> <b>Date Completed:</b> <b>11/13/2018 4:32 PM</b> <b>Changes: Yes</b> <b>Comments: Yes</b>	



<b>Department Committee</b>		<i>Status: Approved</i>
<b>Participants</b>	<b>Activity</b>	
 Lisa Mills 11/16/2018 11:03 AM	<b>Required for Approval:</b> <b>100% required</b> <b>Date Completed:</b> <b>11/16/2018 11:03 AM</b> <b>Changes: No</b> <b>Comments: Yes</b>	



<b>Department Chair</b>		<i>Status: Approved</i>
<b>Participants</b>	<b>Activity</b>	
 Gary Rhodes 11/19/2018 2:30 PM	<b>Required for Approval:</b> <b>100% required</b> <b>Date Completed:</b> <b>11/19/2018 2:30 PM</b> <b>Changes: No</b> <b>Comments: Yes</b>	



<b>College Curriculum Committee</b>		<i>Status: Approved</i>

Participants	Activity
<p>▲ <b>Nicholson School of Communication Graduate College Curriculum Committee</b>  <a href="#">11/28/18 NSCM Graduate Curriculum Committee Meeting</a></p> <p>👤 Lindsay Neuberger * 11/29/2018 1:34 PM</p>	<p><b>Required for Approval:</b>  <b>100% required</b></p> <p><b>Date Completed:</b>  <b>11/29/2018 1:34 PM</b></p> <p><b>Changes: Yes</b></p> <p><b>Comments: Yes</b></p> <p><b>Agenda: Yes</b></p> <p><i>* Agenda Administrator</i></p>



College Dean	Status: <i>Approved</i>
<p><b>Participants</b></p> <p>👤 Robert Littlefield 11/29/2018 4:47 PM</p>	<p><b>Activity</b></p> <p><b>Required for Approval:</b>  <b>100% required</b></p> <p><b>Date Completed:</b>  <b>11/29/2018 4:47 PM</b></p> <p><b>Changes: No</b></p> <p><b>Comments: No</b></p>



Graduate Curriculum Committee	Status: <i>Working</i>
<p><b>Participants</b></p> <p>▲ <b>Graduate Curriculum Committee</b></p> <p>    Devon Jensen *</p> <p>👤 Emily Stettner *</p>	<p><b>Activity</b></p> <p><b>Required for Approval:</b>  <b>100% required</b></p> <p><b>Time Spent: 4 days</b></p> <p><b>Changes: No</b></p> <p><b>Comments: No</b></p> <p><b>Agenda: Yes</b></p> <p><i>* Agenda Administrator</i></p>



Dean of Graduate Studies	Status: <i>Incomplete</i>
<p><b>Participants</b></p> <p>Elizabeth Klonoff</p>	<p><b>Step Details</b></p> <p><b>Required for Approval:</b>  <b>100% required</b></p> <p><b>Work: <i>edit, comment</i></b></p>



<b>College of Graduate Studies</b>		<i>Status: Incomplete</i>
<b>Participants</b>	<b>Step Details</b>	
Devon Jensen Emily Stettner	<b>Required for Approval:</b> <i>100% required</i> <b>Work:</b> <i>edit, comment</i>	



<b>Institutional Knowledge Management (IKM)</b>		<i>Status: Incomplete</i>
<b>Participants</b>	<b>Step Details</b>	
Aubrey Jayanama	<b>Required for Approval:</b> <i>100% required</i> <b>Work:</b> <i>edit, comment</i>	



<b>College of Graduate Studies</b>		<i>Status: Incomplete</i>
<b>Participants</b>	<b>Step Details</b>	
Devon Jensen Emily Stettner	<b>Required for Approval:</b> <i>100% required</i> <b>Work:</b> <i>none</i>	



## **Attachments for Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production**

**COM\_MMC\_Nan\_Yu.pdf** (uploaded by Lisa Mills, 11/13/2018 1:22 pm)

**GAIM\_DIG\_Natalie\_Underberg.pdf** (uploaded by Lisa Mills, 11/13/2018 1:22 pm)

**COB\_ENT\_Sevil\_Sonmez.pdf** (uploaded by Lisa Mills, 11/13/2018 1:22 pm)

**DIG\_Animation\_Cheryl\_Briggs.pdf** (uploaded by Lisa Mills, 11/13/2018 1:22 pm)

**ART\_JasonBurrell.pdf** (uploaded by Shameika Daye, 11/19/2018 5:19 pm)


## Comments for Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

<b>Lindsay Neuberger</b>	11/29/2018 1:34 pm <a href="#">Reply</a>
The NSCM Graduate Curriculum Committee unanimously approved this proposal.	
<b>Gary Rhodes</b>	11/19/2018 2:30 pm <a href="#">Reply</a>
This is fantastic work that is crucial to the reworking of the MFA and for its recruitment.	
<b>Lisa Mills</b>	11/16/2018 11:03 am <a href="#">Reply</a>
Hope to receive support letter from the Art Grad Program Coordinator today.	
<b>Lisa Mills</b>	11/13/2018 4:32 pm <a href="#">Reply</a>
Still awaiting support letter from Art Graduate Program Coordinator.	
<b>Lisa Mills</b>	11/8/2018 9:48 am <a href="#">1 Reply</a>   <a href="#">Reply</a>
The formatting for the External Electives section needs to be fixed. I have tried to use multiple headings and settings and cannot figure out how to make it look exactly the same as Internal Electives.	
<b>Lisa Mills</b>	11/13/2018 4:32 pm
I believe I have fixed this now.	

## Signatures for Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

There are no signatures required on this proposal.

## Decision Summary for Graduate Program Revision - Nicholson School of Communication and Media - Emerging Media MFA - Feature Film Production

<b>Graduate Curriculum Committee</b>		Status: <i>Working</i>
<b>Step Summary</b>		
This step requires 100% approval from all participants to move forward.		
<b>Participants</b>		<b>Totals</b>
▲ <b>Graduate Curriculum Committee</b>		<b>Users Approved: 0</b>
Devon Jensen *		<b>Users Rejected: 0</b>
 Emily Stettner *		

## Emily Stettner

---

**From:** Lynn Hepner  
**Sent:** Tuesday, December 11, 2018 1:42 PM  
**To:** Emily Stettner  
**Cc:** Trisha Farmer; Robert Littlefield  
**Subject:** RE: NSCM grad curriculum update  
**Attachments:** Emerging Media MFA- Feature Film Production revision\_lmh\_rev.pdf

Hi, Emily, the MA in DM looks fine: I added several comments to the MFA in Film to correct inaccuracies and to shorten the rationale. Otherwise, it, too, looks good.

Lynn McConnell Hepner  
Associate Dean, Academic Programs  
College of Arts & Humanities  
University of Central Florida  
P. O. Box 161990  
Orlando, Florida 32816-1990  
P: 407-823-2251  
F: 407-823-5156  
[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)

---

**From:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Sent:** Monday, December 03, 2018 2:43 PM  
**To:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>; Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Subject:** RE: NSCM grad curriculum update

Hello Lynn,

I received a reply from DigArc and a custom route for these two proposals is not possible in Curriclog because the custom route feature was enabled after the proposals were launched. A solution is for you to review outside of Curriclog. I have printed the proposals to PDF. Please see attached. I included all of the comments and workflow votes.

Please reply to my email with your approval and any comments that you may have. I will then print your email to a PDF and attach it to the proposals for record-keeping.

Dr. Littlefield also contacted me about other proposals for your review. I have approved the custom route to you. Those proposals should appear in your My Tasks area now.

Thanks,  
Emily

---

**From:** Lynn Hepner  
**Sent:** Monday, December 03, 2018 10:38 AM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>  
**Subject:** Re: NSCM grad curriculum update

Thanks, Emily. Your submission deadline isn't until 12/21 so we'll be fine.

Sent from my iPhone

On Dec 3, 2018, at 9:41 AM, Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)> wrote:

Hi Lynn,

I tried to custom route the two proposals to you and ran into some issues. I have put in a help ticket to DigArc. I will let you know as soon as the issue is resolved. They are usually pretty quick to respond.

Thanks!  
Emily

---

**From:** Lynn Hepner  
**Sent:** Friday, November 30, 2018 1:16 PM  
**To:** Emily Stettner <[Emily.Stettner@ucf.edu](mailto:Emily.Stettner@ucf.edu)>  
**Cc:** Trisha Farmer <[Trisha.Farmer@ucf.edu](mailto:Trisha.Farmer@ucf.edu)>  
**Subject:** FW: NSCM grad curriculum update

Hi, Emily, see Robert Littlefield's concern below. The two programs (also highlighted below) need to be custom routed for my approval before coming to you. Is the easiest solution to have you kick back to him and then he creates the custom route to me?

Lynn McConnell Hepner  
Associate Dean, Academic Programs  
College of Arts & Humanities  
University of Central Florida  
P. O. Box 161990  
Orlando, Florida 32816-1990  
P: 407-823-2251  
F: 407-823-5156  
[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)

---

**From:** Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Sent:** Thursday, November 29, 2018 10:19 PM  
**To:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Cc:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>; Keisha Hoerrner <[Keisha.Hoerrner@ucf.edu](mailto:Keisha.Hoerrner@ucf.edu)>  
**Subject:** Re: NSCM grad curriculum update

Lynn,

**Grad Program: Digital Media MA and Emerging Media MFA: Feature Film Production.**

Thanks for being on the lookout.

Robert Littlefield

---

**From:** Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>  
**Date:** Thursday, November 29, 2018 at 10:09 PM  
**To:** Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>  
**Cc:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>, Keisha Hoerrner

<[Keisha.Hoerrner@ucf.edu](mailto:Keisha.Hoerrner@ucf.edu)>

**Subject:** Re: NSCM grad curriculum update

Hi, all, what were the two items so I can be on the lookout?

Sent from my iPhone

On Nov 29, 2018, at 10:07 PM, Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)> wrote:

November 29, 2018

Dear Colleagues:

Two of the items in curriculog that I thought should be routed to the college did not allow me that option. When I attempted to forward them, they appear to have gone directly to the next level. My intention was for them to be routed to Lynn. Please be advised to keep on the lookout for two items that should have been routed to the College of Arts and Humanities.

Thank you.

Robert Littlefield

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**From:** Lindsay Neuberger <[Lindsay.Neuberger@ucf.edu](mailto:Lindsay.Neuberger@ucf.edu)>

**Date:** Thursday, November 29, 2018 at 2:35 PM

**To:** Bridget Rubenking <[Bridget.Rubenking@ucf.edu](mailto:Bridget.Rubenking@ucf.edu)>, Joseph Fanfarelli <[Joseph.Fanfarelli@ucf.edu](mailto:Joseph.Fanfarelli@ucf.edu)>, Richard Gula <[Richard.Gula@ucf.edu](mailto:Richard.Gula@ucf.edu)>, Lisa Mills <[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)>, Timothy Sellnow <[Timothy.Sellnow@ucf.edu](mailto:Timothy.Sellnow@ucf.edu)>, Natalie Underberg-Goode <[Natalie.Underberg-Goode@ucf.edu](mailto:Natalie.Underberg-Goode@ucf.edu)>, Nan Yu <[Nan.Yu@ucf.edu](mailto:Nan.Yu@ucf.edu)>, Rudy McDaniel <[rudy@ucf.edu](mailto:rudy@ucf.edu)>, Melissa Dodd <[Melissa.Dodd@ucf.edu](mailto:Melissa.Dodd@ucf.edu)>, Shameika Daye <[sdaye@ucf.edu](mailto:sdaye@ucf.edu)>, Kim Tuorto <[Kim.Tuorto@ucf.edu](mailto:Kim.Tuorto@ucf.edu)>, Rebecca Morales Magsino <[Rebecca.Morales@ucf.edu](mailto:Rebecca.Morales@ucf.edu)>, Kelsey Loftus <[Kelsey.Loftus@ucf.edu](mailto:Kelsey.Loftus@ucf.edu)>

**Cc:** Anastasia Salter <[anastasia@ucf.edu](mailto:anastasia@ucf.edu)>, Deanna Sellnow <[Deanna.Sellnow@ucf.edu](mailto:Deanna.Sellnow@ucf.edu)>, Gary Rhodes <[Gary.Rhodes@ucf.edu](mailto:Gary.Rhodes@ucf.edu)>, Robert Littlefield <[Robert.Littlefield@ucf.edu](mailto:Robert.Littlefield@ucf.edu)>, Lynn Hepner <[Lynn.Hepner@ucf.edu](mailto:Lynn.Hepner@ucf.edu)>, Tosha Dupras <[Tosha.Dupras@ucf.edu](mailto:Tosha.Dupras@ucf.edu)>

**Subject:** NSCM grad curriculum update

Hi all—

Just following up after a productive NSCM Graduate Curriculum Committee meeting yesterday – please find the minutes attached. **Robert**, will you please review in Curriculog and advance the proposals to either Lynn or Tosha as appropriate? This includes the MMC 6445 which needs to be re-routed to Tosha. **Lynn and Tosha** could you keep us posted as to whether these proposals will appear on the college agendas or advance to university review? We will be sure there are representatives from the school at the appropriate meetings to advocate for the proposals. Thanks for all the hard work and help, all – I really appreciate all the hard work and support!

-Lindsay

[NSCMgrad 11.28.18.docx](#)

**Lindsay Neuberger, Ph.D.**

Associate Professor and Associate Director for Academic Programs  
Nicholson School of Communication and Media, Dept of Communication  
University of Central Florida

# Re: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Jason Burrell

Fri 11/16/2018 11:21 AM

To: Lisa Mills <Lisa.Mills@ucf.edu>;

Hello Lisa,

Thank you for your patience and persistence! I approve including these courses in the list of external electives for the Film MFA. This looks like a rich list that will deliver on your plan to allow Film graduate students to deeply customize their degree.

Best regards and thank you again!

Jason Burrell  
Coordinator, Studio Art and the Computer MFA

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**From:** Lisa Mills  
**Sent:** Friday, November 16, 2018 10:58:49 AM  
**To:** Jason Burrell  
**Subject:** Fw: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

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**From:** Lisa Mills  
**Sent:** Tuesday, November 13, 2018 1:21 PM  
**To:** Jason Burrell  
**Subject:** Fw: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Hi Jason,

I am on a deadline to wrap up the documentation I need for new external electives for the Film MFA, so could you please double check the attached list, make sure it is OK, then send me an email affirming that offering these ARH and ART grad courses as external electives has been approved by your program? If you could get that to me by noon tomorrow it would help. There shouldn't be any surprises here.

Thanks,  
Lisa



**From:** Lisa Mills

**Sent:** Thursday, November 8, 2018 10:13 AM

**To:** Jason Burrell; Natalie Underberg-Goode; Cheryl Briggs

**Subject:** FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Dear Jason, Natalie and Cheryl:

Attached you will find a list of external electives that includes graduate courses from your areas (ignore the numbers, they mean nothing). Please carefully check to make sure that it is alright for us to include these in this list, which will appear in the new Film MFA catalog page. Just because the courses are listed here doesn't mean our students will regularly select them, but we would expect some students to be interested. We have increased the number of allowed external electives to 12, so they will have to take four from this list.

If you are uncomfortable with any of the courses listed here, just say so, and I will remove them. I have noted the following in the catalog entry above the list:

"Not all courses are offered each term and may require consent of instructor."

Please respond to this email before 5pm Friday. I realize this is a quick turnaround, but there shouldn't be any surprises. ***Send me an email saying you "approve of including these courses in the list of external electives for the Film MFA."*** I have to attach your email into the curriculog proposal.

Keep in mind that every year we have an opportunity to revise the catalog listing and if you need me to, I can always remove or add courses to this list.

Just let me know if you have any questions at all, and thank you very much for your time.

-Lisa

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida  
NSC 130F  
Lisa.Mills@ucf.edu  
[www.lisamillsfilms.com](http://www.lisamillsfilms.com)

# RE: ENT 5016 and ENT 5206 as external electives for UCF Film MFA students

Lynn Becker

Mon 11/12/2018 11:16 AM

To: Lisa Mills <Lisa.Mills@ucf.edu>;

Cc: Ronald F Piccolo <Ronald.Piccolo@ucf.edu>; Sevil Sonmez <sevil@ucf.edu>;

1 attachments (136 KB)

ENT 5206-Mckenny.pdf;

Hi Lisa,

The syllabus for ENT 5206 New Venture Implementation is attached. Please feel free to reach out to me directly if you have any questions or need additional information.

Lynn Becker  
Associate Department Chair, Management Department  
College of Business Administration  
University of Central Florida  
[lynn.becker@ucf.edu](mailto:lynn.becker@ucf.edu)

---

**From:** Sevil Sonmez  
**Sent:** Friday, November 9, 2018 3:24 PM  
**To:** Lisa Mills <Lisa.Mills@ucf.edu>  
**Cc:** Lynn Becker <lynn.becker@ucf.edu>; Ronald F Piccolo <Ronald.Piccolo@ucf.edu>  
**Subject:** ENT 5016 and ENT 5206 as external electives for UCF Film MFA students

Dear Lisa, I'm glad these courses also fit your purposes. To make things easier for you, I'm reiterating for ENT 5016 and ENT 5206 that the College of Business does **"approve of including these courses in the list of external electives for the Film MFA."**

I've attached ENT 5016 syllabus for you, but don't have it for ENT 5206. **So, I've copied Drs. Piccolo and Becker (Department Chair and Assistant Chair) to request that they share the ENT 5206 syllabus with you (thank you both!).**

Do let us know if you need anything else and have a great weekend.

Sevil

---

**Sevil Sönmez, Ph.D.**  
*Associate Dean of Faculty, Research, and Graduate Programs*  
*UCF College of Business*  
*Office: 407.823.2220*

---

**From:** Lisa Mills  
**Sent:** Friday, November 9, 2018 11:36 AM  
**To:** Sevil Sonmez <[sevil@ucf.edu](mailto:sevil@ucf.edu)>  
**Subject:** Re: using GEB 6115, GEB 6116 as external electives for UCF Film MFA students

Hi Sevil,  
Those courses sound like they would fit the bill nicely. I will make the replacement and use this email thread as documentation of your support. If syllabi are available I would love to take a look whenever you have a chance to send them.

I greatly appreciate your responsiveness and enthusiasm for our program. If time ever allows I would love to meet with you to discuss our two programs.

Kind regards,

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida

NSC 130F  
[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)  
[www.lisamillsfilms.com](http://www.lisamillsfilms.com)

---

**From:** Sevil Sonmez  
**Sent:** Friday, November 9, 2018 10:48:19 AM  
**To:** Lisa Mills  
**Subject:** RE: using GEB 6115, GEB 6116 as external electives for UCF Film MFA students

Hi Lisa,

It seems that the GEB6115 and 6116 are off the books. We do have ENT 5016 New Venture Design and ENT 5206 New Venture Implementation – and we're happy for your students to take these as external electives. Will these fit your plans?

---

**Sevil Sönmez, Ph.D.**  
*Associate Dean of Faculty, Research, and Graduate Programs*  
*UCF College of Business*  
*Office: 407.823.2220*

---

**From:** Sevil Sonmez  
**Sent:** Friday, November 9, 2018 8:44 AM  
**To:** Lisa Mills <[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)>  
**Subject:** RE: using GEB 6115, GEB 6116 as external electives for UCF Film MFA students

Hi Lisa, after I emailed you (a minute ago!), someone just put a pause on it – due to different course numbers. We're happy to have your students take these courses as outside electives – but I need to confirm the correct course name/number.

I'll get back to you ASAP!

---

**Sevil Sönmez, Ph.D.**  
*Associate Dean of Faculty, Research, and Graduate Programs*  
*UCF College of Business*  
*Office: 407.823.2220*

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**From:** Sevil Sonmez  
**Sent:** Friday, November 9, 2018 8:41 AM  
**To:** Lisa Mills <[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)>  
**Subject:** using GEB 6115, GEB 6116 as external electives for UCF Film MFA students

Dear Lisa, the College of Business does ***"approve of including these courses in the list of external electives for the Film MFA."***

Wishing you a wonderful day and a restful weekend.

Best,

Sevil

---

**Sevil Sönmez, Ph.D.**  
*Associate Dean of Faculty, Research, and Graduate Programs*  
*UCF College of Business*  
*Office: 407.823.2220*

---

**From:** Lisa Mills  
**Sent:** Thursday, November 8, 2018 10:28 AM  
**To:** Sevil Sonmez <[sevil@ucf.edu](mailto:sevil@ucf.edu)>  
**Subject:** FOR YOUR REVIEW AND APPROVAL: GEB 6115, GEB 6116 offered as external electives for UCF Film MFA

Dear Dr. Sonmez,

This email is a request that we add **GEB 6115 Entrepreneurship** and **GEB 6116 Business Plan Formation** as external electives to our [Film MFA degree](#). Our Film MFA is a three year program in which students raise funding, write a business and marketing plan, cast, crew, write, shoot, edit and complete a feature-length film. We have offered these two courses as external electives successfully in the past, but they were removed for a while. Now we would like to add them back.

Just because the courses are listed here doesn't mean our students will regularly select them, but we would expect some students to be interested. We have increased the number of allowed external electives to 12, so they will have to take four from this list.

If you are uncomfortable with any of the courses listed here, just say so, and I will remove them. I have noted the following in the catalog entry above the list:

"Not all courses are offered each term and may require consent of instructor."

Please respond to this email before 5pm Friday. ***Send me an email saying you "approve of including these courses in the list of external electives for the Film MFA."*** I have to attach your email into the curriculum proposal.

Keep in mind that every year we have an opportunity to revise the catalog listing and if you need me to, I can always remove or add courses to this list.

Just let me know if you have any questions at all, and thank you very much for your time.

-Lisa

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida  
NSC 130F  
[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)  
[www.lisamillsfilms.com](http://www.lisamillsfilms.com)

Re: FOR YOUR REVIEW AND APPROVAL: List of Film MFA External Electives for curriculog

Nan Yu

Mon 11/12/2018 2:48 PM

To: Lisa Mills <Lisa.Mills@ucf.edu>; Timothy Sellnow <Timothy.Sellnow@ucf.edu>;

***approve of including these courses in the list of external electives for the Film MFA***

Best,

-----  
Nan Yu, PhD  
Associate Professor  
Nicholson School of Communication  
University of Central Florida  
[12405 Aquarius Agora Dr.  
Orlando, FL 32816-1344  
https://sciences.ucf.edu/communication/person/nan-yu/](https://sciences.ucf.edu/communication/person/nan-yu/)

---

**From:** Lisa Mills  
**Sent:** Thursday, November 8, 2018 10:15:53 AM  
**To:** Nan Yu; Timothy Sellnow  
**Subject:** FOR YOUR REVIEW AND APPROVAL: List of Film MFA External Electives for curriculog

Dear Nan and Tim:

Attached you will find a list of external electives that includes graduate courses from your areas (ignore the numbers, they mean nothing). Please carefully check to make sure that it is alright for us to include these in this list, which will appear in the new Film MFA catalog page. Just because the courses are listed here doesn't mean our students will regularly select them, but we would expect some students to be interested. We have increased the number of allowed external electives to 12, so they will have to take four from this list.

If you are uncomfortable with any of the courses listed here, just say so, and I will remove them. I have noted the following in the catalog entry above the list:

"Not all courses are offered each term and may require consent of instructor."

Please respond to this email before 5pm Friday. I realize this is a quick turnaround, but there shouldn't be any surprises. ***Send me an email saying you "approve of including these courses in the list of external electives for the Film MFA."*** I have to attach your email into the curriculog proposal.

Keep in mind that every year we have an opportunity to revise the catalog listing and if you need me to, I can always remove or add courses to this list.

Just let me know if you have any questions at all, and thank you very much for your time.

-Lisa

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida  
NSC 130F  
Lisa.Mills@ucf.edu  
[www.lisamillsfilms.com](http://www.lisamillsfilms.com)

# Re: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Lisa Mills

Sat 11/10/2018 9:01 AM

Sent Items

To: Cheryl Briggs <animator@ucf.edu>;

Thank you m'aam and have a great weekend!

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida  
NSC 130F  
Lisa.Mills@ucf.edu  
www.lisamillsfilms.com

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**From:** Cheryl Briggs  
**Sent:** Friday, November 9, 2018 7:48:01 PM  
**To:** Lisa Mills; Jason Burrell; Natalie Underberg-Goode  
**Subject:** Re: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Hi Lisa,

Sorry, it has been a busy week. I apologize for the lateness, I hope I'm not too late.

#10 and #11 are identical.

You can add DIG 5386C - Animation and Visual Effects Production I  
And DIG 5366C - Animation and Visual Effects Production II.

Other than that

I APPROVE of including these courses in the list of external electives for the Film MFA.

Cheryl

## Cheryl Briggs, MFA

Associate Professor  
UCF School of Visual Arts and Design  
University of Central Florida

Center for Emerging Media  
500 Bentley St.  
Office 301-H  
Orlando, FL 32801

Office: 407.235.3611  
Mobile: 912.661.3894  
[animator@ucf.edu](mailto:animator@ucf.edu)  
[svad.cah.ucf.edu](http://svad.cah.ucf.edu)

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

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**From:** Lisa Mills <Lisa.Mills@ucf.edu>  
**Date:** Thursday, November 8, 2018 at 10:15 AM  
**To:** Jason Burrell <Jason.Burrell@ucf.edu>, Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>, Cheryl Briggs <animator@ucf.edu>  
**Subject:** FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Dear Jason, Natalie and Cheryl:

Attached you will find a list of external electives that includes graduate courses from your areas (ignore the numbers, they mean nothing). Please carefully check to make sure that it is alright for us to include these in this list, which will appear in the new Film MFA catalog page. Just because the courses are listed here doesn't mean our students will regularly select them, but we would expect some students to be interested. We have increased the number of allowed external electives to 12, so they will have to take four from this list.

If you are uncomfortable with any of the courses listed here, just say so, and I will remove them. I have noted the following in the catalog entry above the list:

"Not all courses are offered each term and may require consent of instructor."

Please respond to this email before 5pm Friday. I realize this is a quick turnaround, but there shouldn't be any surprises. ***Send me an email saying you "approve of including these courses in the list of external electives for the Film MFA."*** I have to attach your email into the curriculum proposal.

Keep in mind that every year we have an opportunity to revise the catalog listing and if you need me to, I can always remove or add courses to this list.

Just let me know if you have any questions at all, and thank you very much for your time.

-Lisa

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# RE: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Natalie Underberg-Goode

Thu 11/8/2018 12:40 PM

To: Lisa Mills <Lisa.Mills@ucf.edu>;

Hi Lisa, I understand. Those courses are okay for students to try to take. Given our planned curriculum revision, some of the classes may be more involved in terms of programming skill expected, but they do not formally require prereqs at this point. Natlaie

---

**From:** Lisa Mills

**Sent:** Thursday, November 8, 2018 11:50 AM

**To:** Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>

**Subject:** Re: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Natalie, I believe they are. So if you could just respond saying "I approve of adding these courses to your list of external electives" that would be great. I have to provide this documentation inside curriculog.

Thanks!

Lisa Mills, PhD  
Film Florida Education Council Chair  
Assoc. Professor, Film  
Film MFA Graduate Coordinator  
Film Program Coordinator  
Nicholson School of Communication and Media  
University of Central Florida  
NSC 130F  
[Lisa.Mills@ucf.edu](mailto:Lisa.Mills@ucf.edu)  
[www.lisamillsfilms.com](http://www.lisamillsfilms.com)

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**From:** Natalie Underberg-Goode

**Sent:** Thursday, November 8, 2018 11:04:37 AM

**To:** Lisa Mills

**Subject:** Re: FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Hi Lisa, If these are courses I've previously sent to you (I'm sorry I can't remember), then they are fine. Hope you are well! Natalie

---

**From:** Lisa Mills

**Sent:** Thursday, November 8, 2018 10:13:31 AM

**To:** Jason Burrell; Natalie Underberg-Goode; Cheryl Briggs

**Subject:** FOR YOUR REVIEW AND APPROVAL: Final list of external electives selected for Film MFA students

Dear Jason, Natalie and Cheryl:

Attached you will find a list of external electives that includes graduate courses from your areas (ignore the numbers, they mean nothing). Please carefully check to make sure that it is alright for us to include these in this list, which will appear in the new Film MFA catalog page. Just because the courses are listed here doesn't mean our students will regularly select them, but we would expect some students to be interested. We have increased the number of allowed external electives to 12, so they will have to take four from this list.

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Keep in mind that every year we have an opportunity to revise the catalog listing and if you need me to, I can always remove or add courses to this list.



Just let me know if you have any questions at all, and thank you very much for your time.

-Lisa

Lisa Mills, PhD

Film Florida Education Council Chair

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NSC 130F

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**Graduate Council Curriculum Committee**

**January 9, 2019**

**2:30 p.m., Millican Hall 395E**

**Fee Agenda**

**1. Materials and Supplies Fees- Continuation**

<b>College</b>	<b>Course</b>	<b>Title</b>	<b>Current Fee</b>	<b>Requested Fee</b>	<b>GCCC Approved Fee</b>
COS	PHY 5817L	Building Physics Apparatus	\$45	\$45	

# Fee continuation - Department of Physics - Building Physics Apparatus

## 2018-2019 Graduate Materials and Supplies Fee Request

### General Catalog Information

#### Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

#### Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair  
College Dean  
Graduate Curriculum Committee (GCC)  
Dean of Graduate Studies  
Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course  
Explanation of how expenditures will support student-learning outcomes.  
Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.  
Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee. Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

#### Accountability:

**Department Level:** The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

**Course and Program Fee Review Committee (CPFRC):** The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

**University Audit:** Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

## References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties," <http://www.flbog.edu/board/regulations/regulations.php>

**Type of Request**  Fee Addition  
 Fee Revision

- Fee Deletion  
 Fee Continuation

Type of request  
(for agenda  
purposes):\*

Fee continuation

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted: 10/22/2018

College /  
Department\*

Department of Physics

Course Prefix\*

PHY

Course Number\* 5817L

Course Title\* Building Physics Apparatus

Full Course Title:\* Building Physics Apparatus

### Fees:

One course per form. Round fee to the nearest dollar.

Current Fee Per  
Student: \$45

Requested Fee  
Per Student: \$45

Estimated Annual  
Enrollment: 8

Revenue from  
Enrollment: \$360

Provide  
justification for  
the request:

Consumable materials are needed for students to process them using bandsaw, lathe, and milling machine to learn the proper and safe operation of these machines.

**Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.**

<b>Number of Units</b> 1	<b>Estimated Cost</b> \$15
<b>Description</b> Brass stock materials	
<b>Number of Units</b> 1	<b>Estimated Cost</b> \$20
<b>Description</b> Copper stock materials	
<b>Number of Units</b> 1	<b>Estimated Cost</b> \$10
<b>Description</b> Steel stock materials	
<b>Number of Units</b>	<b>Estimated Cost</b>
<b>Description</b>	
<b>Number of Units</b>	<b>Estimated Cost</b>
<b>Description</b>	
<b>Total Cost of Items Per Student:</b> \$45	

### **Payment Details**

<b>Account Number to Deposit Fees:</b> 24080803
<b>Item Type:</b> Lab Supplies
<b>Contact Person:</b> Jessica Brooks
<b>Phone Number:</b> 407-823-0271

**HEADING****Catalog Course  
Description**

Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

**Graduate Council Curriculum Committee**  
**January 9, 2019**  
**2:30 p.m., Millican Hall 395E**

## **Course Agenda**

### **1.Course Additions**

#### *College of Arts and Humanities course additions*

1. ENC 5703 Composition Histories and Theories
2. ENG 6007 Dissertation Research Design in Texts & Technology

#### *College of Business Administration course additions*

1. ENT 6900 Entrepreneurship Portfolio
2. FIN 6458 Foundations of FinTech
3. FIN 6468 FinTech in Decision Making
4. FIN 6704 FinTech Entrepreneurship
5. GEB 6210 Data Visualization
6. ISM 6327 Foundations of Cybersecurity and Privacy

#### *College of Community Innovation and Education course additions*

1. EDA 6062 Leadership in Educational Organizations
2. EDA 6228 Human Resource Processes
3. EDA 6234 Personnel and Education Related Law
4. EDA 6245 Basic Education Funding & Management
5. EDA 6275 Digital Leadership and Systems Management
6. EDA 6303 Organizations and the Community
7. EDA 6932 Issues in Education
8. EEX 6780 Ethics and Legal Issues in Applied Behavior Analysis
9. FLE 5340 Teaching World Languages in K-12 Schools

#### *College of Engineering and Computer Science course additions*

1. CAP 5200 Foundations of Computer Security and Privacy
2. CGN 6938 Mobility in Smart Cities: Technologies and Application Areas (Special Topic)
3. CDA 5209 Foundations of Secure Execution Environment (Special Topic)
4. EGN 6831 TTA Capstone Course

#### *College of Medicine (MD) course additions*

1. MDE 8248 Internal Medicine/Critical Care Medicine Elective
2. MDE 8360 Clinical Pharmacology Elective
3. MDE 8676 Colon and Rectal Surgery Elective
4. MDE 8170 Advanced Prenatal Diagnosis Clinic
5. MDE 8686 Trichology - Clinical and Surgical Elective
6. MDE 8685 Introduction to the Ambulatory Surgical Center



7. MDE 8870 Child & Adolescent Psychiatry - Outpatient Elective
8. MDI 8661 Acting Internship in Oculo-Facial Plastic & Reconstructive Surgery
9. MDI 8862 Acting Internship in Inpatient Psychiatry

#### *College of Science course addition*

1. BOT 5503C Advanced Plant Physiology (Split Level Course)

#### *Nicholson School of Communication and Media course additions*

1. DIG 5508 Programming for Digital Media
2. DIG 5831 Computational Media
3. DIG 6571 Studio 1
4. DIG 6572 Studio 2
5. DIG 6814 Contemporary Topics in Interactive Media

#### *Rosen College of Hospitality Management course addition*

1. HMG 6449 Smart Travel and Tourism

## **2.Course Continuations**

#### *College of Science continuation*

1. EXP 5254 Human Factors and Aging

## **3.Course Deletions**

#### *College of Medicine course deletions*

1. MDE 6055 Geriatrics: Fundamentals of Health Care Policy & System
2. MDE 8255 Associates in Dermatology Elective

#### *College of Science course deletions*

1. CLP 5187 Mental Health and Aging
2. EAB 5765 Applied Behavior Analysis with Children and Youth

## **4.Course Revisions**

#### *College of Arts and Humanities course revisions*

1. ART 5284 Design Theory and Methods
  - o Change in frequency of offering
2. ENC 5705 Approaches to Teaching College Composition
  - o Course name change from Theory and Practice in Composition
3. ENG 6813 Online Teaching Pedagogy and Practice
  - o Course name change from Teaching Online in Texts and Technology
4. ENG 6947 Internship in Texts and Technology

- Eliminating this course as a core requirement and moving it to a recommended elective (see program revision)
- 5. SPN 6805 Spanish Morphosyntax
  - Updated course description
- 6. TSL 6640 Research in Second Language
  - Change in pre-reqs

***College of Business Administration course revision***

1. FIN 7935 Finance Research Forum
  - Change course from 1 credit hour to 3 credit hours

***College of Sciences course revision***

1. AST 5165 Planetary Atmosphere
  - Increased rigor of course

***Nicholson School of Communication and Media course revisions***

1. DIG 5487 Media Aesthetics
  - Course name change from Principles of Visual Language
  - Course content revisions
2. DIG 6136 Design for Interactive Media
  - Course name change from Design for New Media
  - Addition of pre-req course DIG 5508
3. DIG 6551 Theory and Practice of Interactive Storytelling
  - Course name change from Applied Interactive Story
  - Course content revisions
4. DIG 6647 History and Theory of Dynamic Media
  - Course name change from Science and Technology of Dynamic Media
  - Course content revisions
5. DIG 6825 Research Methods for Interactive Media
  - Course name change from Digital Media Research Methods
  - Course content revisions

***Rosen College of Hospitality Management course revisions***

1. HMG 6347 Contemporary Issues in the Resort Industry
  - Course name change from Digital Media Research Methods
  - Course content revisions
2. HMG 6529 Contemporary Issues in Resort Sales Management
  - Course name change from Vacation Ownership Sales Management
  - Course content revisions

## GCCC 1-9-19

Committee **Graduate Curriculum Committee**

Notes



Total Proposals **40**

### Grad Course Addition - College of Arts and Humanities - ENC 5703 Composition Histories and Theories

2018-2019 Graduate Course New

#### General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Arts and Humanities

Unit / Department  
/ College\*

Department of Writing and Rhetoric

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

**Full Title\*** Grad Course Addition - College of Arts and Humanities - ENC 5703  
Composition Histories and Theories

**Approved Graduate Faculty/Scholars\*** Angela Rounsaville

**Prefix\***

ENC

**Number\*** 5703

**Course Title\*** Composition Histories and Theories

**30 Character Abbreviation:** Comp His & Theory

**Course Description\*:** Intensive seminar on historical, theoretical, and intellectual traditions and approaches to composition and rhetoric.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

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

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**

Yes  No

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

List  
undergraduate  
split-level course:

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?  Yes  No

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

### Justification for Course Addition

What is the rationale for adding this course?

This course addresses a missing element within our curriculum that both faculty and students have been suggesting for several years: the broader historical and theoretical origins and intellectual traditions of the field of Rhetoric and Composition.

What majors require or recommend this course for graduation?

MA students in DWR are required to take this course.


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

**What is the estimated annual enrollment?** 15

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

**Detail Discussion** This course should not conflict with other departments or colleges.

**Attachment List**

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

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

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

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**PeopleSoft**

**Academic Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

**ENC 5703: Composition Histories and Theories**  
**University of Central Florida**

**Course Description:** This course is a survey of composition-rhetoric as an academic discipline, including an examination of the history, theory, research, curricula, and practices associated with composition-rhetoric and serves as an inquiry into the field of composition studies, focusing on the historical contexts and theoretical movements which have defined its development thus far. Students will explore the conversations undertaken by composition scholars to understand what composition is, what it does, how it occurs, and what sorts of composition practices and products matter in regards to various spheres (academic, professional, civic). As a major component of the course, students will examine--through readings and written responses thereto, class discussions, and longer papers leading up to a focused major project--the discursive controversies marking significant theories and practices within the field.

**Course Objectives**

1. to introduce students to the development of composition studies as a discipline
2. to develop students' understanding of and engagement with major theories, themes, and conversations taking place in composition studies
3. to apply students' knowledge those theories, themes, and conversations with the issues relevant to their own developing scholarship and pedagogy
4. to acquaint students with major journals and other resources related to composition studies in order to prepare them for conducting and publishing relevant scholarship

**Required Texts/Readings**

Dobrin, Sid. *Postcomposition*. Carbondale: Southern Illinois UP, 2011. Print.  
Miller, Susan (ed.). *Norton Book of Composition Studies*. New York: Norton, 2009. Print.  
Shipka, Jody. *Toward a Composition Made Whole*. Pittsburgh: U of Pittsburgh Press, 2011. Print.  
Villanueva, Victor and Kristin L. Arola. *Cross-Talk in Comp Theory:A Reader*. 3rd ed. Urbana, IL: National Council of Teachers of English, 2011. Print.  
Assorted articles available via PDF

**Class Participation and Attendance:**

Although I will be lecturing on occasion, most in-class activities will be interactive. For this reason, I expect everyone to participate in our class discussions, presentations, and group work on a regular basis. It is important to note, however, that participation is best measured in qualitative, and not quantitative, terms. In other words, what you say and how you say it is often more important than how much you say. Especially in a class like this where many of us will be trying out theories and practices, it is crucial that we maintain an atmosphere of respect and generosity as we listen to and learn from and with each other and the course texts. Moreover, some individuals feel very comfortable engaging classmates in conversation right away, while others need time to establish a comfort zone. These differences are both personal and cultural; let us all, therefore, be sensitive to one another's needs. Above all, keep in mind that regular class participation is required because it is essential for the successful operation of our problem-posing approach to classroom activities.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>>

**Religious Observations**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

#### *Deployed Active Duty Military Students*

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

#### **Plagiarism**

You will be reported and you will fail the assignment and/or the course. 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."

#### **Diversity 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. Disrespect will not be tolerated.

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](http://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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)
- Ombuds Office - <http://www.ombuds.ucf.edu>

#### **Student accommodations**

Yes! It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk well in advance and prior to the need for any modifications.



## **Campus safety**

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

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

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([You CAN Survive an Active Shooter \(Links to an external site.\)Links to an external site.](#)

## **Major Assignments**

### **1. Critical Essay**

End-of-term project, an in-depth critical exploration (~20 pages) of a significant contemporary issue in composition studies. This project will require the establishment of a rhetorical and historical context for the inquiry pursued throughout the essay. The focal point for the project could include a specific research question, methodology, or theoretical problem that requires critical consideration and engagement. This project is meant to build upon--or even to provide a foundation for--research each student is either already pursuing or interested in pursuing in the future.

*NOTE:* During the last week of class, we'll have brief (8-10 minute) presentations on these projects as part of a review roundtable.

### **2. Literature Review**

Provide a historical and contextual overview of a conversation taking place in composition studies (~10 pages). It is absolutely possible that this conversation incorporates scholars from other fields--just make sure that the focus remains on the impact that conversation has on composition.

*NOTE:* This project is meant to provide scaffolding for the Critical Essay assignment.

### **3. Discussion Leader**

Each participant will be required to head up discussion for one class meeting. This does not necessarily mean that the discussion leader runs class for the entirety of that week's

meeting, but rather that he or she pays special attention to maintaining active discussion for a particular day. The role of discussion leader involves:

- Providing a 10-to-15 minute overview of the day's topic(s). This is a relatively informal presentation meant to situate the central theme of the day's discussion.
- Preparing a set of questions or concerns that will help facilitate discussion as necessary.

#### 4. **Introduction to a Journal**

Introduce the class to, and offer context for, an established journal in the field of composition. This should be roughly a 10-minute presentation at the beginning of a class meeting.

- What kinds of issues or topics seem to be popular among the articles published in this journal? What are the current conversations taking place (based on a brief review of the last 4-5 years of publication)?
- What are the submission and review practices for this journal?
- What kinds of audiences does the journal attempt to reach, generally speaking?

#### 5. **Short Paper 1**

For the fourth week of class, write a short paper (max. 4 pages) that, first, briefly summarizes and then responds critically to one issue/theme (i.e., one set of readings) from the weeks up to that due date. Extra articles or other works that provide context to or extend the conversation are absolutely valid (and valuable) to be included in this response. The goal of this assignment is not to regurgitate previous discussion but instead to tug on threads that may not have been explored in class, or to explore new questions that emerged upon rereading of relevant material.

#### 6. **Short Paper 2**

For the eighth week of class, write a short paper (max. 4 pages) that, first, briefly summarizes and then responds critically to one issue/theme (i.e., one set of readings) from the weeks up to that due date. Extra articles or other works that provide context to or extend the conversation are absolutely valid (and valuable) to be included in this response. The goal of this assignment is not to regurgitate previous discussion but instead to tug on threads that may not have been explored in class, or to explore new questions that emerged upon rereading of relevant material.

### ***Sample Calendar with Units and Readings***

#### **An Historical Introduction to Composition**

Readings:

- Miller, Susan. "Preface" & "Introduction." [Norton]
- Bizzell, Patricia, B Herzberg, and N Reynolds. "A Brief History of Rhetoric and Composition." [<http://www.bedfordstmartins.com/catalog/static/bsm/bb/history.html>]
- Crowley, Sharon. "Let Me Get This Straight." *Writing Histories of Rhetoric*. Ed. Victor Vitanza. Carbondale: Southern Illinois UP, 1994. 1-19. [PDF]
- Lindemann, Erika. "Freshman Composition: No Place for Literature." *College English* 55.3 (1993): 311-316. [PDF]

- Gottschalk, Katherine K. "The Writing Program in the University." *ADE Bulletin* 112 (1995): 1-6. [PDF]

### **Writing Knowledge and Process(es)**

Readings:

- Murray, Donald. "Teach Writing as a Process Not Product." [Cross-Talk]
- Emig, Janet. "Writing as a Mode of Learning." [Cross-Talk]
- Perl, Sondra. "The Composing Processes of Unskilled College Writers." *Research in the Teaching of English* 13.4 (1979): 317-336. [Cross-Talk / PDF]
- Elbow, Peter. "Closing My Eyes as I Speak: An Argument for Ignoring Audience." *College English* 49.1 (1987): 50-69. [PDF]
- Sommers, Nancy. "Revision Strategies of Student Writers and Experienced Adult Writers." [Cross-Talk / Norton]

### **Social Perspectives on Writing and Knowing**

Readings:

- Perelman, Chaïm. "The Social Contexts of Argumentation." [Norton]
- Hairston, Maxine. "The Winds of Change: Thomas Kuhn and the Revolution in the Teaching of Writing." [Norton]
- Bartholomae, David. "Inventing the University." [Cross-Talk / Norton]
- Bizzell, Patricia. "Cognition, Convention, and Certainty: What We Need to Know About Writing." [Cross-Talk / Norton]
- Gee, James. "The New Literacy Studies and the 'Social Turn.'" [Norton]

### **Writing in the Disciplines / Writing Across the Curriculum**

Readings:

- Haas, Christina. "Learning to Read Biology: One Student's Rhetorical Development in College." *Written Communication* 11.1 (1994): 43-84. [PDF]
- Carter, Michael. "Ways of Knowing, Doing, and Writing in the Disciplines." *College Composition and Communication* 58.3 (2007): 385-418. [PDF]
- McCarthy, Lucille Parkinson. "A Stranger in Strange Lands: A College Student Writing Across the Curriculum." *Research in the Teaching of English* 21.3 (1987): 233-265. [PDF]
- Bazerman, Charles. "The Problem of Writing Knowledge." *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*. Fort Collins, CO: WAC Clearinghouse, 2000. 3-17. [[http://wac.colostate.edu/books/bazerman\\_shaping/chapter1.pdf](http://wac.colostate.edu/books/bazerman_shaping/chapter1.pdf)]

### **Against, or In Addition to, the Dominant Discourse**

Readings:

- Royster, Jacqueline Jones. "When the First Voice You Hear is Not Your Own." [Cross-Talk / Norton]
- Flynn, Elizabeth A. "Composing as a Woman." *College Composition and Communication* 39.4 (1988): 423-435. [Cross-Talk]
- Sirc, Geoffrey. "Never Mind the Tagmemics, Where's the Sex Pistols?" [Norton]

- Villanueva, Victor. "Maybe a Colony: And Still Another Critique of the Comp Community." [Norton]
- Moss, Beverly. "Literacy in African-American Churches: A Conversation Between the Academy and the Church Begins." [Norton]

### **Composition, ESL, and Transcultural Communication**

Readings:

- Matsuda, Paul Kei. "The Myth of Linguistic Homogeneity in US College Composition." *College English* 68.6 (2006): 637-651. [PDF]
- Ortmeier-Hooper, Christina. "English May Be My Second Language, But I'm Not 'ESL.'" *College Composition and Communication* 59.3 (2008): 389-419. [PDF]
- Canagarajah, A. Suresh. "The Place of World Englishes in Composition: Pluralization Continued." [Norton]
- Matsuda, Paul Kei. "Composition Studies and ESL Writing: A Disciplinary Division of Labor." [Cross-Talk]
- Lunsford, Andrea. "Toward a Mestiza Rhetoric: Gloria Anzaldua on Composition and Postcoloniality." [Norton]

### **Issues of Difference and Ownership**

Readings:

- Anson, Chris M. "Response and the Social Construction of Error." *Assessing Writing* 7.1 (2000): 5-21. [PDF]
- Howard, Rebecca Moore. "Sexuality, Textuality: The Cultural Work of Plagiarism." [Norton]
- Hesse, Doug. "Who Owns Writing?" [Norton]
- Schneider, Barbara. "Uncommon Ground: Narcissistic Reading and Material Racism." [Norton]
- Haswell, Richard. "The Complexities of Responding to Student Writing: Or, Looking for Shortcuts via the Road of Excess." [Norton]

### **Writing Assessment**

Readings:

- *WPA Outcomes Statement for First-Year Composition*. [<http://wpacouncil.org/positions/outcomes.html>]
- Elbow, Peter. "Ranking, Evaluating, and Liking: Sorting Out Three Forms of Judgment." *College English* 55.2 (1993): 187-206. [PDF]
- Yancey, Kathleen Blake. "Looking Back As We Look Forward: Historicizing Writing Assessment." [Norton 1186-1204]
- Anson, Chris M. "Assessment in Action: A Mobius Tale." *Assessment in Technical and Professional Communication*. Ed. Margaret Hundleby and Jo Allen. Amityville, NY: Baywood, 2009. 3-15. [PDF]
- Walker, Paul. "Composition's Akrasia: The Devaluing of Intuitive Expertise in Writing Assignment." *Enculturation: A Journal of Rhetoric, Writing, and Culture* 15 (2013). [<http://www.enculturation.net/compositions-akrasia>]

### **Multimodal Composition & Multiliteracies**

#### Readings:

- George, Diana. "From Analysis to Design." [Norton 1429-1449]
- Selfe, Cynthia. "Technology and Literacy: A Story About the Perils of Not Paying Attention." [Norton 1163-1185]
- Anderson, Daniel. "The Low Bridge to High Benefits: Entry-Level Multimedia, Literacies, and Motivation." *Computers and Composition* 25.1 (2008): 40-60. [PDF]
- Yancey, Kathleen Blake. "Made Not Only in Words: Composition in a New Key." *College Composition and Communication* 56.2 (2004): 297-328. [Cross-Talk 791-826 (3rd ed.) / PDF]
- Shipka, Jody. "A Multimodal Task-Based Framework for Composing." *College Composition and Communication* 57.2 (2005): 277-306. [PDF]

#### Emerging Technologies and Composition Practices

##### Readings:

- Freedman, Sarah. "Moving Writing Research into the 21st Century." [Norton 1049-1058]
- Miller, Carolyn R. and Dawn Shepherd. "Blogging as Social Action: A Genre Analysis of the Weblog." [Norton 1450-1473]
- Selber, Stuart. "Reimagining the Functional Side of Computer Literacy." *College Composition and Communication* 55.3 (2004): 470-503. [PDF]
- Faber, Brent and Johndan Johnson-Eilola. "Universities, Corporate Universities, and the New Professionals." [Norton 1059-1080]
- Lauer, Claire. "What's in a Name? The Anatomy of Defining New/Multi/Modal/Digital/Media Texts." *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* 17.1 (2012). [<http://kairos.technorhetoric.net/17.1/inventio/lauer/index.html>]

#### The Writing Center and the Field of Composition

##### Readings:



- Kail, Harvey and John Trimbur. "The Politics of Peer Tutoring." *WPA: Writing Program Administration* 11.1-2 (1987): 5-12. [PDF]
- Harris, Muriel. "Talking in the Middle: Why Writers Need Writing Tutors." *College English* 57.1 (1995): 27-42. [PDF]
- Boquet, Elizabeth H. "'Our Little Secret': A History of Writing Centers, Pre- to Post-Open Admissions." *College Composition and Communication* 50.3 (1999): 463-482. [PDF]
- Buck, Amber M. "The Invisible Interface: MS Word in the Writing Center." *Computers and Composition* 25.4 (2008): 396-415. [PDF]
- Denny, Harry. "Queering the Writing Center." *The Writing Center Journal* 30.1 (2010): 95-124. [PDF]

# Grad Course Addition - College of Arts and Humanities - ENG 6007 Dissertation Research Design in Texts & Technology

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Arts and Humanities

Unit / Department  
/ College\*

Texts and Technology PhD

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

**Full Title\*** Grad Course Addition - College of Arts and Humanities - ENG 6007  
Dissertation Research Design in Texts & Technology

**Approved Graduate Faculty/Scholars:\*** Mel Stanfill

**Prefix:\***

ENG

**Number:\*** 6007

**Course Title:\*** Dissertation Research Design in Texts & Technology

**30 Character Abbreviation:** Diss Research Design in T&T

**Course Description:**\* Preparation for the initial stages of dissertation development, including planning, research question development, and methodology determination.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-99):** N/A

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** ENG 6812 or ENC 6720 or DIG 6825 or HIS 6159 or CI.

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

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

### **Justification for Course Addition**

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

This Dissertation Research Design course would enable students to build on their existing methodology backgrounds towards a successful dissertation research project. Guiding objectives for the course include defining a research question and approach, understanding data collection methods approaches (using appropriate software and scripting as applicable), considering ethics and privacy, and developing well-defined methods of analysis. This level of dissertation research design is not covered in the primary Research Methods course required early in the student's program.

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

The Texts & Technology Ph.D. program would require this as a core course necessary for graduation.

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

N/A

**What is the estimated annual enrollment?**

15

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


**Detail Discussion**

We do not anticipate duplication or conflicts with other departments or colleges. As an interdisciplinary doctoral program, the Texts & Technology faculty is



comprised of tenured faculty from seven disciplines within the College of Arts and Humanities (Art, Digital Media, English, History, Philosophy, Theatre, and Writing and Rhetoric). The T&T faculty from these areas, many of whom also serve as faculty for master's programs in their disciplines, voted to approve adding this new course as a T&T program requirement at the 10/31/18 T&T faculty meeting.

## Attachment List

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

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

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

## Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

## PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**



**Course Title:** Dissertation Research Design in Texts and Technology

**Course Number:** ENG 6007

**Credit hours:** 3

**Instructor(s):**

**Office:**

**Office Hours:** TBD

**COURSE GOALS AND DESCRIPTION:**

The purpose of this course is to guide students from a point at which they have general ideas about their dissertation topic through the initial stages of dissertation development, including planning, research question development, and methodology determination. It is designed to build from foundational research training. Students will review and evaluate research in their specific area of inquiry in order to identify an appropriate research design. In addition, they will dissect a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Students must have completed their primary methods course and should ideally be in their final semester of coursework.

**IN THIS COURSE:**

- Students will develop a research topic to construct new knowledge that is appropriate for doctoral study.
- Students will be able to discuss research and other topics with academics in their field.
- Students will develop a realistic research design with specific research strategies.
- Students will communicate research ideas and their appropriate theoretical and methodological rigor and reality.
- Students will gain an understanding of the process of dissertation development, including stress management, time management, project management, committee formation, and dissertation proposal, and defense.

**COURSE REQUIREMENTS:**

**Weekly Research Journal: 10%**

Throughout the course, students will read a combination of assigned readings and a list of exemplary work in their research area chosen in consultation with their advisor and the course instructor. Students will document briefly the key points in these readings alongside the general course readings. Students should particularly emphasize a brief overview of the methodology described or practiced in each article.

**Research Question/Objective: 15%**

Students will define their dissertation research question/s or objective/s, as appropriate for their project, in a short (4-5 page) paper that includes a justification of their intended scope and the expected contribution to the field.

**Methods Literature Review: 30%**

Each student is expected to develop a clear, interdisciplinary methodology appropriate to their research question. The Methods Literature Review should create a theoretical framework for this methodological approach, scaffolding 2-3 key methods or approaches and justifying their use and usefulness to the research outcomes. It should not focus on subject matter specifically, as a normal literature review does, but on the way research is conducted. The literature review should be shared as a well-organized paper (15-17 pages) that will serve as a foundation for their methods section of both the prospectus and the dissertation.

**Funding Proposal: 10%**

Students will produce a proposal for dissertation funding. Full time students are especially encouraged to draft a proposal for a fellowship either at UCF or elsewhere; other options include money for travel, to hire specialized help (an app programmer, etc.), for transcription, etc.

**Draft Prospectus: 30%**

By the end of the semester, students will have produced the first rough draft of the complete prospectus, to be formatted and organized following the guidelines in the T&T handbook and the samples distributed from previous years. Unlike proposals they may have completed in previous courses, this is a proposal for the dissertation they will actually write.

**Dissertation Format Template: 5%**

Students will produce a dissertation format template in their preferred writing environment compatible with university guidelines and demonstrate their ability to prepare their work to pass the university review process.

**GRADING AND EVALUATION:** This course is graded Satisfactory/Unsatisfactory. Students will be evaluated based on consistency and quality of participation.

**REQUIRED TEXTS:**

Lury, Celia et al (eds). *Routledge Handbook of Interdisciplinary Research Methods*. Routledge. 2018.

- Roberts, Carol. Hyatt, Laura. *The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation*. Corwin. 2018.
- Additional texts chosen in consultation with the course instructor and each student's dissertation advisor

**SCHEDULE:****Week 1:** Introducing Interdisciplinary Dissertations

Read:

- Lury et al.: Introduction, Making and assembling, Arranging
- Roberts & Hyatt: What exactly is a dissertation?
- Additional article from specialized list

Write: Weekly Research Summary

**Week 2:** Defining Ethics and Scope

Read:

- Lury et al.: Drawing, Experimenting, Figuring
- Roberts & Hyatt: Ethical considerations in research
- Additional article from specialized list

Write: Weekly Research Summary

**Week 3: Refining a Dissertation Topic: Questions and Objectives**

Read:

- Lury et al.: Imaging, Rescaling, Sand drawing
- Roberts & Hyatt: Choosing a topic / Creating your team
- Additional article from specialized list

Write: Weekly Research Summary

**Week 4: Planning and Understanding Data**

Read:

- Lury et al.: Engaging and distributing, Affective analysis, Data-sprinting
- Roberts & Hyatt: Organizing yourself
- Additional article from specialized list

Write: Weekly Research Summary

**Week 5: Research Question due!**

Read:

- Lury et al.: Digging, Issuecrawling, Moving Methods
- Roberts & Hyatt: Mastering the academic style
- Additional article from specialized list

Write: Weekly Research Summary

**Week 6: From Question to Process**

Read:

- Lury et al.: Playing with ethics, Sensing atmospheres
- Roberts & Hyatt: Writing the introduction
- Additional article from specialized list

Write: Weekly Research Summary

**Week 7: Building a Methods Review**

Read:

- Lury et al.: Of interdisciplinarity, Diagramming, Conversation between Angela and Nina
- Roberts & Hyatt: Reviewing the literature
- Additional article from specialized list

Write: Weekly Research Summary

**Week 8: Descriptive Methodologies**

Read:

- Lury et al.: Haunting seedy connections, Dirty methods as ethical methods?
- Roberts & Hyatt: Selecting and describing the methodology
- Additional article from specialized list

Write: Weekly Research Summary

**Week 9: Values and Validation**

Read:

- Lury et al.: Valuing and validating, Compromising, Deriving
- Additional article from specialized list

Write: Weekly Research Summary

**Week 10: Understanding the Prospectus**

Read:

- Lury et al.: Disrupting, Dissenting, Exemplifying
- Roberts & Hyatt: The Proposal Meeting
- Additional article from specialized list

Write: Weekly Research Summary

**Week 11: Generalizations and Troubles**

Read:

- Lury et al.: Generalizing, Interdisciplines, Troubling
- Roberts & Hyatt: Analysing and presenting the findings
- Additional article from specialized list

Write: Weekly Research Summary

**Week 12: *Methods Literature Review due!***

Read:

- Lury et al.: Problem-making, Project-ing, Qualifying
- Additional article from specialized list

Write: Weekly Research Summary

**Week 13: Scaling and Scoping Methods**

Read:

- Lury et al.: Scaling, Speculating, Wedging
- Additional article from specialized list

Write: Weekly Research Summary

**Week 14: Placing Yourself in a Discipline**

Read:

- Two articles from specialized list

Write: Weekly Research Summary



**Week 15: *Pre-prospectus due!***

# Grad Course Addition - College of Business Administration - ENT 6900 Entrepreneurship Portfolio

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Management

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

Full Title\* ENT 6900 Entrepreneurship Portfolio

Approved Graduate  
Faculty/Scholars\* Cameron Ford

Prefix\*

ENT

Number\* 6900

Course Title\* ENT 6900 Entrepreneurship Portfolio

30 Character  
Abbreviation: Entrepreneurship Portfolio

Course  
Description\*

This course provides students with an opportunity to achieve new venture development milestones, demonstrate specific entrepreneurial competencies associated with those milestones, and connect with community experts tasked with assessing their efforts. It emphasizes entrepreneurship as practice, and rewards students for making tangible progress on connecting with customers, developing solutions, and organizing startup ventures.

**Credit Hours:** 3

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the graduate college

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?  Yes  No

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

### Justification for Course Addition

What is the rationale for adding this course? This course offers students opportunities for customized, personalized learning experiences that promote their personal, professional and venture development goals.

What majors require or recommend this course for graduation? Professional Masters of Science in Management, Entrepreneurship Track

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


What is the estimated annual enrollment? 30

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

Detail Discussion No such course currently exists in the graduate curriculum.

### Attachment List



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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



## ENT 6900: Entrepreneurship Portfolio Fall Semester 2019

**Cameron Ford, Ph.D.**

Director - Center for Entrepreneurial Leadership (CEL)

Associate Professor - Management Department

**Office:** BA 345 BA (primary) or BA 135 (CEL)

**Phone:** 407-823-3700

**Email:** Via Webcourses

**Website:** Access through Webcourses

**Office Hours:**

- Monday 3:00-5:00pm (345 BA1)

- By appointment – schedule at  
the Blackstone LaunchPad

### COURSE OVERVIEW

A recent study of high-impact practices in entrepreneurship education concluded by suggesting that educating entrepreneurs is similar to educating musicians. They suggested that, like musicians, entrepreneurs must learn theory, practice their craft to develop productive “habits of the mind” (e.g., an “entrepreneurial mindset”), and then demonstrate their competence by performing. Although these processes are undertaken at some level in all of our entrepreneurship courses – we teach theories/methods, require practice/assignments, and conclude with “capstone” project/performances – the performances are typically hypothetical descriptions of what students could do rather than what they’ve actually done to launch a new venture.

This course offers highly engaged entrepreneurship students with an opportunity to learn key entrepreneurial competencies through personalized coaching and experience, and to demonstrate those competencies by performing real venture development milestones. For example, a student might learn about and practice a competency such as design thinking under the guidance of coaches and mentors, and demonstrate that competency by presenting a prototype to a panel of customers, investors, or experienced entrepreneurs. This approach offers students engaged in developing startup ventures with a highly personalized learning experience that supports their specific professional and venture development goals.

There are two ways in which students can engage this course:

1. The course may be presented by a faculty member as a series of venture development milestones that a student needs to accomplish in order to be deemed “competent” at entrepreneurial skillsets associated with each milestone. This approach is analogous to experiential professional-development courses like senior design offer in engineering disciplines.
2. The course may be proposed by a student who is currently practicing relevant entrepreneurial skillsets and would like an opportunity to demonstrate their competence

by performing related venture development milestones. This approach provides students with an opportunity to earn credit for skills they have honed working on their own startup ventures by undertaking a rigorous assessment process involving both faculty and entrepreneurship practitioners.

In both cases, students would be required to work with a startup coach to organize a portfolio of tangible work products associated with specific, agreed-upon venture development milestones. These portfolios would then be evaluated by faculty and entrepreneurship practitioners to determine whether the “performance” sufficiently demonstrates associated entrepreneurial competencies or skillsets. Evaluations will include reviews of portfolio documentation as well as presentations describing the development of the portfolio elements and the achievement of venture development milestones. Brief reflection papers describing student’s personal and professional development experiences would also be required as part of the competency assessment process.

## LEARNING OBJECTIVES

This course offers students opportunities for customized, personalized learning experiences that promote their personal, professional and venture development goals. Because the specific competencies, skillsets, and milestones addressed will vary from student to student, the learning objectives to the course are broadly stated as the following:

1. To ***enhance students’ entrepreneurial mindset*** as a means of improving their ability to solve problems under conditions of high uncertainty, and to take actions that go beyond their current authority or resources.
2. To ***enhance students’ entrepreneurial skillsets*** as a means of developing their professional competencies related to envisioning, organizing, and executing new venture startups, including new initiatives in established corporate or government settings.
3. To ***enhance students’ startup milestone progress*** as a means of promoting student efforts to launch their own startup ventures, create their own career paths, and introduce innovations to society.

## COURSE COMPONENTS

1. **Required readings:** In most cases, students will be required to read about specific entrepreneurial methodologies commonly practiced in the startup community (e.g., customer discovery, developing sales strategies, developing financial projections, etc.).
2. **Coaching sessions:** Students will schedule appointments with their sponsoring faculty and Blackstone LaunchPad coaches to negotiate their portfolio requirements, create work plans, learn relevant methodologies, and review progress.
3. **Portfolios:** UCF’s entrepreneurship faculty has developed a description of important entrepreneurial competencies or skillsets, methodologies commonly used to perform those

skillsets, and venture milestones that suggest successful performance of those skillsets. These descriptions will guide the portfolio requirements assigned to each student. However, modifications of these requirements may be made to accommodate specific features and requirements of each student's venture.

- 4. Reflections:** Reflecting on one's entrepreneurial journey and gaining self-awareness about one's personal and professional perspectives, habits, and skills is an important aspect of experiential learning. Therefore, students will be required to submit brief reflection papers that characterize what they've learned as a result of achieving key developmental milestones.
- 5. Assessments:** Student portfolios will be assessed by panels of faculty and community practitioners with new venture development expertise. Students will also present a description of how they achieved their startup milestones, and take questions from the faculty and practitioners assessing the presentation.

## COURSE GRADING

**GRADE CALCULATIONS:** Grades will be assigned based on traditional percentage ranges (e.g., 90%, 80%, etc.), and will include plus/minus designations.

### **GRADED WORK:**

- **60%** - Portfolio documentation and supporting material
- **30%** - Portfolio presentation and Q&A
- **10%** - Reflections paper

**REQUIRED ATTENDANCE QUIZ:** All faculty are required to document students' academic activity by completing a very brief MANDATORY course attendance quiz due NO LATER THAN FRIDAY 8/26. Students who do not complete this assignment may experience a delay in financial aid disbursement.

**EXPECTATIONS OF PROFESSIONALISM AND ACADEMIC HONESTY:** The foundation of professionalism is integrity – trust that you will do what you say and are expected to do, do it well, do it on time, and do it for the benefit of others. Accordingly, universities (and professors) should develop an environment where students learn to act in an honorable and trustworthy fashion and where the standards of academic integrity are taught, emphasized, and consistently enforced. Violations of academic behavior standards, including those listed below are described in *The Golden Rule, the UCF Student Handbook* (<http://goldenrule.sdes.ucf.edu/>)



**COURSE SCHEDULE:** Interactions between students, faculty, coaches, and assessment panels will be scheduled in a customized fashion with each student. However, basic expectations would be for students to meet with their faculty sponsor or a coach at least six times during the semester in which credit is earned, and to submit a completed portfolio by week 12 of the semester to allow time to assess the portfolio and schedule portfolio review presentations. Students failing to meet these expectations may be assessed grade penalties or be dropped from the class.

# Grad Course Addition - College of Business Administration - FIN 6458 Foundations of FinTech

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Finance

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

Full Title\* FIN 6458 Foundations of FinTech

Approved Graduate Faculty/Scholars\* Buvaneshwaran Venugopal

Prefix:\*

FIN

Number: \* 6458

Course Title:\* Foundations of FinTech

30 Character Abbreviation: Foundations of FinTech

Course Description:\*

This course provides an overview of the emerging Fintech discipline & how innovations and new technologies are transforming conventional financial markets and services.

**Credit Hours:** 3.0

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** FIN 6406

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

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

### **Justification for Course Addition**

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

The field of finance is rapidly changing as new technologies radically change the financial services industry. One of the most disruptive new technologies is FinTech, where traditional forms of banking and payments are being redefined. Finance students must now learn more computer programming skills for use in data analytics and specific knowledge of FinTech. This course is designed to address these changes in the profession and better prepare students for the future of finance.

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

None

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

College of Engineering and Computer Science students and international students

**What is the estimated annual enrollment?**

24

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

**Detail Discussion** None

## **Attachment List**

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

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

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

## **Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

## **HEADING**



# FIN 6458: Foundations of FinTech

Spring 2021

University of Central Florida

<i>Instructor:</i>	Eshwar Venugopal
<i>Class Time / Venue:</i>	TBD
<i>Office:</i>	BA1 417
<i>e-mail</i>	eshwar@ucf.edu
<i>Website</i>	TBD

<p>The information contained in this course syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.</p>
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## Course objectives and description

The finance sector is being transformed by technological innovation in the past decade and further disruption is expected in the near future. The label “FinTech” (Financial Technology) refers to innovative companies at the intersection of finance and technology, that are increasingly taking over main stream financial sectors such as payments, lending, foreign exchange, financial advice (robo-advisers), regulatory compliance, marketplace mediation, and insurance.

The objective of this course is to provide an overview of the emerging FinTech discipline. In this course, we will study: What is financial innovation? How it, along with technology, is transforming different facets of traditional finance? Which finance functions are the likely candidates for disruption? What are the economic factors behind each finance function and implications of FinTech disruption? What are the required data analysis methods and tools? How to use them to identify and solve FinTech problems? What are the bright, dark and unintended side-effects of FinTech? How is the legal landscape evolving to handle issue brought on by FinTech?

This course is designed to be interactive and promote critical and creative thinking, and entrepreneurial spirit. A key component for success in this course is teamwork: ideally each team will have people with both finance and technology backgrounds, which will help in developing a product/service proposal and allow you to design a prototype by the end of the semester. Each team will have to present their proposal and prototype during the course of the semester.

This course aims to motivate students to critically evaluate conventional financial markets/services and identify areas for improvement. Given this is the first FinTech course in the masters program, my hope is that you would develop the product/service idea you present in this course as you progress through the program. The MS program is designed to give you the necessary tools which can help bring your idea to fruition. Note: in the final semester of the MS program, there is capstone course that requires you to present a full-fledged startup idea in front of an expert panel.

## **Who should take this course?**

This course is meant for those who want an introduction to the realm of FinTech and understand its potential in the real world. This course would be useful to students from finance and computer science areas who are looking to understand the other side. In terms of careers, this course would be beneficial to those who are planning to work for a FinTech venture, financial services companies, VC and PE firms, or consulting firms. Given the expected student mix of this class, we hope that this class would be helpful for those interested in starting their own FinTech ventures with connections formed in this program.

## **Case Studies**

We will be discussing three case studies during this course. The cases will be positioned to cover one functional area in finance. For each case, I will post questions concerning the case along with case supplements, if any. We will spend time in class discussing the case after its due date. Students are required to work in teams of 3-4 students, and all case studies should be done with the same group. If you have problems joining a group, you should contact me at the earliest. It is advisable to stick with the same group for the project too (see below). The case write-ups should comply with the following format. There is a limit of two pages of text, where you may use a font no smaller than 11 point and line spacing no smaller than 1.5. In addition, you may include up to 3 pages of numerical exhibits and calculations. Longer memoranda are not necessarily better, although you must answer the questions thoroughly and provide all of your assumptions

and calculations. The case studies can be downloaded directly from the Harvard Business School Publishing (HBSP) at a reasonable price. I have prepared a course pack in HBSP containing the case studies and supplemental materials required for this course, which can be accessed via this link (TBD).

In the past, students have asked for solutions to the cases. We will discuss the case in class, but I will not distribute solutions because there are usually no absolute right answers. However, there are good arguments and bad arguments, and this exercise will help you distinguish between the two.

*Potential cases:*

- Cutting through the Fog: Finding a Future with FinTech
- Lending Loop: FinTech Disruption in Canadian Banking
- bKash: Financial Technology Innovation for Emerging Markets

## **Project**

You are expected to form a team of 3-4 students within the first two weeks of this course. There will be two phases to the project: (i) identify a finance sector that can benefit from technology and propose a new venture that can solve the problem/deficiency; (ii) develop a business plan and prototype for the venture. Each team will have to present their proposal and prototype during the course of the semester. You would be required to present your idea in class in week 7 and present your business plan/prototype in the last class of the semester.

## **Peer evaluation**

To make grading more equitable and reduce the free-rider problem, part of the grade for the project is based on peer review. Students will evaluate their team members for each case study, project and class presentation. A link to the peer review form will be provided in class. Your peer review will be kept confidential.

# Course material, cases and assignments

Due to the fast changing nature of FinTech there is no one book that covers all topics sufficiently. So, we would be discussing industry reports, academic papers and news articles. All lecture notes, case studies and readings will be posted on the course web page (TBD) before the scheduled class. The sheer number of readings can be overwhelming. I will attempt to distill all relevant information in the lecture slides. But I highly recommend you at least skim the readings.

Discussions on each topic will be divided into three parts (i) history and the function a financial sector fulfills in the economy, (ii) how technology has impacted the sector, and (iii) an account of FinTech companies that are leading the innovative efforts.

## Traditional Finance Books:

- Financial Markets and Institutions, by Frederic S. Mishkin and Stanley G. Eakins 7th edition (henceforth “MH”).
- Money, Banking and the Financial System , by R. Glenn Hubbard and Anthony Patrick OBrien 2nd edition (henceforth “HO”).

## Topics covered (Tentative)

- Introduction to Finance & FinTech
  - MH: Chapters 2, 7
  - Fintech Innovation: An Overview, Board of Governors Federal Reserve System, 2016, <http://pubdocs.worldbank.org/en/767751477065124612/11-Fintech.pdf>
  - Digital Disruption, CITI GPS, 2016, <https://ir.citi.com/SEBhgbdvxes95HWZMmFbjGiU%2FydQ9kbvEbHIruHR%2F1e%2F2Wza4cRv0QUNX8GBWVsV>. (Pages 7-29)
  - Arner, D., Barberis, J.N., Buckley, R. P., The Evolution of Fintech: A New Post-Crisis Paradigm?, 2016, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2676553](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2676553)

- Philippon, T., The FinTech Opportunity. NBER Working paper, 2016, <http://www.nber.org/papers/w22476.pdf>
- Time value of money & NPV
  - MH: Chapters 3, 4
- Python basics
  - How to Think Like a Computer Scientist, by Jeffrey Elkner, Allen B. Downey and Chris Meyers 2nd Ed. (Project/Exercises). <http://www.openbookproject.net/thinkcs/python/english2e/ch08.html>
- Banking
  - MH: Chapters 17, 19
  - Fintech Innovation: An Overview, Board of Governors Federal Reserve System, 2016, <http://pubdocs.worldbank.org/en/767751477065124612/11-Fintech.pdf>
  - FinTech Trends to Watch 2018, CBIInsights, 2018 <https://www.cbinsights.com/research/report/fintech-trends-2018/>
  - Digital Disruption, CITI GPS, 2016, <https://ir.citi.com/SEBhgbdvxes95HWZMmFbjGiU%2FydQ9kbvEbHiruHR%2Fle%2F2Wza4cRv0QUNX8GBWVsV>. (Pages 64-79).
  - How is technology changing finance the way we know it?, Medium, 2017, <https://medium.com/swlh/how-is-technology-changing-finance-the-way-we-know-it-412b18ec33f1>
  - Digitizing Wall Street: How Technology Is Changing the Future of Finance, Milken Institute, 2015, <https://www.youtube.com/watch?v=h-U015H5WMo>. (video)
  - The Promise of FinTech - Something New Under the Sun?, Bank of England, 2017, <https://www.bis.org/review/r170126b.pdf>.
- Payments & Capital Markets Infrastructure
  - MH: Chapter 2
  - HO: Chapter 2

- Digital Disruption, CITI GPS, 2016, <https://ir.citi.com/SEBhgbdvxes95HWZMmFbjGiU%2FydQ9kbvEbHIRuHR%2Fle%2F2Wza4cRvOQUNX8GBWVsV>. (Pages 30-44).
- Cutting through the noise around financial technology, McKinsey & Company, 2016, <https://www.mckinsey.com/industries/financial-services/our-insights/cutting-throu>
- Innovation in Payments, BNY Mellon, 2015, [https://www.bnymellon.com/\\_global-assets/pdf/our-thinking/innovation-in-payments-the-future-is-fintech.pdf](https://www.bnymellon.com/_global-assets/pdf/our-thinking/innovation-in-payments-the-future-is-fintech.pdf).
- The future of financial infrastructure, World Economic Forum, 2016, [http://www3.weforum.org/docs/WEF\\_The\\_future\\_of\\_financial\\_infrastructure.pdf](http://www3.weforum.org/docs/WEF_The_future_of_financial_infrastructure.pdf). (Pages 46-55)
- Chapter 3.1. Blockchain Technology and Applications from a Financial Perspective. <https://www.weusecoins.com/assets/pdf/library/UNICREDIT%20-%20Blockchain-Technology.pdf>
- Fintech and Cross-Border Payments, IMF, 2017, <https://www.imf.org/en/News/Articles/2017/11/01/sp103017-fintech-and-cross-border-payments>.
- Chapter 12 - Understanding Interbank Real-Time Retail Payment Systems, Handbook of Blockchain, Digital Finance, and Inclusion, Volume 1, Douglas W.Arner, Jnos Barberis, Ross P.Buckley, 2017.
- Fintech Decoded, McKinsey & Company, 2018, <https://www.mckinsey.com/~media/McKinsey/Industries/Financial%20Services/Our%20Insights/Fintech%20decoded%20The%20capital%20markets%20infrastructure%20opportunity/Fintech-decoded-Capturing%20Opportunities.pdf>
- The future of financial infrastructure, World Economic Forum, 2016 [http://www3.weforum.org/docs/WEF\\_The\\_future\\_of\\_financial\\_infrastructure.pdf](http://www3.weforum.org/docs/WEF_The_future_of_financial_infrastructure.pdf). (Pages 109-127)
- How Do Smart Contracts Work? Bitcoin and Ethereum, ARK Invest, 2016 <https://ark-invest.com/research/smart-contracts-work>

- Blockchain

- How Blockchain can change the world, McKinsey & Company, 2016, <https://www.mckinsey.com/industries/high-tech/our-insights/how-blockchains-could-change-the-w>  
(Video)
  - Blockchain Understanding the potential, Barclays, 2015, [https://www.barclayscorporate.com/content/dam/corppublic/corporate/Documents/insight/blockchain\\_understanding\\_the\\_potential.pdf](https://www.barclayscorporate.com/content/dam/corppublic/corporate/Documents/insight/blockchain_understanding_the_potential.pdf).
  - The Future of the Web Looks a Lot Like the Bitcoin Blockchain, IEEE Spectrum, 2015, <https://spectrum.ieee.org/computing/networks/the-future-of-the-web-looks-a-lot-li>
  - The essence of the blockchain, Michael Scott, 2016, <http://www.miracl.com/hubfs/block.pdf?hsCtaTracking=41b86e7e-0bc6-48f0-889a-61bd43021a32%7Cab2522ad-e26f-4487>
  - Chapter 2. Blockchain Technology and Applications from a Financial Perspective. <https://www.weusecoins.com/assets/pdf/library/UNICREDIT%20-%20Blockchain-Technology.pdf>
- Cryptocurrency
    - MH: Chapters 3
    - Metcalfe’s Law as a Model for Bitcoin’s Value, Timothy Peterson, 2018, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3078248](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3078248)
    - Illicit Trade Annex, World Economic Forum, <http://reports.weforum.org/wp-content/gacreport-downloads/matrix/gac-illicit-trade-annex.pdf>
    - Sex, Drugs, and Bitcoin: How Much Illegal Activity Is Financed Through Cryptocurrencies?, Foley, S., Karlsen, J. R., Putnin, T. J., 2018, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3102645](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3102645)
    - Wall Street Journal: WSJCoin (Video)
    - Mastering Bitcoin, AndreasAntonopoulos, 2011 (Book)
    - How Bitcoin Works Under the Hood, 2013, <http://www.imponderablethings.com/2013/07/how-bitcoin-works-under-hood.html> (video)

- What is an ICO (Initial Coin Offering) and How Does it Work? <https://www.fxempire.com/education/article/ico-initial-coin-offering-work-418446> (non-technical overview)
- Financial Services
  - Using FinTech to democratize financial services, McKinsey & Company, 2017, <https://www.mckinsey.com/industries/financial-services/our-insights/using-fintech-to-democratize-financial-services> (Video)
  - Redrawing the lines: FinTechs growing influence on Financial Services, PricewaterhouseCoppers, 2017, <https://www.pwc.com/gx/en/industries/financial-services/assets/pwc-global-fintech-report-2017.pdf>
  - The Fintech 2.0 Paper: rebooting financial services, 2015, <http://santanderinnoventures.com/wp-content/uploads/2015/06/The-Fintech-2-0-Paper.pdf>
  - The Future of Financial Services, World Economic Forum, 2015, [http://www3.weforum.org/docs/WEF\\_The\\_future\\_of\\_financial\\_services.pdf](http://www3.weforum.org/docs/WEF_The_future_of_financial_services.pdf)
  - The future of financial infrastructure, World Economic Forum, 2016, [http://www3.weforum.org/docs/WEF\\_The\\_future\\_of\\_financial\\_infrastructure.pdf](http://www3.weforum.org/docs/WEF_The_future_of_financial_infrastructure.pdf). (Pages 92-109)
  - Blockchain & Financial Services, MIT Connection Science, 2016, [https://www.getsmarter.com/blog/wp-content/uploads/2017/07/mit\\_blockchain\\_and\\_fin\\_services\\_report.pdf](https://www.getsmarter.com/blog/wp-content/uploads/2017/07/mit_blockchain_and_fin_services_report.pdf)
- Insurance
  - MH: Chapters 21
  - Harnessing the Data Exhaust Stream: Changing the Way the Insurance Game is Played, Accenture, 2016 [https://www.accenture.com/\\_acnmedia/PDF-27/Accenture-Harnessing-Data-Exhaust-Stream.pdf](https://www.accenture.com/_acnmedia/PDF-27/Accenture-Harnessing-Data-Exhaust-Stream.pdf)
  - The future of financial infrastructure, World Economic Forum, [http://www3.weforum.org/docs/WEF\\_The\\_future\\_of\\_financial\\_infrastructure.pdf](http://www3.weforum.org/docs/WEF_The_future_of_financial_infrastructure.pdf). (Pages 56-64)



- Chapter 11 - InsurTech and FinTech: Banking and Insurance Enablement. <https://www.sciencedirect-com.ezproxy.net.ucf.edu/science/article/pii/B978012810441500011>
- Regulations & Compliance
  - MH: Chapters 18
  - Regulating FinTech: Crowdfunding and Beyond, Guido Ferrarini, 2017, <http://european-economy.eu/2017-2/regulating-fintech-crowdfunding-and-beyond/>
  - The real promise of regulatory technology, TechCrunch, 2017, <https://techcrunch.com/2017/05/09/the-real-promise-of-regulatory-technology/>
  - FinTech and RegTech in a Nutshell, and the Future in a Sandbox, CFA Institute, 2017, <https://www.cfainstitute.org/-/media/documents/article/rf-brief/rfbr-v3-n4-1.ashx>
  - Disrupting FinTech Law, Barefoot, J. A. S., Fintech Law Report, 2015, [https://static1.squarespace.com/static/535edb77e4b0cd207fff9e6e/t/554ff231e4b0261b84be36e1431302705880/Fintech1802\\_AA\\_Barefoot.pdf](https://static1.squarespace.com/static/535edb77e4b0cd207fff9e6e/t/554ff231e4b0261b84be36e1431302705880/Fintech1802_AA_Barefoot.pdf)
  - Chapter 3.2. Blockchain Technology and Applications from a Financial Perspective. <https://www.weusecoins.com/assets/pdf/library/UNICREDIT%20-%20Blockchain-Technology.pdf>
  - Chapter 16 - RegTech: Building a Better Financial System, Handbook of Blockchain, Digital Finance, and Inclusion, Volume 1, Douglas W.Arner, Jnos Barberis, Ross P.Buckley
- Entrepreneurship & Financing
  - MH: Chapters 22
  - Ready to Disrupt? How to Launch a Fin-Tech Startup, Entrepreneur, 2013, <http://www.entrepreneur.com/video/227348>. (Old video)
  - Fintech: Silicon Valley Takes On Wall Street, MIT/Stanford Venture Lab, 2015, <https://www.youtube.com/watch?v=1XWdaHzKAgk>. (Video)

- Fintech Venture Capital, Cumming, D. J., & Schwienbacher, A., 2018, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2784797](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2784797)
- How to Become a FinTech Entrepreneur. <https://www.getsmarter.com/blog/career-advice/become-fintech-entrepreneur/>
- Big Data, Technology & Prediction
  - Where have you been all my life? How the financial services industry can unlock the value in Big Data, PricewaterhouseCoopers, 2013, <https://www.pwc.com/us/en/financial-services/publications/viewpoints/assets/pwc-unlocking-big-data-value.pdf>
  - Towards Internet of Trusted Data, MIT Connection Science, 2016, <https://www.getsmarter.com/blog/wp-content/uploads/2017/07/mit-report-towards-the-internet-of.pdf>
  - Prediction Markets, MIT Connection Science, 2016, [https://www.getsmarter.com/blog/wp-content/uploads/2017/07/mit\\_prediction\\_markets\\_report.pdf](https://www.getsmarter.com/blog/wp-content/uploads/2017/07/mit_prediction_markets_report.pdf)
  - Technology: APIs & Platform: Xignite, Yodlee, Bloomberg, Monax, IBM, Reuters

## Grading

Beginning of Semester Online Quiz	: 2%
Case studies and peer evaluation	: 45%
Project and peer evaluation	: 30%
Final Exam	: 23%

## Policies

### Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. Every student is expected to do his/her own work in its entirety. Presenting

another person's ideas, arguments, words or images as your own, using unauthorized material, 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. Lecture notes and other class materials are property of the university. Students should not sell them to another person, student and/or upload course material to a third-party vendor. Please feel free to ask what is acceptable and what is not.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

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

## **Accessibility Statement**

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 as soon as possible to discuss reasonable options or adjustments. The University of Central Florida is committed to providing access and inclusion for all persons

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

## **Campus Safety Statement**

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

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

## **Deployed Active Duty Military Students**



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

# Grad Course Addition - College of Business Administration - FIN 6468 FinTech in Decision Making

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Finance

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

Full Title\* FIN 6468 FinTech in Decision Making

Approved Graduate  
Faculty/Scholars\* Christo Pirinsky

Prefix\*

FIN

Number\* 6468

Course Title\* FinTech in Decision Making

30 Character  
Abbreviation: FinTech in Decision Making

Course  
Description\*

The objective of this course is to provide an introduction to business intelligence and analytics applied to the financial world.

**Credit Hours:** 3.0

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** FIN 6406, FIN 6458 and FIN 6515.

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

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

### **Justification for Course Addition**

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

The field of finance is rapidly changing as new technologies radically change the financial services industry. One of the most disruptive new technologies is FinTech, where traditional forms of banking and payments are being redefined. Finance students must now learn more computer programming skills for use in data analytics and specific knowledge of FinTech. This course is designed to address these changes in the profession and better prepare students for the future of finance.

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

None

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

College of Engineering and Computer Science, College of Business Administration, and International students.

**What is the estimated annual enrollment?**

24

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

**Detail Discussion** No duplications.

## **Attachment List**

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

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

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

## **Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

## **HEADING**





UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF BUSINESS ADMINISTRATION

Dr. Christo A. Pirinsky  
College of Business Administration/Finance  
PO Box 161400  
Orlando, FL 32816-1400  
Office Phone: 407-823-5962  
E-mail Address: [cpirinsky@ucf.edu](mailto:cpirinsky@ucf.edu)  
Office Hours: TBD

**FIN 6468, FinTech in Decision Making, Fall 2021**  
**XXX 1:00 – 3:00 PM, Room XXX**

**COURSE OBJECTIVES AND DESCRIPTION**

Every decision is based on data and the amount of data created in the world has been increasing dramatically in recent times. Indeed, the data generated over the previous two years exceeds the amount of data that was generated in the entire previous history of the human race. This data, however, is only as valuable as our ability to extract information from it. In this respect, the data that exists in the world resembles a natural resource deposited underneath the earth surface. In order to benefit from the resource, we need to discover it, access it, and extract it.

Not only the amount of data, but also our ability to analyze it has been increasing progressively over time. We are just at the beginning of a data-driven revolution that could transform the operations of every organization and the life of every person on this planet. The business is also becoming increasingly data-driven and a company's ability to generate and respond to data-driven insights is becoming a major way of building competitive advantage.

The objective of this course is to provide an introduction to business intelligence and analytics applied to the financial world, which includes the use of data, statistical and quantitative analysis, and exploratory and predictive models to inform financial decision making. The material is organized in eight topics spanning applications in most major areas of modern finance. The course will consist of lectures, discussions, and hands-on exercises in developing, implementing, and operating analytics models. The course will also encourage students to apply scientific methods and models to predict and respond to financial market dynamics.

## PREREQUISITES

FIN 6406, FIN 6458 and FIN 6515.

## REQUIRED COURSE MATERIALS

- *Textbook*— Big Data Analytics with R: Leverage R Programming to uncover hidden patterns in your Big Data, Simon Walkowiak, Packt Publishing - ebooks Account 2016. ISBN-13: 978-1786466457
- *Articles and notes*—I will post my class lecture notes and required reading materials ahead of time for you to download, print, and bring to class. Go to <http://webcourses.ucf.edu> and click on the FIN 4424 link
- *Software*— R and R Studio —Available to UCF students and accessible via Business Analytics Lab and/or <https://odamid.oda.sas.com>

## GRADING POLICIES

Your course grade will be based on the following components:

2 Exams (in-class)	40%
6 Assignments (home)	<u>60%</u>
	100%

A brief description of each component follows. Specific details will be discussed in class.

**Exams:** The purpose of the exam is to help you to understand and synthesize the course material. Students are not expected to memorize detailed information from the text or from the lecture notes. Students are expected to work on exam individually, no group work is allowed.

**Assignments:** These exercises are intended to give you hands-on experience working with analytical models and approaches introduced in class. The assignments (both home and in-class) will comprise 40% of your final grade. I will discuss submission requirements in class. Remember, completing these assignments will also help your participation grade and will help you develop the skills necessary to do well on exams and understanding value-driven approach to customer analytics. If the assignments submitted after due date, I will deduct 10% of grade for each day after due date. Late submissions will not be accepted after solution are posted.

## UCF COLLEGE OF BUSINESS ADMINISTRATION POLICIES

### Attendance

Class attendance and participation are highly encouraged. Most of the material in the course is developed sequentially. Therefore, it is important if a student misses a class, to understand the material covered in a missed class before the next class.

## **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. These are detailed in the student catalog / handbook. The following is taken from those standards:

*The University of Central Florida is committed to a policy of honesty in academic affairs. Examples of conduct for which students may be subject to academic and/or disciplinary penalties including expulsion are:*

*Cheating, whereby non-permissible written, visual, or oral assistance including that obtained from another student is utilized on examinations, course assignments, or projects. The unauthorized possession or use of examination or course related material may also constitute cheating.*

*Plagiarism, whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another has plagiarized.*

*Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained solely through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.*

*Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the university and the Instructor is a violation of this rule.*

*NOTE: A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable. In cases of cheating or plagiarism, the instructor may take appropriate academic action ranging from loss of credit for a specific assignment, examination, or project to removal from the course with a grade of "F." Additionally, the instructor may request disciplinary action through the Office of Student Rights and Responsibilities as outlined in The Golden Rule.*

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>.

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

### **Disability Access Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students 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 (sds@ucf.edu), Ferrell Commons 185, phone (407) 823-2371, before requesting accommodations from the professor.

FIN 6468: FinTech in Decision Making  
 Fall 2021, Schedule and Assignments (Subject to change)

<b>Date</b>	<b>Class Topic</b>	<b>Assignment Due</b>
08/20	<b>Topic 1.</b> Introduction to Financial Decision Making with Data	
08/27	<b>Topic 2.</b> A Primer on R for Financial Analysis	
09/03	<b>Topic 2.</b> A Primer on R for Financial Analysis	
09/10	<b>Topic 3.</b> Investment Analysis	Exam 1
09/17	<b>Topic 3.</b> Investment Analysis	Project 1 due
09/24	<b>Topic 3.</b> Investment Analysis	Project 2 due
10/01	<b>Topic 4.</b> Corporate Finance	
10/08	<b>Topic 4.</b> Corporate Finance	Project 3 due
10/15	<b>Topic 5.</b> Economic Geography	
10/22	<b>Topic 5.</b> Economic Geography	Project 4 due
10/29	<b>Topic 6.</b> Anomaly Detection	
11/05	<b>Topic 6.</b> Anomaly Detection	Project 5 due
11/12	<b>Topic 7.</b> Special Topics in Financial Decision Making	
11/19	<b>Topic 7.</b> Special Topics in Financial Decision Making	Project 6 due
11/26	<b>Topic 8.</b> The Future of Financial Decision Making: Artificial Intelligence	
12/03	Exam	Exam 2

## FIN 6468: Readings



Topic #	[Description]/References
1	<p><b>Introduction to Financial Decision Making with Data</b></p> <ul style="list-style-type: none"> <li>• All decision-making is about data</li> <li>• The business of big data</li> </ul> <p>Resources: TBD</p>
2	<p><b>A Primer on R for Financial Analysis</b></p> <ul style="list-style-type: none"> <li>• Basic functions and procedures</li> <li>• Relational databases</li> </ul> <p>Resources: TBD</p>
3	<p><b>Investment Analysis</b></p> <ul style="list-style-type: none"> <li>• Introduction to equity markets</li> <li>• Data analysis of stock returns: indices, seasonality,</li> <li>• Measuring stock market risk</li> <li>• Visualizing stock market data</li> <li>• Rolling portfolios and trading strategies</li> <li>• Predictability in financial markets vs. predictability in other settings: market efficiency and arbitrage</li> <li>• High-frequency and algorithmic trading</li> </ul> <p>Resources: TBD</p>
4	<p><b>Corporate Finance</b></p> <ul style="list-style-type: none"> <li>• Introduction to transactions/deal data</li> <li>• Data analysis of IPOs: aggregate and industry trends of IPO activity and deal characteristics</li> <li>• IPOs in the secondary market: first-day returns</li> <li>• Predicting IPO performance</li> </ul> <p>Resources: TBD</p>
5	<p><b>Economic Geography</b></p> <ul style="list-style-type: none"> <li>• Gathering spatial data</li> <li>• Predicting presidential elections with regional socio-economic data</li> <li>• Visualizing political data</li> </ul> <p>Resources: TBD</p>
6	<p><b>Anomaly Detection</b></p> <ul style="list-style-type: none"> <li>• Predicting accounting fraud based on financial data (Regtech)</li> <li>• Solvency analysis – predicting bankruptcy</li> </ul> <p>Resources: TBD</p>
7	<p><b>Special Topics in Financial Decision Making</b></p> <ul style="list-style-type: none"> <li>• Analysis of social media data</li> <li>• Text Analytics</li> </ul> <p>Resources: TBD</p>
8	<p><b>The Future of Financial Decision Making: Artificial Intelligence</b></p> <ul style="list-style-type: none"> <li>• Resources: TBD</li> </ul>

# Grad Course Addition - College of Business Administration - FIN 6704 FinTech Entrepreneurship

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Finance

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

Full Title\* FIN 6704 FinTech Entrepreneurship

Approved Graduate Faculty/Scholars\* Christo Pirinsky and Buvaneshwaran Venugopal

Prefix:\*

FIN

Number:\* 6704

Course Title:\* FinTech Entrepreneurship

30 Character Abbreviation: FinTech Entrepreneurship

Course Description:\*

This course will help students identify financial sectors that have been disrupted by FinTech or those that are ripe for disruption.

**Credit Hours:** 3.0

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** FIN 6406, FIN 6458, FIN 6515

**Corequisite(s):** FIN 6468

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more



advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

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

The field of finance is rapidly changing as new technologies radically change the financial services industry. One of the most disruptive new technologies is FinTech, where traditional forms of banking and payments are being redefined. Finance students must now learn more computer programming skills for use in data analytics and specific knowledge of FinTech. This course is designed to address these changes in the profession and better prepare students for the future of finance.

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

None

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

College of Engineering and Computer Science, College of Business Administration, and International students.

**What is the estimated annual enrollment?**

24

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

**Detail Discussion** No duplications

## **Attachment List**

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

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

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

## **Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

## **HEADING**

# FIN 6704 : FinTech Entrepreneurship

Fall 2021

University of Central Florida

<i>Instructor:</i>	TBD
<i>Class Time / Venue:</i>	TBD
<i>Office:</i>	TBD
<i>e-mail</i>	TBD
<i>Website</i>	TBD

<p>The information contained in this course syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.</p>
--

Prerequisites are FIN 6406, FIN 6458 and FIN 6515. FIN 6468 is a co-requisite

## Course objectives and description

Up to this point students have been familiarized with the basics of Finance, Fintech, and computer science. Fintech is a new field and is transforming the finance profession through technological innovation. Even if students do not start their own Fintech firm, there is a high likelihood that they would be working for one. As a result, it is crucial to better understand the real world mechanisms behind start-ups in the area. Fintech firms are unique because they emerge in a highly regulated and competitive market place with intensive use of technology. This course is designed to provide the necessary tools for understanding how such firms are formed, financed, and operated. *The emphasis of the course is on real world cases studies and interactions with practitioners in the field.*

The objective of this course is two fold: first, to introduce students to traditional sectors that have been disrupted by FinTech and encourage them to find sectors ripe for disruption; second, is to introduce students to entrepreneurship in the FinTech field by providing information on economic, regulatory, and organizational aspects of the business.

This course is structured to give students perspectives of academics, entrepreneurs, industry experts and regulatory authorities on the constantly evolving FinTech landscape. After completing each topic in class, student would have the opportunity hear from and interact with guest speakers who apply (or reject) principles we learned in class. Students will also be expected to solve FinTech

specific case studies assigned to them in a group format.

The motive behind this course is to kindle your curiosity and entrepreneurial spirit. To this end, students are expected to form a team and work on a FinTech startup idea. You would be expected to present and defend your ideas toward the end of the course (more on this below). The best project would be recommend for entry into national competitions and to UCF's Center for Entrepreneurship Leadership for further mentoring.

Successful learning in this course depends on your level of interaction and engagement with your team, guest speakers and the instructor. So it is paramount that you attend all class sessions.

## **Who should take this course?**

This course is meant for those who want to delve deep into the FinTech space and those who are thinking about starting their own venture in the near or far future. In terms of careers opportunities, this course would be beneficial to those who are planning to work for a FinTech venture, financial services companies, VC and PE firms, or consulting firms.

## **Project**

You are expected to form a team of 2-4 students within the first two weeks of this course. There will be two phases to the project: (i) Identify a real-life question/challenge in a finance related sector that can be solved by your new startup. This does not have to be a new problem. You can propose a comparatively efficient solution to a problem that is being addressed in the marketplace. (ii) Develop a business plan and prototype for the venture.

In week 6 of the semester, you will be expected to present your idea for the new startup. So, you can gain immediate feedback from your cohort and instructor. In the last week of the semester, you will deliver a pitch-style presentation on the challenge your startup aims to solve, how is your solution better compared to existing ones and a business plan (and a prototype if possible). We expect to invite relevant entrepreneurs and industry experts for this session.

## Peer evaluation

To make grading more equitable and assist students in reducing the free-rider problem, part of the grade for the project is based on peer review. Students will evaluate group members. A link to the peer review form will be provided in class. Your peer review will be kept confidential.

## Course material, cases and assignments

There is no required textbook for the course. We will be discussing case studies and hearing from experts on real-life problems they are addressing in the FinTech space. All lecture notes, case studies and readings will be posted on the course web page (TBD) a day before the scheduled class.

## Topics (Tentative)

- Case studies in Fintech.

Students will be asked to work in teams on selected case studies in Fintech. These are meant to serve as a dive into successful Fintech firms and their respective sectors. The cases will be discussed in class after submission due date. Possible cases include:

- Ant Financial (covers Financial Intermediation)
- The Wealthfront Generation (covers Personal Finance)
- BitGold: Turning Digital Currency into Gold? (covers Cryptocurrency)

- Entrepreneurship.

This topic discusses the economics of entrepreneurial activity. The importance of entrepreneurs in the economy. The bureaucratic, monetary, and psychosocial costs of starting a business. Marketing research. Feasibility analysis. Fintech entrepreneurship is discussed within the context of the overall framework.

- How to start a business?

Presentation by a guest speaker from the office of research at the university.

- Protecting your ideas. Introduction to Intellectual Property and Patents.

This topic will introduce students to Intellectual Property and Patent laws. The topic will provide an economic analysis of property rights protection in the intellectual field, emphasizing the social benefits and costs associated with protection. The topic would also review intellectual property protection in the domain of Fintech.

- How to protect your idea?

A guest speaker from the patent office of the university will familiarize students with the technical details of protection.

- The money of invention.

This topic will introduce to students to the financing channels for startup ventures, focusing on private equity/venture capital, angel investors, and bank financing.

- How to finance your idea?

A guest speaker from a financial company working with startup firms will share his or her experience with the students.

- Financial regulation.

Financial markets are heavily regulated. This topic will introduce students to the economic logic behind regulations, the existing regulatory landscape of financial markets. An emphasis would be placed on the implications of financial regulations for Fintech companies.

- How to navigate the regulatory environment?

A guest speaker from a regulatory agency would share his or her experience with regulating the Fintech space.

- Finance and technology: A historical perspective.

This topic will provide a historical overview of financial markets with emphasis on the role of technology in the development of financial markets.

- How does technology transform Finance?

A guest speaker would present his or her big picture views on the implications of technology for Finance.

- Project presentations.

At the end of the course, students will present and defend their ideas for a Fintech firm.

# Grading

Case studies	: 40%
Project	: 50%
Class Participation	: 10%

Note that individual grades for case studies and project may be different from the group's grade based on confidential peer evaluations. Any re-grading requests must be submitted to me in writing within a week after I return the graded work. In your re-grading request, you must clearly specify where and why you think your work was graded incorrectly. I will then grade the entire assignment. It is possible that the final grade is lower than the original grade.

# Policies

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. Every student is expected to do his/her own work in its entirety. Presenting another person's ideas, arguments, words or images as your own, using unauthorized material, 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. Lecture notes and other class materials are property of the university. Students should not sell them to another person, student and/or upload course material to a third-party vendor. Please feel free to ask what is acceptable and what is not.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

## **Responses to Academic Dishonesty, Plagiarism, or Cheating**

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

## **Accessibility Statement**

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

## **Campus Safety Statement**

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



security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should be aware of the emergency procedure guide posted on a wall near the door of each classroom. The online version can be found at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html)

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

## **Deployed Active Duty Military Students**

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

## **Respect and etiquette**

Class sessions should be considered as business engagements. You would not be late to such meetings, nor would you check email, text, or surf the web. I can make reasonable accommodations—for example, if you need to have your phone on vibrate when a family member is sick—but please let me know of these situations before class. Laptop use is prohibited during class unless I specify otherwise. Likewise, students arriving late or leaving early should have a good reason to do so.

**From:** [Ronald F. Piccolo](#)  
**To:** [Ajai Singh](#)  
**Cc:** [Sevil Sonmez](#); [Kelley Dietrich](#)  
**Subject:** Re: For your consideration  
**Date:** Wednesday, October 31, 2018 10:13:38 PM

---

Hi Ajai,

I have reviewed the syllabus for FIN 6704, ("FinTech Entrepreneurship"), a new course scheduled to be taught in the FinTech graduate program during the Spring 2021 semester. I also shared it with our entrepreneurship faculty.

We conclude that the content of FIN 6704 does NOT overlap with existing courses in the Management Department's catalog, and the expected cohort of students in the FinTech program is sufficiently differently from students in our own masters programs in management and entrepreneurship.

Therefore, we have "no objection" to the proposed course, FIN 6704, or its title (FinTech Entrepreneurship).

Please let me know if I can be supportive of your new program in any other way.

Best,  
Ron

---

**From:** Ajai Singh <aks@ucf.edu>  
**Date:** Wednesday, October 31, 2018 at 9:31 PM  
**To:** Ronald F Piccolo <Ronald.Piccolo@ucf.edu>  
**Subject:** RE: For your consideration

Hey Ron:

Sorry to bother you again but...

Formalities require that your note give specifics!

The course number is FIN6704.  
Course title is FinTech Entrepreneurship.

We need the "No Objection" note from you giving the specific course number and title.

Thanks again!

All the best,

*Ajai*

Ajai Singh  
Professor & Chair, Department of Finance  
Director, Dr. Phillips School of Real Estate  
College of Business Administration  
University of Central Florida  
12744 Pegasus Drive, Orlando, FL 32816

*aks@ucf.edu*

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**From:** Ronald F Piccolo  
**Sent:** Wednesday, October 31, 2018 12:41 PM  
**To:** Ajai Singh <aks@ucf.edu>  
**Subject:** RE: For your consideration

Hi Ajai,

I have reviewed this syllabus for a new course in the FinTech program, and shared it with our entrepreneurship faculty.

We conclude that the content of your proposed course does NOT overlap with existing courses in our catalog, and the expected cohort of students in the FinTech program is sufficiently differently from students in our own masters programs in management and entrepreneurship.

Therefore, we have “no objection” to this course or its title.

Please let me know if I can be supportive of your new program in any other way.

Best,  
Ron

---

**From:** Ajai Singh  
**Sent:** Tuesday, October 30, 2018 5:39 PM  
**To:** Ronald F Piccolo <[Ronald.Piccolo@ucf.edu](mailto:Ronald.Piccolo@ucf.edu)>  
**Subject:** For your consideration

Dear Ron:

Hope your Tampa excursion was as much fun as it sounded.

Writing to you with a request. So what's new?!!

I am attaching the syllabus for one of our new FinTech courses.

We need your blessings and a "No objection" note because of the course title.

Will you have some time to meet tomorrow after 1130? I am free any time after 1130 other than 1-2.

Thanks & Best,

Ajai

**Ajai Singh**

Professor and Chair, Department of Finance

Director, Dr. P. Phillips School of Real Estate

College of Business Administration

University of Central Florida

PH: 407-823-0761



[aks@ucf.edu](mailto:aks@ucf.edu)

# Grad Course Addition - College of Business Administration - GEB 6210 Data Visualization

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Management

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

Full Title\* GEB 6210 Data Visualization

Approved Graduate  
Faculty/Scholars\* Harry Paarsch

Prefix\*

GEB

Number\* 6210

Course Title\* Data Visualization

30 Character  
Abbreviation:

Course  
Description\*

This course will use data visualization concepts and tools to analyze complex data sets, create visual insights that generate action using dashboards, and cover narrative and storytelling best-practices. Using data visualization software, students will create various chart types and visualization, use calculations for the purpose of data manipulation, use parameters to control data values, create visualization using geo-mapping techniques, combine data sources for blending and preparing data for analysis.

**Credit Hours:** 3

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees? \*  Yes  No

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

### Justification for Course Addition

What is the rationale for adding this course? This course was taught as a special topics course in the PMSM-Business Analytics program. This proposal is to formally and permanently add the course to our graduate catalog.

What majors require or recommend this course for graduation?


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

What is the estimated annual enrollment?

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

Detail Discussion

### Attachment List

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING





UNIVERSITY OF  
CENTRAL FLORIDA

## GEB 6210. Data Visualization

### Syllabus

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Instructors:	TBD
Office Location:	EDC – Downtown Campus on Pine Street
Class Location:	Executive Development Center, Executive Classroom Room II
Course Modality:	Face-to-Face

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#### 1. Course Description

This course will use data visualization concepts and tools to analyze complex data sets, create visual insights that generate action using dashboards, and cover narrative and storytelling best-practices. Using data visualization software, students will create various chart types and visualization, use calculations for the purpose of data manipulation, use parameters to control data values, create visualization using geo-mapping techniques, combine data sources for blending and preparing data for analysis.

Course topics will include:

- Introduction and use of commercial data visualization tools, including Tableau and Power BI from Microsoft
- Introduction to open source tools for visualization – this includes R and Python
- Perception & representation from cognitive science to explain why certain visualization methods are more effective than others
- Simple, effective Graphs (1D, 2D)
- Methods for plotting higher dimensional data
- General principles in plotting
- Scales & axes – selection and use
- Pattern analysis & visualizing patterns over time
- Regression analysis & visualization relationships used to explain the underlying data
- Comparative analysis & spotting differences
- Designing visualizations with purpose
- Effective narrative and storytelling for complex analysis

## **2. Intended student learning outcomes**

As the underlying data analysis tools increase in complexity, so does the output of the analysis. To enable analysts to tell the story visually, this course combines the concepts of visual analysis and visual perception with the narrative and storytelling skills needed to fully extract the value of data analysis. Industry partners with UCF have given us specific feedback that these skills are lacking in most of our analytics related programs. This course takes a balanced approach to fill this gap.

Specific learning outcomes are:

- Cover limitations of common visualization method
- Review effective visualization methods
- Cognitive science behind effective data visualizations
- Learn to design and implement effective data visualization using most prominent tools
- Create sample visualization dashboards using appropriate data analysis methods and tools
- Cover appropriate narrative techniques used in business to explain technical and complex results in general business terms
- Use field data for a team project to demonstrate all skills noted above by generating a report and dashboards to help a company make decisions and take action based on the business data.

### 3. The course schedule is as follows:

**Week 1 Introduction to Data Visualization**—terms & basic concepts; traits of meaningful data; effective graphing; limitations in data visualization; simple effective visualizations. Chapters 1 & 2 from *Storytelling with Data*.

**Week 2 Perception & Cognitive Considerations**—graphical perception tasks; encoding numeric data, proportions, and frequencies; encoding categorical distinctions; abstraction and cognition; visual cues; analytical patterns; decluttering. Chapters 3 & 4 from *Storytelling with Data*.

**Week 3 Visualization as a Design Process**—affordances, accessibility, and aesthetics; survey of methods for visualizing proportions, time, differences, distributions, and relationships; exemplars of good visualizations. Chapters 5 & 6 from *Storytelling with Data*.

**Week 4 Narrative in Visualization**—storytelling in different media; constructing stories and narrative structure; techniques for storytelling; preparation for visualization; interaction and navigation; analytical navigation. Chapters 7 & 8 from *Storytelling with Data*.

**Week 5 Exploring, navigating, and using Power BI for visualization and data modeling – part 1.**

In the part 1 of this class, the students will perform an Exploratory Data Analysis (EDA) on some longitudinal media marketing data using Power BI. The learning objective will be to understand the data through the use of charts and graphs.

**Week 6 Exploring, navigating, and using Power BI for visualization and data modeling – part 2.**

In the part 2 of this class, the student will investigate the reliability and quality of the media marketing data and answer some business and practical questions.

**Week 7 Exploring and navigating using other tools for data visualization: Tableau and various open source tools – part 3.**

In the part 3 of this class, the students will perform an EDA on the longitudinal media marketing data using Tableau.

**Week 8 Building dashboards and meaningful visualizations for decision triggers & applied storytelling – part 1 – methods and examples.**

In this class, the students will build a dashboard using the media marketing data. The learning objective will be to prepare dashboard that can be used by executives/decision makers.

**Week 9 Building dashboards and meaningful visualizations for decision triggers & applied storytelling – part 2 – applying the methods with data from work or your research.**

In this class, the students will perform a quick EDA on a customer survey data and then build a dashboard that will allow tracking of some customer sentiment KPIs over time.

**Week 10 Final Thoughts**—selecting chart types; case studies; artistic considerations; review of best practices; work on presentations. Chapters 9 & 10 from *Storytelling with Data*.

**Week 11 Presentation of Field Projects**

**Week 12 Final Exam**

#### 4. Assessment and grading procedures

Student performance will be assessed using a combination of quizzes, presentations, and a final exam with live data.

Quizzes:

- Perception & Design Considerations in Visualization – 50 points
- Narrative for data visualization – 50 points
- Exploration & Navigation in Visualization – 50 points
- Dashboards & Decision Triggers – 50 points

Presentations:

- Visualization Tool Results 1 – 200 points
- Field data presentation – 300 points

Final Exam – 300 points

A letter grade will be assigned as a proxy for your final pay. The scale is as follows:

A	93 to 100%
A-	90 up to 93%
B+	87 up to 90%
B	83 up to 87%
B-	80 up to 83% < minimum for graduation
C+	77 up to 80% < graduation requirements not met
C	73 up to 77%
C-	70 up to 73%

Lower grades are possible...

One final note involves employee honesty (academic integrity). Make certain that you have read the policy on integrity (UCF's Golden Rule and handbook). This is a zero tolerance policy.

<http://www.students.graduate.ucf.edu/WorkArea/DownloadAsset.aspx?id=1950>

Per university policy [See UCF Policy 4.401.1 and Regulation 5.020], students may be allowed turn in make-up work (or an equivalent, alternate assignment) for missing class due to university-sponsored events, religious observances, or legal obligations (such as jury duty).

#### *Grade Dissemination*

To comply with the Family Educational Rights and Privacy Act (FERPA), grades will not be released to third parties, which includes posting grades by name, SSN, or UCFID. Graded assignments will be returned to the individual student in person while in class. Grades will also be recorded in [Webcourses@UCF](mailto:Webcourses@UCF).

### **5. Course materials and resources**

The primary book will be:

- *Storytelling with Data: A Data Visualization Guide for Business Professionals*, by Cole Knaflic – Wiley Publishing, 1<sup>st</sup> edition

Other material will be provided as needed.

### **7. Policy Statements:**

#### *Plagiarism*

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

#### *Misuse of Sources*

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

#### *Responses to Academic Dishonesty, Plagiarism, or Cheating*

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

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

### *In-Class Recording Policy*

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

### *Course Accessibility Statement*



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

# Grad Course Addition - College of Business Administration - ISM 6327 Foundations of Cybersecurity and Privacy

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Business Administration

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Management

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

Full Title\* ISM 6327 Foundations of Cybersecurity and Privacy

Approved Graduate  
Faculty/Scholars\*: Michael Clayton Posey

Prefix:\*

ISM

Number: \* 6327

Course Title\*: MAN 6327 Foundations of Cybersecurity and Privacy

30 Character  
Abbreviation: Cybersecurity & Privacy

Course  
Description:\*

This course will introduce foundational terminology related to information technology (IT), information systems (IS), and information security (InfoSec). Students will become familiar with IT risk and security management, data privacy, and technologies for assessing network security.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:**

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the graduate college

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**



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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees? \*  Yes  No

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

### Justification for Course Addition

What is the rationale for adding this course?

Cybersecurity and information privacy are relevant topics of study and appropriate elective choices in the Professional Masters of Science in Management programs and the various Masters in Business Administration programs.

What majors require or recommend this course for graduation?

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


What is the estimated annual enrollment? 30

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

Detail Discussion

No such course currently exists in the graduate curriculum.

### Attachment List

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

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

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

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**HEADING**



UNIVERSITY OF  
CENTRAL FLORIDA

**ISM 6327: Foundations of Cybersecurity and Privacy**  
**University of Central Florida**  
**College of Business**

**Instructor:** Dr. Clay Posey  
[clay.posey@ucf.edu](mailto:clay.posey@ucf.edu)  
BAI 328  
RBI 337

**Office Hours:** By advanced appointment

**Prerequisites:** Graduate standing

**Texts and Readings:** We will use most of the chapters from the following texts:

Schneier, B. (2015). *Secrets & Lies: Digital Security in a Networked World (15<sup>th</sup> Anniversary Edition)*. John Wiley & Sons, Inc. Indianapolis, IN. ISBN: 978-1-119-09243-8

Mitnick, K., and Simon, W.L. (2002). *The Art of Deception: Controlling the Human Element of Security*. Wiley Publishing, Inc. Indianapolis, IN. ISBN: 978-0-7645-4280-0

In addition to these texts, we might use a variety of individual sources (e.g., current events from Bloomberg BusinessWeek and Wall Street Journal, case studies in Harvard Business Cases, professional and industry reports) to help drive classroom discussion and the learning of course concepts.

**Suggested (Optional) Texts:**

Long, J. (2008). *No Tech Hacking: A Guide to Social Engineering, Dumpster Diving, and Shoulder Surfing*. Syngress Publishing, Inc. Burlington, MA. ISBN: 978-1-59749-215-7

Mitnick, K., and Simon, W.L. (2006). *The Art of Illusion: The Real Stories behind the Exploits of Hackers, Intruders & Deceivers*. Wiley Publishing, Inc. Indianapolis, IN. ISBN: 978-0-471-78266-7

**Learning Objectives:** The major learning objectives for this course are as follows:

1. The student will understand terminology related to information technology (IT), information systems (IS), and information security (InfoSec);
2. The student will understand how the CIA (confidentiality, integrity, and availability) triad applies to a variety of contexts, especially within and among organizations;
3. The student will be aware of and able to understand the various InfoSec threats at the personal, organizational, national, and societal levels;
4. The student will become familiarized with current issues in organizational IT risk and security management;
5. The student will be aware of the major psychological theories and inherent biases associated with organizational insider behaviors related to information security efforts;
6. The student will become familiarized with various technologies for assessing network security;
7. The student will be aware of our nation's critical infrastructure and the interdependencies therein (i.e., systems thinking)

### **Course Policies:**

*Attendance and Participation:* Attendance will not be taken in this course; however, as should be common sense, a student must be present to receive consideration for in-class participation, which factors into the final course grade. Students should expect to be called upon in random fashion with questions to start *thoughtful* discussion about course topics/assigned readings.

Attendance does not equal participation. Students are encouraged to engage in meaningful in-class discussion in cases where they were not asked a question directly.

*Cell phones:* Please silence all cell phones prior to entering the classroom.

*Webcourse and email:* The official mode of communication for announcements, assignment submission, grade entries, etc., will be via [Webcourses@UCF](mailto:Webcourses@UCF); however, if a student needs to communicate with me in outside our webcourse, please use the email address listed on the first page of the syllabus. Should I need to communicate with a student on an individual basis, it will be done using his/her official email account with the University.

*Grade challenges:* Should a student wish to challenge a grade received on course assignments, the student has one (1) week from the original grade receipt to make the challenge.

*Late/Make-up work:* Being a husband and a father, I understand that issues can occur outside the University that prohibit an individual's adequate attention to all daily demands; therefore, I am willing to accept late, *non-group* assignments under the following conditions: (1) the student must inform me *before* the submission deadline with a *valid* excuse, and (2) the student agrees to receive a 10% penalty for every day past the original deadline (no, this does not exclude weekends).

The final grades for this course will be based upon the following components:

In-Class Participation/Thoughtful Discussion	20%
Pop Quizzes	10%
Art of Deception Presentation	10%
Research Presentation	10%
Research Paper	20%
Exams (2 @ 15% each)	30%

### **Diversity Statement:**

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, political beliefs, 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](http://www.shield.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](mailto:askanadvocate@ucf.edu)

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)

Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)

Ombuds Office - <http://www.ombuds.ucf.edu>

### **Academic misconduct:**

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, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. When in doubt about acceptable behavior, please seek the advice of the instructor *before* completing and submitting assignments and exams for grading.

**Tentative Course Schedule**  
**Last Update: 8/18/2018**

Day	Topic(s)	Text	Assign.
8/20	Introduction to Course, Cybersecurity, Cybercrime		
8/27	Intro continued Landscape: Digital Threats & Attacks	Preface 1,2,3	
9/3	Labor Day Holiday		
9/10	Landscape: Attacks & Adversaries' Motivations Landscape: Adversaries & Security Needs	4,5	
9/17	Exam I		E1
9/24	Technologies: Cryptography Technologies: Identification and Authentication	6,7,9	
10/1	Technologies: A Closer Look at Biometrics Introduction to Computer Networks/Telecommunications/Data and Information Flows	<a href="#">Link</a>	
10/8	Technologies: Networked-computer Security Technologies: Network Security	10,11,12	
10/15	Exam 2		E2
10/22	Behavioral: The Human Factor/Psychology and Biases of the Insider	17	
10/29	Art of Deception Presentations	Mitnick	
11/5	Strategies: Security Processes, Risk Assessment, and Threat Modeling	24	
11/12	Veteran's Day Holiday		
11/19	Strategies: Designing Effective Policies and SETA Programs		
11/26	Critical Infrastructure Protection Presentations		
12/3	CIP Research Papers Due		RP

<b>Group</b>			
<b>Topic(s)</b>			
<b>Date</b>			
	<b>NOT GOOD ENOUGH</b> C+, C, or C- Indicates average command of material. D or below indicates lack of demonstrated effort and/or comprehension.	<b>GOOD ENOUGH</b> B+, B, or B- Indicates good quality but does not merit special distinction	<b>VERY GOOD</b> A or A- Indicates a full mastery of the subject and represents work of extraordinary distinction
<i>Organization:</i>	Listener can follow presentation only with effort. Some arguments are not clear. Organization seems haphazard.	Presentation is generally clear and well organized. A few minor points might be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.
<i>Style:</i>	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.	Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing him/her.	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is clearly comfortable in front of the group and can be heard by all.
<i>Communication Aids:</i>	Communication aids are poorly prepared or used inappropriately. Font is too small to be easily seen. Too much information is included. Unimportant material is highlighted. Listeners might be confused.	Communication aids contribute to the quality of the presentation. Font size is appropriate for reading. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance the presentation. They are prepared in a professional manner. Font on visuals is large enough to be seen by all. Information is organized to maximize audience understanding. Details are minimized so that main points stand out.
<i>Content Depth:</i>	Explanations of concepts, ideas, events, etc. are inaccurate or incomplete. Little attempt is made to tie presentation to course content. Listeners gain little from the presentation.	For the most part, explanations of concepts, ideas, events, etc. are accurate and complete. Some helpful applications are included. Some attempt is made to tie presentation to course content.	Speaker provides an accurate and complete explanation of key concepts, ideas, events, etc., drawing upon course content. Included applications illuminate issues. Listeners gain insights.
<b>Comments</b>			





# Grad Course Addition - College of Community Innovation and Education - EDA 6062 Leadership in Educational Organizations

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

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2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

Full Title\* EDA 6062 Leadership in Educational Organizations

Approved Graduate  
Faculty/Scholars\* Walter Doherty

Prefix\*

EDA

Number\* 6062

Course Title\* Leadership in Educational Organizations

30 Character  
Abbreviation: Leadership in Ed Organizations

Course  
Description\*

This course addresses leadership, organization, and administrative knowledge and skills needed by leaders, directors, and management.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

**New Materials and Supply Fees?\***  Yes  No

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

### **Justification for Course Addition**

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address leadership, organization, and administrative knowledge and skills needed by leaders, directors, management, policy makers, and other related educational advocates.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**


40

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

**Detail Discussion**

NA

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

**EDA 6XXX (6062?) Leadership in Educational Organizations**  
**Semester Fall, Spring, or Summer**

**Program:** Educational Leadership  
**Course Title:** Leadership in Education Organizations  
**Course Number:** EDA 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** Rosemarye Taylor  
**Office:** ED 222  
**Email:** rosemarye.taylor@ucf.edu  
**Meeting day/time:** XXX  
**Office hours:** TBA, appointments by request

***Course Description***

This course includes understanding one's self as a leader and understanding others' perspectives to develop an organizational culture that has positive outcomes.

***Expected Learning Outcomes***

1. Students will self-assess on selected tools to develop deeper understanding of their communication, preferred leadership approaches, and those of others.
2. Students will investigate organizational structures and processes that facilitate or impede productive work.
3. Students will analyze leadership cases to deepen understanding of decision points and processes for making decisions with follow through.
4. Students will understand the components of school culture and how administrative actions, communications, and priorities influence the culture.

***Text(s)***

Hoy, C., & Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice*. McGraw Hill Education.

2015 Professional Standards for Educational Leaders (formerly ISLLC Standards)  
(<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>)

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.

Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Reflections on readings and applications to student's context. (20 points)
2. Collaborative analysis of leadership and administrative case studies. (20 points)
3. Development of personal framework for leading to create productive cultures in his/her own context. (20 points)
4. Develop a plan for decision making that results in well-implemented decisions to achieve priorities.(20 points)
5. Exam to apply knowledge from readings, investigations, and applications.

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

### ***Campus Safety Statement***

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

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

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

### ***Deployed Active Duty Military Students***

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

### ***Attendance Policy***

Your success in this course is dependent upon your consistent interaction and submission of quality work. You are expected to engage in all activities that require participation and turn in work before the due date and time.

### ***Academic Honesty***

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an F for that assignment, F for the course, and recommendation for removal from the program. Education leaders cannot be unethical or dishonest as they make decisions on others' lives, including those of all ages. See UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### ***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 Accessibility Services \(Links to an external site.\)](#) [Links to an external site.](#), Student Resource Center Room 132, phone (407) 823-2371 before requesting accommodations from the professor.

### ***Copyright***

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

### ***Third-Party Software and FERPA***

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted

publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.



## REFERENCES and Resources

<http://www.edweek.org/ew/issues/school-finance>

<http://www2.ed.gov/about/overview/fed/10facts/index.html>

Association for Education Finance and Policy [aefpweb.org](http://aefpweb.org) (reports, video, etc.)

*Education Finance and Policy Journal*

*Journal of Education Finance* [www.journalofeducationfinance.com](http://www.journalofeducationfinance.com)

*Education Finance Statistics Center* [https://nces.ed.gov/edfin/state\\_financing](https://nces.ed.gov/edfin/state_financing)



*Campaign for Education* [campaignforeducation.org](http://campaignforeducation.org) (Advocates for education globally.)

# Grad Course Addition - College of Community Innovation and Education - EDA 6228 Human Resource Processes in Education

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

**Full Title\*** EDA 6228 Human Resource Processes in Education

**Approved Graduate Faculty/Scholars:\*** Jerry Johnson

Prefix:\*

EDA

Number: \* 6228

**Course Title:\*** Human Resource Processes in Education

**30 Character Abbreviation:** HR Processes in Education

**Course Description:\*** Addressed will be human capital recruitment, development, retention, and evaluation are critical to all education organizations.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees? \*  Yes  No

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

### Justification for Course Addition

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from both public and non-public, charter, private, outside of Florida, and internationally. This course will address human capital recruitment, development, retention, and evaluation are critical to all organizations.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**

40

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

**Detail Discussion**

NA

### Attachment List

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

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

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

**Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**HEADING**

**EDA 6XXX Human Resource Processes  
Semester Fall, Spring, or Summer**

**Program:** Educational Leadership  
**Course Title:** Human Resource Processes  
**Course Number:** EDS 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** Rosemarye Taylor, PhD  
**Office:** ED 222  
**Email:** rosemarye.taylor@ucf.edu  
**Meeting day/time:** XXX

***Course Description***

This course includes reading, thinking, writing, and analyzing up to date research and trends in human capital recruitment, development, retention, and evaluation which are critical for providing leadership to all organizations.

***Expected Learning Outcomes***

1. Students will know and apply various approaches to recruitment, retention, development, and evaluation of others.
2. Students will generate research supported ways of addressing motivation of others within their context aligned with course readings.
3. Students will analyze coaching and evaluation approaches used in their context to determine alignment with research and readings on motivation, development of human capital, etc.
4. Students will apply the concepts within the course, particularly clinical supervision model and coaching feedback.

***Required Text(s)***

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2013). *SuperVision and instructional leadership: A developmental approach* (9th edition). Boston, MA: Allyn & Bacon.  
 Other readings will be shared electronically.

Taylor, R. T. & Chanter, C. (2019). *The coaching partnership: Tips for coaches, mentors, teachers, and administrators*, (2<sup>nd</sup> ed.) New York, NY: Scholastic, Inc.

2015 Professional Standards for Educational Leaders (formerly ISLLC Standards)  
 (<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>)

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All

submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric. Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Write a 5-page comparison and contrast paper that analyzes the recruitment, retention, development, and evaluation policies or practices in your organization with those noted in course readings. (20 points)
2. Implement the coaching cycle with a colleague in your or another context. Provide a reflection that includes the setting, your actions, response of your colleague, and your next steps. What will you do differently next time? (20 points)
3. Collaborate with two other students to refine how you provide feedback based on course texts. Reflect supported by evidence, on how your language and approach changes over the collaboration. Do you invite thinking and ownership of actions? Do you direct? How do others respond based on your approach? (20 points)
4. Two exams applying course content to particular contexts. (20 points each)

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

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- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of

the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

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

### ***Attendance Policy***

Your success in this course is dependent upon your consistent interaction and submission of quality work. You are expected to engage in all activities that require participation and turn in work before the due date and time.

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### ***Disability Statement***

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### ***Copyright***

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***Third-Party Software and FERPA***

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

## REFERENCES

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# Grad Course Addition - College of Community Innovation and Education - EDA 6234 Personnel and Education Related Law

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

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

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

Full Title\* EDA 6234 Personnel and Education Related Law

Approved Graduate  
Faculty/Scholars\* William Gordon

Prefix\*

EDA

Number\* 6234

Course Title\* Personnel and Education Related Law

30 Character  
Abbreviation: Personnel & Ed. Law

Course  
Description\*

This course includes up to date national laws, legal cases, and federal policies related to personnel, students, and education organizations.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees? \*  Yes  No

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

### Justification for Course Addition

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address national and broader law than Florida specifically, and beyond public schools only.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**


40

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

**Detail Discussion**

NA

**Attachment List**

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

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

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

**Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**HEADING**

**EDA 6XXX Personnel and Education Related Law  
Semester Fall, Spring, or Summer**

**Program:** Educational Leadership  
**Course Title:** EDA Personnel and Education Related Law  
**Course Number:** EDA 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** William Gordon, Ed. D.  
**Office:** ED 222  
**Email:** William.gordan@ucf.edu  
**Meeting Room:** NA  
**Meeting day/time:** XXX

***Course Description***

This course includes up to date national laws, legal cases, and federal policies related to personnel, students, and education organizations.

***Expected Learning Outcomes***

1. Students will know and apply various federal laws, policies, and case decisions related to recruitment, selection, evaluation, development, and dismissal of personnel.
2. Students will know and apply federal laws, policies, and case decisions related to education, safety, and supervision of students (student issues).
3. Students will explore policies and guidelines within their organizations related to topics like personnel, religion, safety, special needs learners, and governance.
4. Students will distinguish between ethical and legal considerations in leadership decision making.

***Required Text(s)***

*LaMorte, M. (2012). School law cases and concepts, 10<sup>th</sup> Ed. (or later if available). London, UK: Pearson ISBN 9780137072477.*

Instructor will selected readings from the References websites and from new publications, decisions, and policies.

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper righthand corner. All submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.



Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Write a 2-page case brief from the list provided by the instructor. After developing the case brief, reflect on the implications for your context. (20 points)
2. Post a presentation including video and ppt on the case brief and application to your context (20 points)
3. Investigate governance and at least three policies for your organization (at least one should relate to students) and determine the statutes, case law, or other documented alignment for the texts you investigate. Upload a table that includes a column for the documents and a column for aligned texts that you discover. A third column should be added to the right with your reflection on what you learn. (20 points)
4. Select three personnel policies related to either recruitment, retention, development, evaluation, or dismissal of personnel and rewrite them to be legal and ethical, not to exceed five pages. If you determine that the policies are legal and ethical, then cite statutes, case law, or other evidence supporting your claim. (20 points)
5. Exam that includes all components of the course and requires written synthesis and analysis of course content. (20 points)

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

### ***Campus Safety Statement***

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this

building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

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

### ***Attendance Policy***

Your success in this course is dependent upon your consistent interaction and submission of quality work. You are expected to engage in all activities that require participation and turn in work before the due date and time.

### ***Academic Honesty***

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an F for that assignment, F for the course, and recommendation for removal from the program. Education leaders cannot be unethical or dishonest as they make decisions on others’ lives, including those of all ages. See UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don’t cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### ***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 Accessibility Services \(Links to an external site.\)](#) [Links to an external site.](#), Student Resource Center Room 132, phone (407) 823-2371 before requesting accommodations from the professor.

### ***Copyright***

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

***Third-Party Software and FERPA***

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

## REFERENCES

### *Websites*



- Center for Law and Education <http://www.cleweb.org/>  
Cornell Law School Legal Information Institute <http://www.law.cornell.edu/wex/education>  
Education Law Association <https://edlawcenter.org/>  
Harvard Law School Specialty Guide in Children's Rights  
<http://www.law.harvard.edu/current/careers/opia/toolkit/guides/document/guide-children-rights.pdf>  
HG.org Guide to Education Law <http://www.hg.org/edu.html>  
Justia Education Law Overview <http://www.justia.com/education/>  
National School Boards Association [www.nsba.org/advocacy/school-law](http://www.nsba.org/advocacy/school-law)  
US Department of Education [www.ed.gov](http://www.ed.gov)

# Grad Course Addition - College of Community Innovation and Education - EDA 6245 Basic Education Funding & Management

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

**Full Title\*** EDA 6245 Basic Education Funding & Management

**Approved Graduate Faculty/Scholars:\*** Walter Doherty

Prefix:\*

EDA

Number: \* 6245

**Course Title:\*** Basic Education Funding & Management

**30 Character Abbreviation:** Basic Ed. Funding & Mgt

**Course Description:\***

This course addresses general funding sources, management, constraints, and ethical concerns within and beyond Florida for private, charter, for profit, not for profit, and other education organizations.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

**New Materials and Supply Fees?\***  Yes  No

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

### **Justification for Course Addition**

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address general funding sources, management, constraints, and ethical concerns beyond Florida are needed.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**

40

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

**Detail Discussion**

NA

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



**EDS 6XXX Basic Education Funding and Management  
Semester Fall, Spring, or Summer**

**Program:** Educational Leadership  
**Course Title:** Basic Education Funding and Management  
**Course Number:** EDA 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** William Gordon, Ed. D.  
**Office:** ED 222  
**Email:** William.gordon@ucf.edu  
**Meeting day/time:** XXX

***Course Description***

This course includes understanding sources of funding for various organizations, constraints on use of particular funds, of funds to achieve organizational goals, and ethical considerations in relation to financial decision making.

***Expected Learning Outcomes***

1. Students will know and develop a historical perspective and current perspective on various funding sources for different contexts, such as charter, special populations, DOD, and independent education organizations. to recruitment, retention, development, and evaluation of others.
2. Students will investigate the funding sources and priorities for their unique context through interviews with Chief Financial Officers, and document analysis.
3. Students will analyze alignment of organizational priorities with funding line items/allocations for human capital, benefits, instructional resources, infrastructure, capital, etc.
4. Students will understand the constraints upon use of various funding streams within their contexts (e.g. federal, grant, tuition, public vs. foundation, donations, capital).
5. Communicate to internal and external stakeholder's budgets and processes for financial decision making.

***Text(s)***

Brimley, V., Verstegen, D. A., & Garfield, R. R. (2016). *Financing education in a climate of change (12th ed)*. Pearson,

2015 Professional Standards for Educational Leaders (formerly ISLLC Standards)  
(<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>)

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All

submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.

Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Reflections on readings and applications to student's context. (20 points)
2. Collaborative research on funding sources for particular contexts and purposes. (20 points)
3. Development of personal financial guide to include how to decide upon priorities, budget development, decision making) for student's context. (20 points)
4. Develop a communication plan to inform stakeholders of decision-making processes, result. (20 points)
5. Exam to apply knowledge from readings, investigations, and applications.

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

### ***Campus Safety Statement***

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- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### ***Deployed Active Duty Military Students***

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

### ***Attendance Policy***

Your success in this course is dependent upon your consistent interaction and submission of quality work. You are expected to engage in all activities that require participation and turn in work before the due date and time.

### ***Academic Honesty***

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an F for that assignment, F for the course, and recommendation for removal from the program. Education leaders cannot be unethical or dishonest as they make decisions on others' lives, including those of all ages. See UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### ***Disability Statement***

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### ***Copyright***

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### ***Third-Party Software and FERPA***

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a

public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

## REFERENCES and Resources

<http://www.edweek.org/ew/issues/school-finance>

<http://www2.ed.gov/about/overview/fed/10facts/index.html>

Association for Education Finance and Policy [aefpweb.org](http://aefpweb.org) (reports, video, etc.)

*Education Finance and Policy Journal*

*Journal of Education Finance* [www.journalofeducationfinance.com](http://www.journalofeducationfinance.com)

*Education Finance Statistics Center* [https://nces.ed.gov/edfin/state\\_financing](https://nces.ed.gov/edfin/state_financing)



*Campaign for Education* [campaignforeducation.org](http://campaignforeducation.org) (Advocates for education globally.)

# Grad Course Addition - College of Community Innovation and Education - EDA 6275 Digital Leadership and Systems Management

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

**Full Title\*** EDA 6275 Digital Leadership and Systems Management

**Approved Graduate Faculty/Scholars:\*** William Gordon

**Prefix:\***

EDA

**Number:\*** 6275

**Course Title:\*** Digital Leadership and Systems Management

**30 Character Abbreviation:** Digital Lead & Systems Mgt

**Course Description:**\* Addressed in this course are leadership for learning, teaching, data analysis, communication, and decision making across geographic boundaries.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?  Yes  No

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

### Justification for Course Addition

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address leadership for learning, teaching, data analysis, communication, and decision making across geographic boundaries using digital platforms.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**

40


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

**Detail Discussion**

NA

### Attachment List



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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

**EDA 6XXX Digital Leadership and Systems Management**  
**Semester Fall, Spring, or Summer**

**Commented [RT1]:** I deleted the roman numeral and heading since there wasn't a 2.

**Program:** Educational Leadership  
**Course Number:** EDA 6XXX  
**Course Title:** Digital Leadership and Systems Management  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** William Gordon Ed. D.  
**Office:** ED 222  
**Email:** William.gordon@ucf.edu  
**Meeting Room:** NA  
**Meeting day/time:** XXX

***Course Description***

This course includes up to date research and trends in learning and leading leveraging digital resources. It also examines leading and learning in a digital environment. Students will explore digital tools for teaching, leading and supervising others. Data analysis and predictive analytics to make decisions will be introduced. Ethics related to leading in this environment is discussed including Netiquette.

***Campus Overview***

***Expected Learning Outcomes***

1. Students will know and apply various digital tools for teaching, learning, and leading.
2. Students will generate trends in digital resource development, and how to evaluate alignment with learning science.
3. Students will analyze data and data trends from their context and develop potential solutions to address data identified needs.
4. Students will distinguish between ethical digital leadership and digital leadership that is not aligned with ethical behaviors in use of resources, supervision of personnel, and other appropriate topics.

***Required Text(s)***

Militello, M., & Friend, J. (2013). *Principal 2.0: Technology and educational leadership*. Charlotte, NC: Information Age Publishing, Inc. ISBN: 978-162396-301-9 (paperback)

Instructor will selected readings from the References and from new publications.

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.

Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Write a 5-page comparison and contrast paper on the different teaching modalities in the personalized learning environment. (20 points)
2. Research and analyze an innovative educational tool using a recognized hype cycle model and predict the success of the tool in student's context in a 4-page paper. (20 points)
3. Research Netiquette and apply the research to each student's context to determine compliance and to develop a corrective action plan presentation outline to present to the Executives in the organization. (20 points)
4. After a brief review of the science of learning principles from respected sources (e.g. Digital Promise), student groups will determine the extent to which available resources are aligned with learning science principles. (20 points)
5. Exam that includes all components of the course and requires written synthesis and analysis of course content. (20 points)

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

### ***Campus Safety Statement***

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# Grad Course Addition - College of Community Innovation and Education - EDA 6303 Organizations and the Community

2018-2019 Graduate Course New

## General Catalog Information

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

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

Full Title\* EDA 6303 Organizations and the Community

Approved Graduate  
Faculty/Scholars\* Marjorie Ceballos

Prefix\*

EDA

Number\* 6303

Course Title\* Organizations and the Community

30 Character  
Abbreviation: Org. and the Community

Course  
Description\*

Addressed will be how community engagement of stakeholder groups is contextual and varies beyond Florida and outside of public education. Assumptions regarding stakeholder groups will be challenged from a social justice perspective.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees? \*  Yes  No

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

### **Justification for Course Addition**

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address community engagement of stakeholder groups and varies beyond Florida and outside of public education which the M.Ed. course focuses on.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**


40

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

**Detail Discussion**

NA

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

**EDS 6XXX Organizations and the Community**  
**Semester Fall, Spring, or Summer**

**Program:** Educational Leadership  
**Course Title:** Organizations and the Community  
**Course Number:** EDA 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
 Faculty: Marjorie Ceballos, Ed. D.  
 Office: ED 222  
 Email: Marjorie.ceballos@ucf.edu  
 Meeting day/time: XXX

***Course Description***

This course includes understanding how to identify and engage various stakeholder groups for diverse contexts to achieve organizational goals.

***Expected Learning Outcomes***

1. Students will know identify various stakeholder groups for their context (e.g. families, students, teachers, boards, foundations, businesses, law enforcement).
2. Students will investigate the history of the relationships and examples of communications with stakeholder groups.
3. Students will analyze alignment of stakeholder engagement with needs of the organization and organizational mission and goals.
4. Students will frame communications for various audiences to communicate data about the organization.

***Text(s)***

Kowalski, T. (2011). *Public relations in schools* (5th Ed.). Upper Saddle River, NJ: Pearson.

Ramsey, R.D. (2008). *How to say the right thing every time: Communicating well with students, staff, parents, and the public* (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Corwin Press.

2015 Professional Standards for Educational Leaders (formerly ISLLC Standards)  
 (<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>)

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.

Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Reflections on readings and applications to student's context. (20 points)
2. Collaborative research and development of a community engagement plan for particular contexts and purposes. (20 points)
3. Develop written communication documents for five stakeholder groups/perspectives in the student's context on the same issue and with the same purpose. (20 points)
5. Two exam to apply knowledge from readings, investigations, and applications. (20 points each)

### ***Evaluation & Grading***

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## REFERENCES



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- Warner, C. (2009). *Promoting your school: Going beyond PR*, 3rd ed., Thousand Oaks, CA: Corwin Press
- Useful Resource:** National Schools Public Relations Association [http://www.nspra.org/national\\_seminar](http://www.nspra.org/national_seminar)  
Community School Standards <http://www.communityschools.org/resources/>

# Grad Course Addition - College of Community Innovation and Education - EDA 6932 Issues in Education

2018-2019 Graduate Course New

## General Catalog Information

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College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Educational Leadership & Higher Education

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

Full Title\* EDA 6932 Issues in Education

Approved Graduate  
Faculty/Scholars\* Thomas Vitale

Prefix\*

EDA

Number\* 6932

Course Title\* Issues in Education

30 Character  
Abbreviation: Issues in Education

Course  
Description\*

Addressed will be issues in international, for profit, private, charter, public, virtual, and other emerging educational contexts and their unique concerns.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Admission to the MA in Educational Leadership

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?  Yes  No

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

### Justification for Course Addition

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

There is need to separate the M.A. and M.Ed. courses to serve different target groups. The MA has a broader focus to serve the target population of students enrolled (N=150) from non-public, charter, private, outside of Florida, and internationally. This course will address issues in international, for profit, private, charter, public, virtual, and other emerging educational contexts and their unique concerns.

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

MA in Educational Leadership

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

**What is the estimated annual enrollment?**


40

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

**Detail Discussion**

NA

### Attachment List

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

EDA 6XXX Issues in Education  
Semester Fall, Spring, or Summer

**Program:** Educational Leadership  
**Course Title:** Issues in Education  
**Course Number:** EDA 6XXX  
**Course Credit:** 3 Semester Hours  
**Prerequisite:** Admission to M. A. in Educational Leadership  
**Faculty:** Thomas Vitale, Ed.D.  
**Office:** ED 222  
**Email:** Thomas.vitale@ucf.edu

***Course Description***

This course addresses issues in international, for profit, private, charter, virtual, and other emerging educational contexts and their unique concerns.

***Expected Learning Outcomes***

1. Students will know & understand the issues related to international, for profit, private, charter, virtual, and other emerging educational contexts.
2. Students will analyze the various issues related to international, for profit, private, charter, virtual, and other emerging educational contexts.
3. Students will research possible solutions related to the issues related to international, for profit, private, charter, and virtual contexts.
4. Students will identify what factors influence the various issues related to international, for profit, private, charter, virtual, and other emerging educational contexts.

***Required Text(s)***

Spring, J. (2016). *American education: and introduction to social and political aspects* (17). New York, NY: Longman.

Instructor will select readings from references, websites, and other new publications.

***Course Requirements***

This course requires all work to be submitted prior to the due date and time. Late work is not accepted. All written work is to be submitted in APA 6<sup>th</sup> edition format, including double spaced, 12-point Times New Roman Font, and page numbers in the upper right-hand corner. All submissions are required to have a cover page with the student's name, title of the assignment, date completed, and self-evaluation based on possible points and assignment rubric.

Collaborative assignments are to also indicate the percent of the work and details of the work done by each group member.

### ***Course Assignments***

1. Write a 3-page paper on an issue discussed in class as it relates to your context.
2. Develop a video presentation and PowerPoint detailing an issue discussed in class. Presentation needs to include historic context as well as identify relevant factors that influence this issue.
3. Investigate possible solutions/remedies to an issue discussed in class and write a 3-page paper detailing proposed solution. Paper needs to include any relevant research related to what has already been tried, what is currently working, and what has been tried and failed.

### ***Evaluation & Grading***

No late work is accepted. Rubrics for each assignment will be provided based on point value and expectations for the assignment, including use of APA. Students will submit their self-evaluation at the time the assignment is submitted. Students may earn a total of 100 points in this course with the final grade scale of: A 90-100, B 80-89, C 70-79, D 60-69, and F below 60. Any student who makes a grade lower than a C must retake the course for program credit. See Course Assignments for point value of each assignment.

### ***Campus Safety Statement***

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

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



### ***Deployed Active Duty Military Students***

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

### ***Attendance Policy***

Your success in this course is dependent upon your consistent interaction and submission of quality work. You are expected to engage in all activities that require participation and turn in work before the due date and time.

### ***Academic Honesty***

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an F for that assignment, F for the course, and recommendation for removal from the program. Education leaders cannot be unethical or dishonest as they make decisions on others' lives, including those of all ages. See UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

### ***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 Accessibility Services \(Links to an external site.\)](#)[Links to an external site.](#), Student Resource Center Room 132, phone (407) 823-2371 before requesting accommodations from the professor.

### ***Copyright***

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

### ***Third-Party Software and FERPA***

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

## REFERENCES



- Brown, R. (2002). Cultural Dimensions of National and International Educational Assessment, in M.C. Hayden, J.J. Thompson & G.R. Walker (Eds) *International Education in Practice. Dimensions for National and International Schools*. Abingdon: Routledge.
- Bunnell, T. (2014). *The Changing Landscape of International Schooling: implications for theory and practice*. Abingdon: Routledge.
- Carless, D. (2011). *From Testing to Productive Student Learning: implementing formative assessment in Confucian heritage settings*. London: Routledge.
- Carless, D. (2014). Classroom Assessment in Policy Context (Hong Kong), in B. McGaw, E. Baker & P. Peterson (eds) *International Encyclopedia of Education*. Oxford: Elsevier. Retrieved from [http://web.edu.hku.hk/f/acadstaff/412/2010\\_classroom-assessment-in-the-Hong-Kong-policy-context.pdf](http://web.edu.hku.hk/f/acadstaff/412/2010_classroom-assessment-in-the-Hong-Kong-policy-context.pdf)
- Farmer, S. (2010). "Criminality of Black Youth in Inner-City Schools: 'Moral Panic,' Moral Imagination, and Moral Formation." *Race Ethnicity and Education* 42(6)
- Griffin, P., McGaw, B. & Care, E. (Eds) (2012). *Assessment and Teaching of 12<sup>th</sup> Century Skills*. Sydney: Springer.
- Guo, T. (2015). Learning the Confucian Way, *New Directions for Teaching and Learning*. 142. Wiley Online Library. Wileyonlinelibrary.com
- Hattie, J. (2009). *Visible Learning. A synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge
- Nelson, J. L., Carlson, K., & Palonsky, S. B. (2000). Critical issues in education : dialogues and dialectics. Boston : McGraw-Hill, c2000. Retrieved from <https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://search.ebscohost.com/login.aspx?direct=true&db=cat00846a&AN=ucfl.021338997&site=eds-live&scope=site>
- Nelson, J. L., Palonsky, S. B., & McCarthy, M. R. P. D. (2004). Critical issues in education : dialogues and dialectics. Boston : McGraw-Hill, c2004. Retrieved from <https://login.ezproxy.net.ucf.edu/login?auth=shibb&url=https://search.ebscohost.com/login.aspx?direct=true&db=cat00846a&AN=ucfl.022533444&site=eds-live&scope=site>
- Rata, E. (2013). Let's Bring Knowledge Back into Schools, *The New Zealand Herald*. [http://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11120838](http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11120838)
- Schleicher, A. (2011). The Case for 21<sup>st</sup> Century Learning. OECD Education Directorate. [http://www.oecd.org/document/2/0,3746,en\\_2649\\_201185\\_46846594\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/2/0,3746,en_2649_201185_46846594_1_1_1_1,00.html)
- Watson, K. (Ed.). (1985). *Key Issues in Education*. London: Routledge

# Grad Course Addition - College of Community Innovation and Education - EEX 6780 Ethics and Legal Issues in Applied Behavior Analysis

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

School of Teacher Education

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

**Full Title\*** EEX 6780 Ethics and Legal Issues in Applied Behavior Analysis

**Approved Graduate Faculty/Scholars\*** Kelly Schaffer PhD BCBA-D, Eleazar Vasquez III PhD BCBA-D, Teresa Daly PhD BCBA-D, Oliver Edwards PhD BCBA

Prefix:\*

EEX

Number: \* 6780

**Course Title:\*** Ethics and Legal Issues in Applied Behavior Analysis

**30 Character Abbreviation:**

**Course Description:\*** This course is designed to develop students' competence in applying behavior analytic principles in both a legal and ethical manner. This course includes content tailored to fulfill the Ethical and Professional Conduct coursework requirements of the Behavior Analyst Certification Board® (<http://www.bacb.com>), fourth edition task list.

**Credit Hours:** 3

**Class Hours:** 45

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees? \*  Yes  No

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

### **Justification for Course Addition**

What is the rationale for adding this course?

This course is part of a verified course sequence to fulfill the requirements of the Behavior Analysis Certification Board for national certification in Applied Behavior Analysis.

What majors require or recommend this course for graduation?

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

Education, Psychology, Communication Disorders


What is the estimated annual enrollment?

20

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

Detail Discussion

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visable

### HEADING

**UNIVERSITY OF CENTRAL FLORIDA**

**EEX 6780 - Ethics and Legal Issues in  
Applied Behavior Analysis**

Term:

**Professor:**

<b>Contacting the Professor</b>	
<b>Office Hrs.:</b>	By appointment
<b>Office:</b>	
<b>Phone</b>	
<b>E-Mail:</b>	

**Ethics**

Contact hours: 45/ 3 credit hours

**COURSE DESCRIPTION**

This course is designed to develop students' competence in applying behavior analytic principles in both a legal and ethical manner. This course includes content tailored to fulfill the Ethical and Professional Conduct coursework requirements of the Behavior Analyst Certification Board® (<http://www.bacb.com>), fourth edition task list.

**COURSE OBJECTIVES**

Upon completion of this class student will:

- Discuss and apply ethical principles and ethical issues in human services
- Legal issues pertaining to children and special populations
- Legal and ethical issues pertinent to behavioral assessment and intervention, especially the *BACB Professional Disciplinary and Ethical Standards and the BACB Guidelines for Responsible Conduct for Behavior Analysts*.
- Legal and ethical issues pertinent to being a human service practitioner
- Research ethics
- Professional identity and development as a behavior analyst
- Professional behavior and consulting behaviors and skill

**REQUIRED TEXTBOOK/MATERIALS**

- **B1** - Bailey, J.S., & Burch, M. R. (2016). *Ethics for behavior analysts: Third edition*. NY: Routledge.
- **B2** - Bailey, J.S., & Burch, M. R. (2011). *25 essential skills & strategies for the professional behavior analyst*. NY: Routledge.

**ADDITIONAL RESOURCES**

BACB® Professional and Ethical compliance Code for Behavior Analysts  
Readings as assigned

## MODES OF INSTRUCTION

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

## COURSE REQUIREMENTS

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

Students in this class are expected to do the following:

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

**Examination:** One combination multiple-choice, short answer, and essay test is scheduled for this course as an in-class final. The final will be worth 100 points.

### 1) Quizzes and Class activities (40 points)

Students should be prepared to complete a quiz for each class meeting. Quizzes will focus primarily on material from the readings for that date, but also will include all information covered since the beginning of the course. Information and application questions will be provided. Quizzes will occur during the majority of the class sessions.

**3) Article Reviews (30 points)** Prior to each class students must submit a brief (**.5 page maximum**) review of each reading. For experimental studies, the student should describe the intervention conditions in lay terms. For theoretical and review papers, students should provide bulleted key points. It is expected that the review will contain information not available in the article abstract.



**GRADING**

Your grade will be based on total points accumulated.

Possible Points

30	Article Reviews
40	Quizzes
<u>30</u>	Final Exam
100	<b>Total possible points</b>

**Grade Distribution**

A	90-100
B	80-89
C	70-79
D	65-69
F	<65

<b>Deadlines, late, make-up and extra credit work</b>	The FBA project is a continuous project. This will require you to meet a specific deadline for each project phase. In addition, specific course assignments and discussion postings have a deadline. Please refer to the schedule for specific due dates. Importantly, NO late assignments, discussion postings or projects will be accepted.
<b>Academic integrity</b>	You will be expected to follow the COE Code of Professional Conduct and the UCF's Golden Rule <a href="http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm">http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm</a>
<b>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</b>	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 phone (407) 823-2116, before requesting accommodations from the professor.

**EEEX 6007****COURSE SCHEDULE****Term:**

<b>DATES/MODULES</b>	<b>TOPICS</b>	<b>Readings/Assignments:</b>
Unit 1	Introduction to the Course : Ethics	B1: Chapters 1-5 (reading due for the next week)
Unit 2	Responsible Conduct	B1: Chapters 6-8 B2: Chapters 6,7
Unit 3	Behavior Change Program, Teacher/Supervisor, & Workplace	B1: 9-11 Critchfield, T. (2014)
Unit 4	Field, Colleagues, Society, & Research IRB Training	B1: Chapters 12-15 B2: Chapters 12-14
Unit 5	Ethical Decision-Making and Professional Behavior	B1: Chapters 16-20 B22: Chapters 1-5
Unit 6	Ethical-Legal Issues in the Education of Students with Disabilities & Section 504; Federal & State Legal Issues	Lohrmann-O'Rourke, et al (1998) ABAI position statement on Restraint (2010)
Unit 7	Consulting and Consulting Repertoire/ BACB Standards	B2 8-11, 15, 21-25
Unit 8	Certification and Licensure of Behavior Analysts; Professional Liability & Malpractice	Critchfield, T. (2015) Dixon, M. (2014) Shook, G., & Flavell, J. (2008)
Unit 9	Preparation Final Exam Presentation of Paper	
Unit 10	Final Exam	

**\*Please note - syllabus will be modified by \_\_\_\_\_ as determined appropriate to meet the objectives of the course.**

## Academic Integrity

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

<http://academicintegrity.org/>

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

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

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

### **Plagiarism**

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

### **Misuse of Sources**

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

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official

transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see

<http://goldenrule.sdes.ucf.edu/zgrade>.

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

### **Unauthorized Use of Class Materials**

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

### **Unauthorized Use of Class Notes**

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

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

### **In-Class Recording Policy**

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

### **Course Accessibility Statement**

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

## Campus Safety Statement

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

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

## Deployed Active Duty Military Students

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

## Reading References

ABAI Position Statement on Seclusion and Restraint (2010).

Critchfield, T. (2014). Ten Rules for Discussing Behavior Analysis. *Behavior Analysis in Practice*, 7, 141-142.

Critchfield, T. (2015). What counts as high-quality practitioner training in ABA? *Behavior Analysis in Practice*, 8, 3-6.



- Dixon, M. (2014). The next generation of ABA providers. *Behavior Analysis in Practice, 7*, 145-146.
- Shook, G., & Flavell, J. (2008). The behavior analyst certification board and the profession of behavior analysis. *Behavior Analysis in Practice, 1*, 44-48.
- Lohrmann-O'Rourke, S. & Zirkel, P. A. (1998). The case law on aversive interventions for students with disabilities. *Exceptional Children, 65*, 101-123.

# Grad Course Addition - College of Community Innovation and Education - FLE 5340 TEACHING WORLD LANGUAGES IN K-12 SCHOOLS

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Community Innovation and Education

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

School of Teacher Education

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

**Full Title\*** FLE 5340 TEACHING WORLD LANGUAGES IN K-12 SCHOOLS

**Approved Graduate Faculty/Scholars:\*** Michele Regalla

Prefix:\*

FLE

Number: \* 5340

**Course Title:\*** TEACHING WORLD LANGUAGES IN K-12 SCHOOLS

**30 Character Abbreviation:** Teach World Lang K-12 Schools

**Course Description:**\* Methods of teaching another language at the K-12 level within a communicative framework. Includes examination and practice of current instructional techniques in listening, speaking, reading, writing skills, testing, and error correction.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Graduate Standing

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:** FLE 4340

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more



advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

**New Materials and Supply Fees?\***  Yes  No

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

### **Justification for Course Addition**

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

The undergraduate FLE course was added in the last catalog year to combine elementary and secondary courses into one K-12 course. This change will do the same at the graduate level. This course includes a research component that FLE 4340 does not include.

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

Secondary Education MEd, World Languages Education Track; World Languages Education LOTE Certificate

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

**What is the estimated annual enrollment?** 10

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

**Detail Discussion**

No conflicts or duplications are known.

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

**UNIVERSITY OF CENTRAL FLORIDA  
COLLEGE OF EDUCATION**

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**Department:** Teaching, Learning, and Leadership

**Course Title:** Teaching World Languages

**Course Number:** FLE 5340

**Course Credits:** 3

**Time & Place:**

**Instructor:**

**Office:**

**Office Hours:**

Catalog description: Methods of teaching another language at the K-12 level within a communicative framework. Includes examination and practice of current instructional techniques in listening, speaking, reading, and writing skills, testing, error correction.

Prerequisites: None

Intended Audience: This course is required for all students seeking a world languages education teaching certification. It is designed to provide training in the theory and methods of teaching a second language at the K-12 level.

Required Text: Schrum, Judith L., & Glisan, Eileen W. *Teacher's Handbook: Contextualized Language Instruction*, 4th Ed. Boston: MA: Heinle & Heinle.

Optional Text: (for TEFL Certificate students) Nunan, David. *Practical English Language teaching*, 1<sup>st</sup> Ed., New York, NY: McGraw-Hill.

Objectives:

KEY: FSAC-SP = Florida Subject Area Competencies, Spanish K-12 (10<sup>th</sup> Ed.)  
FSAC-FR = Florida Subject Area Competencies, French K-12 (10<sup>th</sup> Ed.)  
PEC = Professional Education Competencies  
FEAP = Florida Educator Accomplished Practices  
ACTFL = American Council on the Teaching of Foreign Languages  
Program Standards for the Preparation of Foreign Language Teachers

The student will:

1. Develop an historical perspective of the variety of objectives and methods for teaching foreign languages and critically examine contemporary approaches in order to choose

- appropriate strategies for teaching in a proficiency-oriented classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.5, FSAC-FR 15.6.1, FSAC-FR 15.6.7, FSAC-FR 15.6.5, FEAP a.3.g., PEC 1.1, 2.5, 3.7, 7.2; ACTFL 3.a., ACTFL 3.b
2. Demonstrate an understanding of second language acquisition theory and terminology. FSAC-SP 39.6.1, PEC 1.5, 7.1, 7.2; ACTFL 1.b
  3. Apply second language teaching techniques to the secondary classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 3.10, 8.1, 8.2, 8.3, 8.4; FEAP a.1.f, a.2.e, a.3.b, a.3.e, a.3.g; ACTFL 2.c, ACTFL 3.a
  4. Examine, demonstrate, and practice a variety of instructional techniques for contextualized language instruction in the secondary classroom. FSAC-SP 39.6.5, PEC 1.4, 1.7, 1.8, 1.9, 3.5, 3.7, 3.10; FEAP a.3.e, a.3.g, a.3.h; ACTFL 2.c, ACTFL 3.a.
  5. Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively. FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.7, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 7.1, 7.2, 8.2, 8.5; FEAP a.1.f, a.2.a; ACTFL 2.c, ACTFL 3.a.
  6. Demonstrate the ability to plan, develop, and implement effective daily lesson plans. FSAC-SP 39.6.2, FSAC-SP 39.6.5, FSAC-FR 15.6.1, FSAC-FR 15.6.3, FSAC-FR 15.6.7, PEC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.5, 3.7, 4.2, 7.1, 8.2, 8.4, 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.4.b.; ACTFL 4.a, ACTFL 4.b, ACTFL 4.c, ACTFL 2.c.
  7. Demonstrate knowledge of the Whole Language Approach for teaching grammar, utilizing the PACE Approach, a Story-Based and Guided Participatory Approach. FSAC-SP 39.6.5, FSAC-FR 15.6.1, PEC 1.5, 1.8, 3.5, 3.6, FEAP a.1.b., a.3.b., a.3.3; ACTFL 3.a
  8. Identify techniques for using an interactive approach to teach listening, reading, and speaking in the target language. FSAC-SP 39.6.2, FSAC-FR 15.6.1, PEC 1.3, 1.5, 2.5, 8.2, 8.3, 8.5; FEAP a.1.f., a.3.b.; ACTFL 3.a
  9. Design effective process/product writing activities for the secondary classroom. FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, PEC 1.5, 2.5, 3.2, 3.6, 8.4, 8.5; FEAP a.3.f., a.4.b.
  10. Identify and develop effective procedures and instruments for evaluating communication skills and students' progress in secondary foreign language study. FSAC-SP 39.6.6, FSAC-FR 15.6.2, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6; PEC 1.1, 1.3, 4.2, 4.3; FEAP a.1.d., a.4.b., a.4.c; ACTFL 5.a.
  11. Critically analyze and make adaptations to instructional materials, rendering them more comprehensible to second language students. PEC 1.2; ACTFL 4.c.
  12. Develop activities with reference to the Sunshine State Standards, the National TESOL Standards, and the three communication modes: Interpersonal, Interpretive, and Presentational. FSAC-SP 39.6.2, FSAC-SP 39.6.3, FSAC-FR 15.6.1, FSAC-FR 15.6.3, PEC 1.2, 1.3, 3.1, 3.2, 3.7; FEAP a.1.a, a.1.f, a.3.a; ACTFL 4b, ACTFL 5a.
  13. Develop lesson plans including the use of technology for instructional purposes. FSAC-SP 39.6.5, FSAC-FR 15.6.7, PEC 1.2, 3.7; FEAP a.2.g, FEAP a.3.g.; ACTFL 4.a., ACTFL 4.b, ACTFL 4.c
  14. Plan a highly interactive, culturally based, developmentally appropriate, contextualized microteach based on current second acquisition theory. FSAC-SP 39.6.2, FSAC-SP 39.6.3, FSAC-SP 39.6.5, FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.2, 7.1, 8.2, 8.4., 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.3.f., a.4.b; ACTFL 2.c, ACTFL 2.a, ACTFL 3.a, ACTFL 4.a., ACTFL 4.b., ACTFL 4.c., ACTFL 5.a.
  15. Identify language organizations at the regional, state, and national levels. PEC 5.5; ACTFL 6.a.
  16. Integrate culture in lesson planning. FSAC-SP 39.6.3, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.7, 7.1 ;ACTFL 2.a.

## **Class and assignment policies:**

### **Attendance/conduct policies**

Since this course is mixed mode and has few meetings, attendance is expected at all class sessions. Students are allowed one excused absence due to illness or other emergency without any grading penalty if appropriate documentation is provided. An unexcused absence may result in lowering the final grade by one letter.

During class meetings, students are expected to be on time, prepared with completed readings and assignments, ready to participate, and free of electronic or other distractions. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. While class is in session, cell phones are to be **TURNED OFF AND PUT AWAY**. Using cell phones during class communicates to the instructor and your peers that you feel as though you have better things to do than to listen to and learn from your instructor and your peers. Students wanting to use their phones must do so during break or outside of the classroom.

Students are expected to conduct themselves in a professional manner. Disrespect for others will not be tolerated.

### **Assignment policies**

All assignments are due at **11:59 PM on Monday nights**. The instructional modules for each week will be released every week several days in advance to give you enough time to complete your work.

All required assignments must be complete and turned in by the due date to be eligible for full credit.

Unless you have made arrangements with your instructor, late work will not be accepted after the due date. Technology problems are not a reasonable excuse for a late assignment.

You may request one extension from your instructor for a reasonable situation (illness, family emergency, etc.) and will be eligible for full credit if permission is given for the extension. Please ask for arrangements respectfully and as soon as possible. Asking for an extension after the assignment is past due is not acceptable, except in emergency situations. The date arranged between you and the instructor is your new due date.

Extensions for assignments at the end of the semester will only be granted for extreme situations.

If you are missing any assignments, you will be given a zero if the assignment was not turned in and permission for an extension was not requested or granted.

Once an assignment has been turned in, graded, and feedback is given, you will not be able to resubmit for a higher grade unless your instructor asks you to do so.

### **General Policies**

#### **Modifications**

The instructor reserves the right to make modifications to this syllabus, in accordance with the determination of needs and to account for unplanned occurrences, e.g., weather, illness, and so forth. It is the responsibility of each student to obtain information on announced modifications.

### **E-mail**

Please use the UCF email address: [michele.regalla@ucf.edu](mailto:michele.regalla@ucf.edu) to contact your instructor, or use the messaging feature of Canvas. Students are held responsible to ensure that their e-mail address is current on the E-Community site at all times. **Please check your Canvas messages/announcements and UCF email regularly while enrolled in this course!** The instructor uses the UCF E-community e-mail function to communicate with students regarding changes and cannot use any other email addresses to communicate with students. Messages can also be sent through Canvas, but those are forwarded to UCF email. Using UCF email ensures the quickest reply possible. Your instructor will reply to your email within approximately 24 hours Monday-Friday and within 48 hours on weekends. **Please log in at least 3 times per week to check for announcements or messages from your instructors regarding assignments!**

### **Accessibility Statement**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

### **Plagiarism and conduct violations**

Academic Dishonesty in any form will result in a failing grade in the course. Some assignments, such as the journal article review, will be checked through Turnitin to check for plagiarism.

Violations of student academic behavior standards are outlined in The Golden Rule, the University of Central Florida's Student Handbook. See <http://www.ucf.edu/goldenrule/> for further details. For more information, please contact the Office of Student Conduct at 407-823-2851

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

**Grading:** A = 90-100%, B = 80-89% C = 70-79%, F = below 70%

\* Grades are calculated by using only the points for assignments listed in the syllabus. There are no "hidden" grades, such as participation, or "bonus" options available at the end of the semester. You can view your grade in the grade book here in Webcourses at any time to see your status in the course.

[Weekly Schedule of Topics, Assignments, and Due Dates](#)

Date	Week	Topics	<i>Readings and assignments due by the following Monday at 11:59 PM</i>	Due date
1 01/12 UCF	Introduction Week 1	Overview of course requirements	<b>Introduction, syllabus</b> Get text and read preliminary chapter before next class Do syllabus quiz by January 15!	1/15
2 01/19 UCF	Week 2	Standards-based teaching	<i>Read ch. 2</i> Professional Journal Article Review and Presentation	1/25
3 01/26 online	Week 3	Language acquisition	<i>Read ch. 1</i> Quiz 1 Complete language lesson module	2/01
4 02/02 UCF	Week 4	Planning a lesson	<i>Read ch. 3</i> Five objectives assignment	<b>2/08</b>
5 02/09 online	Week 5	Planning a lesson	<i>Read ch. 4</i> Teaching language to elementary Quiz 2	2/15
6 02/16 UCF	Week 6	Teaching strategies for all ages	<i>Read ch. 5</i> Elementary activity due	2/22
7 02/23 online	Week 7	Developing interpretive communication	<i>Read ch. 6</i> <i>Complete lesson module</i> Turn in lesson draft	<b>2/29</b>
8 03/01 UCF	Week 8	Teaching grammar	<i>Read ch. 7</i> Lesson plan peer review	2/29, 3/07
Spring Break	Week of March 7			
9 03/15 UCF	Week 9	Oral language and questioning strategies	<i>Read ch. 8</i> Quiz 3	3/21
10 03/22 online	Week 10	Presentational communication	<i>Read ch. 9</i> Complete culture module	3/28
11 03/29 UCF	Week 11	Assessment	<i>Read ch. 11</i> Interpersonal communication activity due	4/04
12 04/05 online	Week 12	Differentiated instruction	<i>Read ch. 10</i> Quiz 4 Complete ELs and special needs module	4/11
13 04/12 UCF	Week13	Teaching a lesson	Lesson Presentations	4/12
14 04/19 online	Week 14	Reflecting on your teaching	<i>Read Ch. 12</i> Time sheet for service hours due 4/18 at 11:59!! Reflection for service hours due 4/18 at 11:59!!	4/18
15 04/26 UCF	Week 15	Teaching a lesson	Lesson presentations Final lesson plans due 4/25 at 11:59!!	4/25

\*During UCF weeks, you are expected to attend class and post assignments. For online weeks, you are expected to post assignments and complete service hours at the ELI (or English program of your choice) working with English learners.

### **Assignments**

## Quizzes

There are 4 timed quizzes (60 minutes) based on the chapter readings. The quizzes are related to your readings and are given to ensure that students read and understand the course material. Quizzes will take into account ALL assigned readings (for example, quiz 1 is for preliminary chapter, chapter 1 and 2). Taking these quizzes without reading the text is NOT recommended.

You will have 2 opportunities for each quiz. This will allow for technical difficulties. If you log into a quiz and do not finish in the time allotted due to a power outage or other issues, you will be timed out of that attempt. You may also retake a quiz if you scored poorly. However, the questions for each quiz are randomized, so remember that you will not see the same questions in the same order on each attempt.

Please note that once the due date and time have expired, you will not be able to take the quiz, as the computer will automatically close the program after each quiz. The quizzes will be made available when the module is released and will remain open until the due date. This will provide you with maximum amount of time to complete the quizzes. After the due date, correct answers will be shown on the quiz. For this reason, **once the due date has passed and a quiz is closed, it cannot be reopened for a student who missed the quiz.** This is because the quiz answers are available after the quiz closes so that students can check their answers. Also, if you have a question about a quiz item, your instructor will not discuss answers to quiz questions before the quiz is closed.

## Module assignments

There are module assignments for most online weeks. These modules may include readings, videos, discussion boards, a quiz or other assignment. Please read and complete all items posted in the module in order to receive full credit.

## Discussion boards

For most online modules, students will post online a reflective response connected to a required reading or video following the format detailed below. The purpose of this requirement is to foster discussion among students similar to group discussion that would take place in a face-to-face class. Students will be placed in groups for discussions. Students will be responsible for responding to a group member (see #2 below). The student's original posting as well as peer replies will be monitored. Because this assignment is an online version of in-class discussion, students are expected to write informally and will not be penalized for grammar, punctuation, or style. When a video is part of the module, view video and complete posted questions by referencing information presented in the video.

Online Discussion Format:

For each module, students will post a reflective response of 200-400 words answering the discussion prompts. Be sure to:

- Cite evidence from the readings and/or video from the module, showing your knowledge of the material covered
- Connect your learning to potential classroom application or personal experience
- End your post with a question or other comment that invites a peer reply
- **Reply to at least 1 peer**, but you may reply to as many peers as you wish



- Please be respectful of the fact that other students may not agree with you and word your replies accordingly. It is up to the instructor whether or not to remove points for peer replies that are disrespectful.

### **Professional Journal Article Review and Presentation**

Read, summarize, and critically analyze any journal article **from 2008-present** on one of our course's topics (Standards-based instruction, Teaching of Culture, Addressing the Modes of Communication, Second Language Acquisition, Integrated Performance Assessment, or Dual Language education). Your review must include a summary, critique, and application section of 3-5 pages. You will present the findings of this article to the class.

### **Service hours and reflection**

In this course, you are required to complete 10 hours working with an English learner. You will be given an opportunity to work at the English Language Institute (ELI) on campus during our online weeks. You will need to keep track of your hours on a time sheet and write a reflection at the end of the semester.

### **Lesson plan – interpersonal communication activity, lesson presentation, draft, and final lesson plan**

The main goal of this course is to enable you to write effective lesson plans. This lesson is a major part of your grade. You will receive points for your lesson draft, turn in a communication activity, present a portion of your lesson to the class, and turn in a final draft of the full lesson plan as your final project.

### **References**

Brooks, F. B., & Donato, R. (1994). Vygotskian approaches to understanding foreign language learner discourse during communicative tasks. *Hispania*, 77, 262–274.

Brown, H. D., & Priyanvada, A. (2010). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson.

Camilleri, B., Hasson, N., & Dodd, B. (2014). Dynamic assessment of bilingual children's language at the point of referral. *Educational & Child Psychology*, 31(2), 57-72.

Nunan, David. *Practical English Language teaching*, 1<sup>st</sup> Ed., New York, NY: Certificate students) McGraw-Hill.

Florida Foreign Language Association, Inc. (FFLA, Inc.): <http://www.ffla.us>

American Council on the Teaching of Foreign Languages (ACTFL): <http://www.actfl.org/>



Teachers of English to Speakers of Other Languages (TESOL) International Association: <http://www.tesol.org/>

# Grad Course Addition - College of Engineering and Computer Science - CAP 5200 Foundations of Computer Security and Privacy

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Engineering and Computer Science

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Computer Science

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

**Full Title\*** CAP 5200 Foundations of Computer Security and Privacy

**Approved Graduate Faculty/Scholars:\*** Xinwen Fu, Aziz Mohaisen

Prefix:\*

CAP

Number:\* 5200

**Course Title:\*** Foundations of Computer Security and Privacy

**30 Character Abbreviation:** Fdn. of Comp. Sec. & Priv.

**Course Description:**\* The course provides students with fundamental knowledge in computer security and privacy.

**Credit Hours:** 3

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** None. However, students are expected to have knowledge equivalent to a BS in Computer Science.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

**New Materials and Supply Fees?\***  Yes  No

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

### **Justification for Course Addition**

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

UCF does not have such a course in its graduate programs. This class provides students with a fundamental knowledge of computer security and privacy essentials in critical and diverse security areas, including security terminology, cryptography, viruses, operating system vulnerabilities, web browser vulnerabilities, security standards, and computer fraud.

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

Required by future MS in Cybersecurity, Recommended by Computer Science

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

CS MS/PHD and ECE MS/PHD

**What is the estimated annual enrollment?**

70

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

**Detail Discussion**

No such course is currently offered at UCF. Dr. Qu at ECE is aware of the plan for this course.

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

## University of Central Florida

### DEPARTMENT OF COMPUTER SCIENCE

#### Syllabus for CAP 5200 Foundations of Computer Security and Privacy

<b>Instructor:</b>	Dr. Xinwen Fu
<b>Office:</b>	RB1 378
<b>Phone:</b>	407-823-5337
<b>E-Mail:</b>	xinwenfu@ucf.edu
<b>Homepage:</b>	<a href="https://www.cs.ucf.edu/~xinwenfu/">https://www.cs.ucf.edu/~xinwenfu/</a>
<b>Office Hours:</b>	9:00AM – 10:30AM MW
<b>Course Name:</b>	CAP 5200 Foundations of Computer Security and Privacy
<b>Credits:</b>	3.00
<b>Duration:</b>	Aug 20, 2018 - Dec 8, 2018
<b>Time:</b>	MoWe 10:30AM - 11:45AM
<b>Location:</b>	HEC 117
<b>TA:</b>	TBD
<b>Email:</b>	TBD

#### COURSE DESCRIPTION

Provides students with fundamental knowledge of computer security in critical and diverse security areas, including security terminology, cryptography, viruses, popular operating system vulnerabilities, Web browser vulnerabilities, security standards, and computer fraud.

**COURSE GOALS:** By the end of this course, students will be able to:

- State the basic concepts in information security, including security policies, security models, and various security mechanisms.
- Explain the basic number theory required for cryptographic applications as well as various cryptographic systems.
- Manually encrypt/decrypt and sign/verify signatures small messages using RSA, Diffie-Hellman, and DSA algorithms.
- State the requirements and mechanisms for identification and authentication.
- Explain and compare the various access control policies and models as well as the assurance of these models.
- State the characteristics of typical security architectures, including multi-level security systems.
- State the criteria of evaluating secure information systems, including evaluation of secure operating systems and secure network systems.
- List the database security issues and solutions, including models, architectures, and mechanisms for database security.

- List network and distributed systems security issues and solutions, including authentication, key distribution, firewalls, and network security protocols.
- Explain the network access control mechanisms, including the basic concepts of firewalls, packet filters, application gateways, and typical firewall configurations
- Design firewall configurations and rules to protect a given network
- Outline the protocols, i.e., AH and ESP protocols, for IP Security and the two modes for both protocols.
- Explain in their own words the goals of IP Security protocols (AH and ESP)
- Use combinations of IP security protocols to achieve a given security goal (e.g., source authentication, content authentication, traffic confidentiality, etc.)
- Explain SSL and TLS protocols.
- Apply the above protocols to protect transport-layer communication.
- State program security issues, including virus, worm, and logical bombs
- State the basic concepts and general techniques in security auditing and intrusion detection
- State the issues related to administration security, physical security, and program security
- Determine appropriate mechanisms for protecting information systems ranging from operating systems, database management systems, to applications

### **COURSE PREREQUISITES:**

**Prerequisites:** None. However, students are expected to have knowledge from having graduated with a Computer Science major or equivalent.

### **Technology Skills:**

- C and other programming languages
- Linux operating systems (Redhat, Fedora Core)
- Linux software installation
- Knowledge of networks

### **COURSE REQUIREMENTS:**

**Textbooks:** Network Security: Private Communication in a Public World (2nd Edition) 2nd Edition, by Charlie Kaufman (Author), Radia Perlman (Author), Mike Speciner (Author), ISBN-10: 0130460192

### **Class Attendance Policy**

Students are expected to attend and participate in class. Attendance may be verified by quizzes in class. There will be no make-up opportunities for missed quizzes.

### **Cheating and Plagiarism Policy**

All forms of academic dishonesty will result in an F for the course and notification of the Academic Dishonesty Committee. Academic dishonesty includes (but is not limited to) plagiarism, copying

answers or work done by another student (either on an exam or assignment), allowing another student to copy from you, and using unauthorized materials during an exam.

### **Make-up Exams (and Quizzes)**

- Make-up exams will only be given in case of serious need and only when the instructor is notified prior to the exam time. If this is not done, the grade is automatically zero for that exam/quiz.
- Written verification for the student's inability to take an exam will be required.
- The make-up exams will be different from those given to the class.
- **There are no make-up quizzes.**

### **Homework Assignments**

- All assignments are to be turned in on or before the due date and time. If students try and cannot turn in an assignment electronically because the campus network is down, they will not be penalized.
- An assignment turned in up to 24-hours late will be reduced by 10% of the assignment's worth, more than 24 hours late will be reduced 100%.
- The due date and time for each assignment will be specified on assignment postings.
- All assignments are expected to be individually and independently completed. Should two or more students turn in substantially the same solution or program, in the judgment of the instructor, the assignment will be given a grade of zero. A second such incident will result in an F grade for the course.

### **Exams/Quizzes**

- Exams and quizzes will be based on textbooks, web sites, and assignments.
- All exams are close book.
- The tentative exam format will be true/false, multiple choice, fill-in-the-blanks, programs, and/or short essays.

**UNIVERSITY DEADLINES:** Refer to [Academic Calendar](#)

### **EARLY ALERT STATEMENT**

#### **Academic Success Support**

As a professor, the instructor is personally committed to supporting student academic success in this course. For that **reason**, if a student demonstrates any academic performance or behavioral problems which may impede their success, the instructor will personally discuss and attempt to resolve the issue with the student. If the situation persists, the instructor will forward his concern to the Student Development Office and the student's academic advisor to seek their support and assistance in the matter. The instructor's goal is to make student learning experience in this course as meaningful and successful as possible.

#### **[AMERICANS WITH DISABILITIES ACT \(ADA\) STATEMENT](#)**



## TENTATIVE CLASS SCHEDULE

The schedule may be adjusted based on the actual progress in the semester. Some of the reading assignment may span over multiple class meetings.



<b>Module</b>	<b>Content</b>	<b>Reading Assignment</b>
T1	Basic Security Concepts	Overview of computer security
T2	Cryptography and Its Applications	Secret key cryptosystems
		Hash function
		Basic number theory
		Public key cryptosystem
		Key Management
T3	Identification and Authentication	Basic concepts of identification and authentication
		Password authentication
		Security Handshake Pitfalls
T4	Access Control	Basic concepts of access control
		Discretionary access control and mandatory access control
		Lattice-based Models
		Covert Channels
		Role based Access Control
T5	Network and Distributed Systems Security	Issues in network and distributed systems security
		Kerberos
		IPSEC
		SSL
		Firewalls and virtual private networks
		Secure email
		Auditing and intrusion detection

# Grad Course Addition - College of Engineering and Computer Science - CGN 6938: Mobility in Smart Cities: Technologies and Application Areas (Special Topic)

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Engineering and Computer Science

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

Department of Civil, Environmental, and Construction Engineering

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

**Full Title\*** CGN 6938: Mobility in Smart Cities: Technologies and Application Areas (Special Topic)

**Approved Graduate Faculty/Scholars:\*** Application Pending Approval

Prefix:\*

CGN

Number:\* 6938

**Course Title:\*** Mobility in Smart Cities: Technologies and Application Areas

**30 Character Abbreviation:** Mobility in Smart Cities

**Course Description:\*** The course introduces students to research developments in intelligent transportation systems infrastructure with a focus on video-based data collection and networks connectivity.

**Credit Hours:** 3.0

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** TTE3810 with grade of "C" (2.0) or better or CI.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?\*:  Yes  No

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

### Justification for Course Addition

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

*Reasons for Introduction of Course.* The course is developed to fill a gap in emerging transportation technologies for smart cities. The course will introduce latest technologies adopted for traffic data acquisition and connected mobility. The instructor will focus on topics relevant to his current research including automated video data collection and mobile ad-hoc networks. The course will provide students with practical knowledge on using those technologies to solve urgent transportation issues such as road safety and sustainable mobility. The course projects will rely on open source available tools and a variety of publicly available data.

The scope of this course is different from other course offered in the civil engineering dept. Also, No course in electrical and computer engineering or Computer Science focus on the application of such techniques for urban mobility.

*Demand for the Course.* The course will benefit students who would like to get exposed to the transportation facet of smart cities technologies and would like to improve their skill in using new technologies in their research.

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

Proposed Civil Engineering M.S track in smart cities

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

Any engineering discipline, computer science and Tourism

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

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

**Detail Discussion**

### **Attachment List**

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

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

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

### **Administration Use Only**

**Catalog Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### **HEADING**



## CGN 6938: Mobility in Smart Cities: Technologies and Application Areas

*Department of Civil, Environmental, and Construction Engineering,  
College of Engineering and Computer Science, University of Central  
Florida*  
3 credits

### Course Syllabus

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Instructor:	Mohamed Zaki, Ph.D.	Term:	TBD
Office Location:	TBD	Class Meeting Days:	TBD
Office Hours:	TBD	Class Meeting Time:	TBD
Phone:	407-823-4824	Class Location:	TBD
Email:	<a href="mailto:mzaki@ucf.edu">mzaki@ucf.edu</a>	Course Modality:	P, RV

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### Course Description

This course is part of the proposed Smart-city M.S. track in Civil Engineering which explores smart mobility and its technologies. The course is designed to provide students with necessary knowledge about research developments in intelligent transportation systems infrastructure with a focus on video-based information technologies and networks connectivity. Bridging the gap between different engineering disciplines, the course is designed for transportation engineering students in mind. It is self-contained with preliminary concepts explained in advance during the lectures. The course is also suitable for civil engineering students who are specialized in domains other than transportation and would like to learn about state of the art computer application in civil engineering. Students will interact, collaborate and work on topics relevant to the smart mobility and infrastructure. They will be exposed to the latest relevant research through papers readings, projects, and presentations.

**Pre-requisite:** Highway Engineering (TTE3810) with grade of “C” (2.0) or better or Consent of Instructor

### Student Learning Outcomes

Lectures are the main designed activities to facilitate the students' learning outcome. The lectures focus on transportation research relating to traffic video analysis and design of mobile ad-hoc networks; as well as on the implications of the research on improving safety and mobility. It is expected that by the end of the course students will be able to:

- Learn about the key challenges and problems facing transportation infrastructure in smart cities and to identify transportation needs for smart cities
- be able to synthesize research on the development and applications of new technologies for transportation
- Know about the underlying layers that form the ITS systems and the integration with road infrastructure planning process

- Acquire the necessary background of computer vision and its applications in traffic data analysis and road safety
- Understand the network foundation of connected transportation systems and its applications in improving safety and mobility.
- Develop their own principled problem-solving strategies and effective techniques for road safety and mobility

## Grading

### Grading Criteria:

- Quizzes: Two in-class quizzes at 10 percent each. The quizzes will comprise a combination of design questions, data-set, and short-answer questions.
- Paper Presentations: Each student will give two review presentations at 10 percent each, related to two pre-selected research papers.
- Final Project (written report and oral presentation): Students can choose to work individually or in a group of 2 on a project relevant to the material taught in the class. Relevant software tools and data sets will be provided.
- In-class Participation: Students are expected to attend and participate in class discussion.

**Grading System:** The following is a grading policy (rounding up).

Grade	Scale	Grade	Scale
A	93 – 100	C+	77 – 79
A-	90 – 92	C	70 – 76
B+	87 – 89	D	60 – 69
B	83 – 86	F	0 – 59
B-	80 – 82		

## Topics

### Part 1: Introduction to Transportation Challenges in Smart Cities

- Smart Cities initiatives and innovations
- ITS Design Issues and Challenges
- Mobility and Safety in Transportation
- Surrogate Safety Measures: Swedish Traffic Conflicts Techniques

### Part 2: Connectivity

- Ad-hoc Networks in Transportation
- Network Architecture
- Mobility Models challenges for vehicles and pedestrians
- Simulation models for Ad-hoc Networks and Performance Measures
- Applications: Road-users Mobility Management

### Part 3: Data Collection

- computer vision (CV): Theory and algorithms
- Traffic Tracking Technologies

- Automated Traffic Data Collection and Management
- Evaluation Methods and Performance Measures
- Applications: Road Safety Evaluation Programs

## **Course Materials and Resources**

**Required text:** No specific text book will be needed.

Course notes and handouts are the main references used in this course. Additional resources are listed below:

- Computer Vision and Imaging in Intelligent Transportation Systems. John Wiley & Sons, 2017.
- Handbook of Intelligent Vehicles. Editor: A. Eskandarian. ISBN 978-0-85729-084-7, pp. 1599, Springer, 2012
- Popescu-Zeletin, R., Radusch, I., & Rigani, M. A. (2010). Vehicular-2-X communication: state-of-the-art and research in mobile vehicular ad hoc networks. Springer Science & Business Media.
- Roy, Radhika Ranjan. Handbook of mobile ad hoc networks for mobility models. Springer Science & Business Media, 2010

## **Policy Statements**

Policy statements will be added once the course is approved.



# Grad Course Addition Special Topic - College of Engineering and Computer Science - CDA 5209 Foundations of Secure Execution Environment

## 2018-2019 Graduate Special Topics Request

### General Catalog Information

Attach the special topics course outline, objectives, text(s), readings and evaluation procedures. Departments must also submit an electronic syllabus to the college curriculum person.

<b>Proposal Type*</b>	Grad Course Addition Special Topic
<b>College*</b>	College of Engineering and Computer Science
<b>Unit / Department / College *</b>	Department of Computer Science
<b>Earliest semester course may be offered:</b>	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer
<b>Year</b>	2019

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

<b>Full Title*</b>	CDA 5209 Foundations of Secure Execution Environment
<b>Prefix*</b>	CDA
<b>Code*</b>	5209
<b>Name*</b>	Foundations of Secure Execution Environment
<b>30 Char. Abbreviation: ST:</b>	Fdn. of Secure Execution Env
<b>Credit Hours:</b>	3
<b>Class Hours:</b>	
<b>Lab and Field Work Hours:</b>	
<b>Contact Hours:</b>	

**Course Description\*** This class is a graduate course covering the foundations of secure execution environment. A course action for a permanent version of this course (CDA 5201) is being processed.

**Repeat for Credit?**  Yes  No

**Indicate the total times this course may be used in the degree program.**

**Graded S/U?**  Yes  No

**If course is repeatable, explain what will remain the same and what will change when the course is repeated.**

**Prerequisite(s):** CDA 5106

**Corequisite(s):**

### Justification

**Why is this course being offered?** This course is a foundational course for first-year graduate students (MS and PhD) interested in cybersecurity and privacy. It is the first of its kind. Its content will be a key part of CDA 5201 which will be a required course by future MS in Cybersecurity.

**Why is this course being offered as a special topic?** A course action for a permanent version of this course (CDA 5201) is being processed. A special topic course is being offered until the permanent one is approved.

**What is the source of students to enroll in this course?** CS MS/PhD, ECE MS/PhD

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

**Do you plan to request that this course become permanent?**  Yes  No

**Possible duplications and conflicts with other departments of colleges should be discussed with appropriate parties.**

**Please detail discussion you have had.**

The focus of the course is new (cybersecurity & privacy with computer architecture at the root of trust), so there is no overlap concern.

**Notes:**

### **Attachment List**

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

**Check Attached\***  I have attached a course syllabus.

## UNIVERSITY OF CENTRAL FLORIDA

### DEPARTMENT OF COMPUTER SCIENCE

#### CDA 5201: (Special Topics) Foundations of Secure Execution Environment

To be offered in Spring 2019

<b>Instructor:</b>	Dr. Yan Solihin
<b>Office:</b>	R1 335
<b>Phone:</b>	407-823-4191
<b>E-Mail:</b>	<a href="mailto:yan.solihin@ucf.edu">yan.solihin@ucf.edu</a>
<b>Homepage:</b>	<a href="https://sites.google.com/site/arpersncsu/">https://sites.google.com/site/arpersncsu/</a>
<b>Office Hours:</b>	TBD
<b>Course Name:</b>	Foundations of Secure Execution Environment
<b>Credits:</b>	3.00
<b>Duration:</b>	One Full Semester
<b>Time:</b>	TBD
<b>Location:</b>	TBD
<b>TA:</b>	TBD
<b>Email:</b>	TBD

#### COURSE DESCRIPTION

This class is a graduate course covering the foundations of secure execution environment. The course (1) equips students with foundational knowledge of threat models, root of trust, and types of attacks that can occur with the execution of programs in the cloud or at the edge nodes, and (2) equips students with principles of designing a secure execution environment, knowing what mitigation techniques are effective for specific attacks, and knowing how to reason about security-performance trade-offs.

#### COURSE PREREQUISITES

- Advanced Computer Architecture (CDA 5106)
- Basic programming skills in C/C++
- Basic knowledge on cryptography, including encryption, authentication, and digital signatures

#### DESCRIPTION OF INSTRUCTIONAL METHODS

- Primarily face-to-face lectures in classroom, possibly augmented with videos for students to watch on their own

- The course web site is located within Webcourse.
- Discussions, announcements, questions (and answers, etc. will be available through Webcourse
- Take-home paper and programming assignments performed individually or in groups
- Exams will be given at midterm and at the end of semester
- Project, project write up, presentation, at the end of semester
- Students will be expected to be prepared for class, and must complete the assignments by the due dates.

## **COURSE REQUIREMENTS**

- Lecture note handouts to be provided
- Papers for reading list to be assigned
- No required textbook
- Recommended textbooks may be listed

### **Class Attendance Policy**

- Students should attend the class in the classroom.

### **Cheating and Plagiarism Policy**

- All forms of academic dishonesty will result in academic misconduct report filed according to the process outlined in <http://goldenrule.sdes.ucf.edu>. An appropriate penalty will be applied if the misconduct is confirmed.

### **Make-up Exams**

- Make-up exams will only be given in case of serious need and only when the instructor is notified prior to the exam time. Otherwise, the grade is automatically zero for that exam/quiz.
- Written verification for the student's inability to take an exam will be required.
- The make-up exams will be different from those given to the class.

## **COURSE OBJECTIVES**

- Foundational knowledge of threat models, root of trust, and types of attacks that can occur with the execution of programs in the cloud or at the edge nodes
- Principles of designing a secure execution environment
- Mitigation techniques are effective for specific attacks
- Reasoning skills about security-performance trade-offs.

## **EVALUATION PROCEDURES**

## Components of Course Grade:

Assignments (up to 6 homework and up to 3 programming assignments)	30%
Exams (midterm and final)	50%
Term Project and Presentation (Presentation 15%, Software/method/results 35%)	20%

**Grade Scale: A (4.00), A- (3.75), B+ (3.25), B (3.00), B- (2.75), C+ (2.25), C (2.00), C- (1.75), D+ (1.25), D (1.00), D- (0.75), F (0.00)**

A	90 ~ 100
A-	85 ~ 89.9
B+	80 ~ 84.9
B	75 ~ 80
B-	70 ~ 74.9
C+	65 ~ 69.9
C	60 ~ 64.9
D	50 ~ 59.9
F	below 50

## Homework Assignments

- All assignments are to be turned in on or before the due date and time.
- An assignment submitted late by up to 24 hours will receive a 10 point penalty. Beyond that, it will receive zero points.
- The due date and time for each assignment will be posted on the course website.
- All assignments are expected to be individually and independently completed, unless explicitly stated otherwise. If copying or cheating is suspected, academic misconduct report will be filed according to the process outlined in <http://goldenrule.sdes.ucf.edu>. An appropriate penalty will be applied if the misconduct is confirmed.

## Exams

- Exams are based on textbooks, supplementary materials, and assignments.

## Projects

- There will be individual or group projects.
- Each member of this class is required to join a team of at least 2 persons and at most 3 persons. A team must have a team leader coordinating the communication with members and the instructor.
- Each team must be formed within 2 weeks from the semester start and the team leader will report the list of members to the instructor once the team is formed.

- Team work is encouraged since all members of a team will receive the same score based on the entire team's performance for team projects.
- Some of the projects may be performed within a closed laboratory.

**UNIVERSITY DEADLINES:** Refer to [Academic Calendar](#)

## **Academic Success Support**

### **Americans with Disabilities Act (ADA) Statement**

## **TENTATIVE CLASS SCHEDULE**

The schedule may be adjusted based on the actual progress in the semester. Each topic is intended to be covered in one class meeting. The instructor reserves the right to change the topics.

Topics:



1. Introduction – the need for secure execution environment
2. Review of processor architecture 1
3. Review of processor architecture 2
4. Review of cache architecture
5. Review of memory system architecture
6. Review of cache coherence and memory consistency
7. Threat Models in the Cloud vs. at the Edge: Supply Chain vs. Physical vs. Logical attacks
8. Root of Trust
9. Access Control and Isolation
10. Memory Privacy: direct and counter-mode encryption
11. Memory Privacy Optimizations: split counter mode
12. Memory Integrity: Merkle Tree, replay attack, counter rollback attack
13. Memory Integrity Optimizations: Bonsai Merkle Tree, SGX Counter Tree
14. Attestation
15. On-chip key management
16. Case study 1: Intel SGX architecture
17. Case study 2: AMD Secure Encrypted Virtualization
18. Case study 3: ARM TrustZone
19. Side channel overview: memory access pattern, architectural, speculation
20. Memory access obfuscation: ORAM, ObfusMem
21. Architectural: Prime+Probe, Evict+Time, etc.
22. Defenses for architectural side channels
23. Speculative execution side channel: Spectre/Meltdown, etc.
24. Defenses for speculative execution side channels
25. Project Presentation 1
26. Project Presentation 2

# Grad Course Addition - College of Engineering and Computer Science - EGN 6831 TTA Capstone Course

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Engineering and Computer Science

Unit / Department  
/ College\*

Department of Civil, Environmental, and Construction Engineering

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

**Full Title\*** Grad Course Addition - College of Engineering and Computer Science - EGN 6831 TTA Capstone Course

**Approved Graduate Faculty/Scholars:\*** Naveen Eluru

**Prefix:\***

EGN

**Number:\*** 6831

**Course Title:\*** Travel Technology & Analytics Capstone Course



**30 Character Abbreviation:** TTA Capstone Course

**Course Description:\*** Identification of problems and design, implementation, and evaluation of appropriate technological and analytical solutions to meet current and future needs in the global travel industry.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of TTA core courses (HMG 6710, HMG 6449, ESI 6251, TTE 6667, TTE 6608) or C.I. permission

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees? \*  Yes  No

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

### Justification for Course Addition

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

This course offers the students an opportunity to demonstrate the accumulated training in the M.S. in Travel Technology and Analytics program through an applied industry-based project. The overarching goal of this course is to broaden students' perspectives on the increasingly technology-intensive business environment by linking academic learning to industry applications. In this project-driven course, students will be required to work with a client on a complex, applied, and company/industry problem. The course requires a high level of teamwork, time and information management, professionalism, and a strong work ethic.

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

MS Travel Technology & Analytics Graduate Students

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

**What is the estimated annual enrollment?**


20

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

**Detail Discussion**

The course is offered for a new MS degree titled "MS in Travel Technology & Analytics"

**Attachment List**

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

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

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

**Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**PeopleSoft**

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**



**EGN 6831**

Department of Civil, Environmental and Construction Engineering  
College of Engineering & Computer Science, University of Central Florida

**COURSE SYLLABUS**

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Instructor:	Dr. Naveen Eluru and Arthur Huang	Term:	XXX
Office:	XXXX	Class Meeting Days:	Days
Phone:	XXXX	Class Meeting Hours:	Time
E-Mail:	XXXX	Class Location:	Building and room
Website:	UCF Webcourse	Lab Location:	Building and room
Office Hours:	Date and time		

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**I. Welcome!**

Welcome to ENG XXXX: Capstone Course. This course provides students with a hands-on, team-based, applied industry project in the global travel industry. This course enables students to identify problems and design, implement, and evaluate appropriate technological and analytical solutions to meet current and future needs in the global travel industry.

**II. University Course Catalog Description**

Identification of problems and design, implementation, and evaluation of appropriate technological and analytical solutions to meet current and future needs in the global travel industry.

**III. Course Overview**

This course offers the students an opportunity to demonstrate the accumulated training in the M.S. in Travel Technology and Analytics program through an applied industry-based project. The overarching goal of this course is to broaden students' perspectives on the increasingly technology-intensive business environment by linking academic learning to industry applications. In this project-driven course, students will be required to work with a client on a complex, applied, and company/industry problem. The course requires a high level of teamwork, time and information management, professionalism, and a strong work ethic.

**IV. Learning Outcomes**

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

- Critically understand the global travel industry, its sub-sectors (i.e. hospitality, transportation, destinations, travel intermediaries, lodging), and role in national and regional economic and sustainable development;
- Critically understand the role of technology, technological innovations and analytics in the global travel industry and its sub-sectors;
- Evaluate and explore historical, current, and emerging technologies and analytics relevant to the global travel industry;

- Analyze and evaluate the impact of technology, technological innovations and analytics in the global travel industry in a global economic, cultural, and societal context;
- Analyze and evaluate the opportunities, risks, and challenges of emerging technologies and analytical approaches to the global travel industry;
- Critically understand the professional and ethical issues related to intellectual property, data security, integrity, and privacy specific to the global travel industry;
- Demonstrate high levels of competence in predictive analytics, service systems, discrete choice models and algorithms relevant to the global travel industry;
- Identify problems and design, implement, and evaluate appropriate technological and analytical solutions to meet current and future needs in the global travel industry;
- Work effectively in a team environment to deliver high-quality technological and analytical solutions for the global travel industry;
- Recognize the need for life-long learning and professional development in the field of travel technology and analytics.

**V. Course Prerequisites**

Completion of core courses or C.I. permission

**VI. Course Credits**

3 credits

**VII. Required Texts and Materials**

**VIII. Supplementary (Optional) Texts and Materials**

Singh, H. (2015) Project Management Analytics: A Data-Driven Approach to Making Rational and Effective Project Decisions: Pearson FT Press

**IX. Basis for Final Grade**

Final grade includes the following items (100%):

- Concept development presentation (10%)
- Homework assignments (reading exercises or take home case studies) (20%)
- Mid-semester progress report and presentation (25%)
- Final project presentation and report (35%)
- Class participation (10%)

<b>Grading scheme</b>	
<u>Grading Scale (%)</u>	
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

Peer evaluations of contribution will form a crucial component of the project assessment and individual evaluations.

#### **X. Grade Dissemination**

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

#### **XI. Course Policies: Grades**

**Late Work Policy:** There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

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

**Group Work Policy:** Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

#### **XII. Course Policies: Technology and Media**

**Email:** Students are encouraged to use the inbox function on the Webcourse to communicate with the instructor. Emails will typically be returned within 24 hours (except on weekends).

**Webcourses:** All course materials, homework, and quizzes will appear on the Webcourse. The students are expected to check it regularly.

#### **XIII. Course Policies: Student Expectations**

##### **Disability Access:**

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

**Attendance Policy:** Attendance (when meeting face to face) is required and will be checked regularly.

**Professionalism Policy:**

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

**Academic Conduct Policy:**

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

**University Writing Center:**

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

**Student Conduct:** Cases of academic impropriety of any type will be dealt with in accordance with the Rules of Conduct and the Disciplinary Process for the University of Central Florida, as described in the latest edition of the UCF Golden Rule ([goldenrule.sdes.ucf.edu](http://goldenrule.sdes.ucf.edu)). Students are encouraged to obtain and read the UCF Golden Rule. It is assumed by the instructor that the student is familiar with this document. This booklet will serve as the guide to the administrative aspects of the course. Unacceptable conduct may result in a Z Designation on the student’s transcript.

**XIV. Important Dates to Remember**

Drop/Swap Deadline:	XXX
Grade Forgiveness Deadline:	XXX
Quizzes:	XXX
Withdrawal Deadline:	XXX
Final Examination:	XXX

**Religious Observances:**

Students are expected to notify their instructor in advance (by email or face to face) if they intend to miss class to observe a holy day of their religious faith. Without appropriate notification ahead of time, missing class will still be counted as an absence.

**XV. Schedule**

Each module lasts for approximately two weeks. The topics are as follow:

- Module 1: Overview of projects: Client identification, problem definition and clients’ expectations and requirements
- Module 2: Functioning in team environments and team formations
- Module 3: Team Presentations: Problem definition and background analysis

- Module 4: Case studies: State-of-the-art technology applications in the travel industry
- Module 5: Professional and ethical issues related to intellectual property, data security, integrity, and privacy specific to the global travel industry
- Module 6: Mid-term presentations: Progress report and client feedback
- Module 7: Intellectual property, how a start-up company forms and functions, implementation of new technological solutions
- Module 8: Final team presentations

**XVI. Essay and Project Assignments**

The students will work in teams (typically 2-3 members) to complete an industry-driven project, typically specified by an outside organization (companies, public agencies, or non-profit organizations). A list of possible projects will be posted early in the semester so students can align themselves with the project needs according to their own interests. Students can also propose their own problem statements with the approval of the course instructor. All final problem statements and the composition of the teams need to be approved by the course instructor. Teams larger than three will be considered on a case-by-case basis. Each project team will be supervised by the course instructor or a relevant faculty member and advised by a corresponding client affiliated with the outside organization.

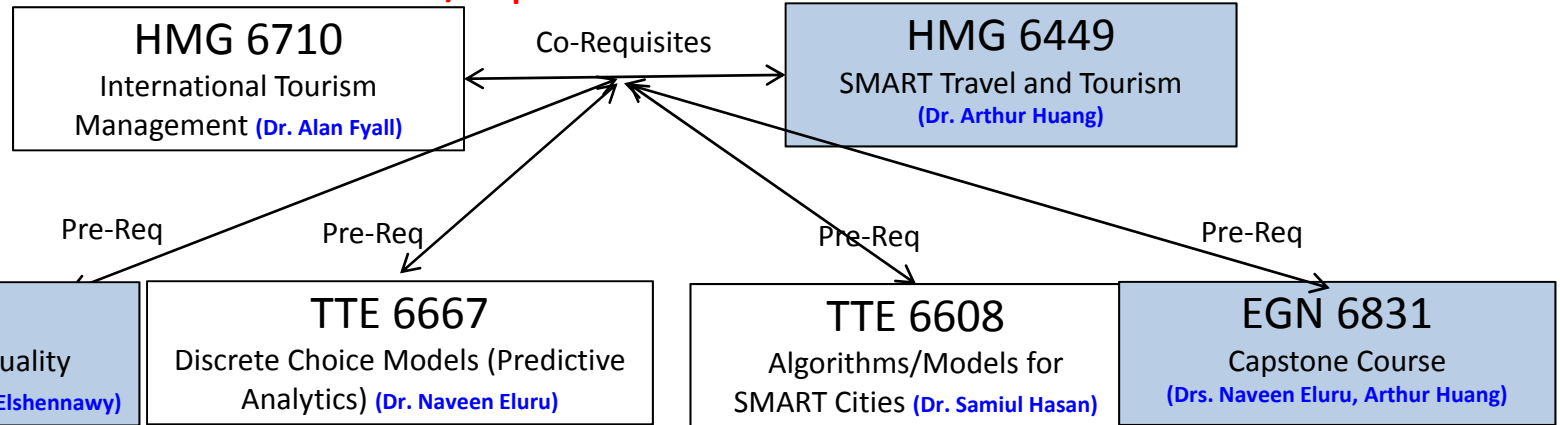


**PRE-REQUISITES:**

STA 2023 Statistical Methods I (Dr. Kathleen Suchora)  
 and  
 STA 3032 Probability & Stats for Engineers (Dr. Richard Biehl)  
 or  
 CAP4630 Artificial Intelligence (Dr. Demetrios Glinos)

**M.S. TRAVEL TECHNOLOGY & ANALYTICS (30 CREDITS)**

**6 Core/Required Courses = 18 credits**



**PLUS 4 Electives = 12 credits**

**Free Electives**

<i>Minimum of 2 courses from this list</i> Tourism/Hospitality Courses	<i>Minimum of 2 courses from this list</i> Technology Courses	<i>Available Free Electives</i> Statistics Courses
HMG 6466 Applied Revenue Management Techniques in Hospitality Management (Dr. M. Altin)	CNT 5008 Computer Communication Networks Architecture (Dr. M. Bassiouni)	STA 5703 Data Mining I (Dr. H.H. Huang)
HMG 6446 Hospitality and Tourism Information Technology (Dr. A. Ozturk)	CAP 5610 Machine Learning (Dr. G. Sukthankar)	STA 6704 Data Mining II (Dr. C.C. Wang)
HMG 6556 Digital Marketing and Big Data Management for H&T (Dr. T. Zhang)	COP 5711 Parallel and Distributed Database Systems (Dr. K. Hua)	STA 5206 Statistical Analysis (Dr. H.H. Huang)
HMG 6565 Social Media in Hospitality and Tourism (Dr. M. Hancer)	COP 6526 Parallel and Cloud Computation (Dr. N. Eluru)	STA 6714 Data Preparation (Dr. A. Mantzaris)
HMG 6566 Destination Marketing and Management (Dr. A. Tasci)	CGN 6655 Regional Planning Design and Development (Dr. N. Eluru)	
HMG 6585 Data Analysis in H&T Research (Dr. D. Singh)	EIN 5117 Management Information Systems (Dr. A. Elshennawy)	
HMG 6291 Hospitality Entrepreneurship (Dr. J. Weinland)	ESI 6224 Quality Management (Dr. A. Elshennawy)	
HMG 6738 Tourism Industry Analysis (Dr. T. Hara)	ESI 6225 Quality Design and Control (Dr. A. Elshennawy)	
HMG 6251 Advanced Vacation Ownership Resort (Dr. A. Gregory)		
HMG 6347 Contemporary Issues in the Resort Industry (Dr. A. Gregory)		

## GCC1-9.2

Committee Graduate Curriculum Committee

Notes



Total Proposals 2

## MDE - 8248 - Internal Medicine/Critical Care Medicine Elective

2018-2019 Graduate Course New

## General Catalog Information

**\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College /  
Department\* College of Medicine M.D. ProgramApproved  
Graduate  
Faculty/Scholars\* Roshan Patel

Prefix\* MDE

Number\* 8248

Course Title\* Internal Medicine/Critical Care Medicine Elective

30 Character  
Abbreviation: IM/CC Medicine Elective

**Course Description:**\* Rotation includes teaching of mechanical ventilation, ACLS, dialysis, bedside ultrasounds, vasopressors, antibiotics, and other subjects relevant to practice of critical care medicine.

**Credit Hours:**

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

**Variable Credit (1-99):** 3-6

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?  Yes  No

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

### Justification for Course Addition

**What is the rationale for adding this course?** All 4th year medical students are required to complete eight months of clinical rotations. This would be an additional option for students interested in specializing in internal or critical care medicine.

**What majors require or recommend this course for graduation?** none


**If not a major requirement, what will be the source of students?** 4th year medical students

**What is the estimated annual enrollment?** 24

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

Detail Discussion

### Attachment List

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

## University of Central Florida College of Medicine

### SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 6/1/2018

**Course Title:** Critical Care Medicine

**Department/Specialty:** Internal Medicine/Critical Care Medicine

**Brief Description (25 words maximum):** Rotation includes teaching of mechanical ventilation, ACLS, dialysis, bedside ultrasound, vasopressors, antibiotics and other subjects relevant to practice of critical care medicine.

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**Primary Preceptor Supervising Students:** Roshan Patel

**Office Location:** Health Central Hospital affiliated with Orlando Health, 10000 W Colonial Dr, Ocoee, FL 34761. Mailing Address: Critical Care Medicine Department, 86 W Underwood street, Orlando, FL 32806

**Email:** drrose\_patel@yahoo.com

**Office Phone:** 3474943182

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**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)     M4 Clerkship Elective (2 wks)     M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** Health Central Hospital, 10000 W Colonial Dr, Ocoee, FL 34761. Student should report to CCU which is located on 5th floor of the building.
- **Reporting Time:** 7 am
- **Contact Person (for information/ scheduling):** Dr.Roshan Patel
- **Contact Phone and e-mail:** 3474943182, drrose\_patel@yahoo.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**     June     July     August     September     October     November

December     January     February     March     April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 2

**Prerequisites (check all that apply):**

Completion of M2     Completion of M3     Consent of Instructor

Completion of Core Clerkship in Internal Medicine     Other: Student must have done at least 3 months of Internal Medicine rotation.

**Length of program (weeks):** 2 or 4 weeks

**Estimated total contact hours/week:** It varies each month based on schedule but it will be minimum 40 hours/week when spreaded over 2 or 4 weeks. Supervising faculty will be available 365 days including holiday.

**Estimated % of time - Inpatient:** 100

**Estimated % of time - Outpatient:** 0

**Estimated % of time – Indirect contact time (independent study or online course work):** 50

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5-15 /week follow-ups/week 5-15/week**

**On-call schedule:** Typical day is 7 am to 4 pm. On call is 1 weekend per 4 week rotation.. No night calls.

**Weekend duties:** Same as weekdays duties but weekend can be from 7 am to 12 pm.

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** Case reports and Article reviews.

**Describe the expected level of supervision of students by faculty and residents:** It will be direct faculty to student interaction. Ratio will be 1 to 3 students per faculty. Usual census is 6-8 ICU patients per day but it can be 11 to 12 in winter months.

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Critical Care Medicine.

1) Learn a thoughtful and organized approach to ICU patients.

2) Gain experience with interpretation of ICU patient data.

3) Improve understanding of common ICU problems such as invasive monitoring, mechanical ventilation, sedation, sepsis, ARDS

4) Enhance knowledge of the cardiovascular and pulmonary pathophysiology pertinent to the ICU.

5) Learn to write initial orders for mechanical ventilator support and sedation. We are working on getting approval from hospital so students can write notes.

6) Learn the rationale for commonly used ICU protocols such as ARDS ventilator management, insulin drips, weaning from ventilatory support.

7) Become familiar with some of the important clinical trials in critical care medicine, and the impact of evidence-based medicine on current ICU patient management.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: Click here to enter text.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to Internal Medicine and Critical Care Medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

Students will develop an understanding of the pathophysiology, clinical presentation, diagnostic studies and therapy for the following conditions: • Acute abdominal pain • Acute organ failure (adrenal, kidney, liver, respiratory) • Altered mental status and coma • ARDS • Cardiac arrest • Diabetic ketoacidosis • Disseminated intravascular coagulation • Heparin-induced thrombocytopenia • Hypertensive emergency • Hypo/hyperthermia • Marked electrolyte abnormalities • Massive gastrointestinal bleeding • Massive pulmonary embolus • Meningitis and encephalitis • Pancreatitis • Severe intoxication/overdose and withdrawal syndromes • Severe stroke • Shock • Status asthmaticus • Status epilepticus • Thyroid storm and myxedema coma . They will be able to assess patients and formulate a differential diagnosis and management plan in the setting of multi-organ involvement.

Student will participate in daily ICU multidisciplinary round on all ICU patients. Student will be given initially 2-3 patients for direct contact. These will increase throughout the rotation as he or she becomes familiar with ICU settings.

**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

Students should be able to access current critical care clinical practice guidelines from the Society of Critical Care Medicine, journals, and other sources to apply evidence-based strategies to patient care. They should develop skills in evaluating new studies in published literature, through Journal Club and independent study. All students should learn to function as part of a team, including the critical care specialist, nurse, pharmacist, and dietician, and social worker to optimize patient care. Students should respond with positive changes to feedback from members of the health care team

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Students must demonstrate written, electronic and verbal communication skills that facilitate the timely and effective exchange of information within the system. They must also demonstrate interpersonal skills that facilitate collaboration with patients, their families, and other health professionals.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

Students must demonstrate a commitment to carrying out professional responsibilities. They should be able to educate patients in a manner respectful of gender, cultural, religious, economic, and educational differences on choices regarding their care.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Students must have a basic understanding that their diagnostic and treatment decisions involve cost and risk and affect quality of care. They must be able to discuss alternative care strategies and the cost and risks involved and articulate current quality issues in Critical Care Medicine.

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** Students will initially be directly observed with patients, to facilitate the acquisition of excellent history taking, physical exam, and procedural skills. As students become more proficient, they will interact independently with patients and present cases to faculty. Initial emphasis will be on diagnosis and basic management. When students have mastered these skills, focus will be on medical decision-making, and students will work with supervising physicians to finalize a care plan. Independent study of Journal and Textbook reading TBD by ICU team. Online educational resources: MKSAP, Up to Date and other source as recommended by ICU team

**Required textbooks and articles:** Access to MKSAP and Up to Date

**How will the student's performance be assessed?**

**How/when will formative feedback be given?:** Click box to agree to the statement below.

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There



will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

**Other:** Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation: Click the box to agree to the statement below.**

A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

**Other:** Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Course Director:Dr.Roshan Patel, Faculty:Dr. Joel Santora

**Date:** 8/1/2018

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education *M. Klophe MD* Date 8-17-18

Curriculum Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

COM Dean \_\_\_\_\_ Date \_\_\_\_\_



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# MDE 7360 Clinical Pharmacology Elective

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

<b>Proposal Type</b>	Grad Course Addition
<b>College</b>	College of Medicine
<b>Unit / Department / College*</b>	College of Medicine M.D. Program

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

<b>Full Title*</b>	MDE 7360 Clinical Pharmacology Elective	
<b>Approved Graduate Faculty/Scholars*</b>	Robyn Keen	
<b>Prefix*</b>	MDE	<b>Number*</b> 7360
<b>Course Title*</b>	Clinical Pharmacology Elective	
<b>30 Character Abbreviation:</b>		
<b>Course Description*</b>	This course will offer exposure to inpatient pediatric and women's health pharmacology with a focus on basic pharmacology concepts and opportunities	

for self-directed learning.

**Credit Hours:**

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

**Variable Credit (1- 3-6  
99):**

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**New Field**

New Materials and Supply Fees?\*  Yes  No

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

**Justification for Course Addition**

What is the rationale for adding this course?

What majors require or recommend this course for graduation? none

If not a major requirement, what will be the source of students? 4th year medical students

What is the estimated annual enrollment? 24

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

Detail Discussion

**Attachment List**

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

Check  I have completed all relevant parts of the form.

Attached  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

## University of Central Florida College of Medicine

### SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 3/13/2018

**Course Title:** Clinical Pharmacology

**Department/Specialty:** Pharmacology

**Brief Description (25 words maximum):** This course will offer exposure to inpatient pediatric and women's health pharmacology with a focus on basic pharmacology concepts and opportunities for self-directed learning.

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**Primary Preceptor Supervising Students:** Robyn Keen, PharmD, BCPS, BCPPS

**Office Location:** Arnold Palmer Medical Center, 92 West Miller St., MP 349, Orlando, FL 32806

**Email:** Robyn.Keen@orlandohealth.com

**Office Phone:** 321-841-2280

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**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)     M4 Clerkship Elective (2 wks)     M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other (Click here to explain why your course does not align with the previous course choices.)

**Location:**

- **Location to Report on first day:** Arnold Palmer Hospital, 92 West Miller St., MP 349, Orlando, FL 32806
- **Reporting Time:** 8:30 am
- **Contact Person** (for information/ scheduling): Robyn Keen, PharmD, BCPS, BCPPS
- **Contact Phone and e-mail:** Phone number: 321-841-2280; E-mail: Robyn.Keen@orlandohealth.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**     June     July     August     September     October     November

December     January     February     March     April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 1 or 2

**Prerequisites** (check all that apply):

Completion of M2     Completion of M3     Consent of Instructor

Completion of Core Clerkship in (Click here to enter text.)     Other: (Click here to enter text.)

**Length of program (weeks):** 2 or 4 weeks

**Estimated total contact hours/week:** 40 hours/week, all day shift but variable daily start and finish times

**Estimated % of time - Inpatient:** 100%

**Estimated % of time - Outpatient:** 0%

**Estimated % of time – Indirect contact time (independent study or online course work):** 0%

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5-20, variable based on service follow-ups/week variable based on service**

**On-call schedule:** No on-call duties

**Weekend duties:** No weekend duties

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** Students will be supervised by a clinical pharmacist on patient care rounds and will be supervised by clinical staff pharmacists during any pharmacy operational activities. Topic discussions will be lead by the student or clinical pharmacist with at least one clinical pharmacist in attendance.

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of pharmacology, specifically pediatric and women's health pharmacology.

- This elective will offer exposure to inpatient pediatric and women's health pharmacology and focus on basic pharmacology concepts with opportunities for self-directed learning. The student will be exposed to basic pharmacy department operations and multidisciplinary rounds in a range of women's health, pediatric, and neonatal areas. Areas include Antepartum, Postpartum, Labor and Delivery, Pediatric ICU, Pediatric Cardiac ICU, Neonatal ICU, Pediatric Hematology/Oncology, and Acute Pediatrics. Daily activities include reviewing patient medication profiles from a pharmacist's perspective and participating in daily rounds. Additionally, the student will have topic and case based discussions with the preceptors focused on the course objectives.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: Click here to enter text.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to clinical pharmacology, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

Discuss and perform pharmacokinetics of various medications such as vancomycin, aminoglycosides, digoxin, antiepileptics, and anticoagulants. Develop and discuss the pharmacotherapy for common pediatric infections. Design and/or redesign safe and effective patient-centered therapeutic regimens and monitoring plans for pediatric and women's health patients. Understand and perform adjustments necessary for renal and hepatic function through discussion of developmental pharmacology, patient cases, and rotation experiences.

***Practice Based Improvement:*** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

Demonstrate ability to use technology and other available methodologies to access and manage information to support patient care decisions. Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care. Identify medication errors and error prone practices and apply strategies to mitigate or prevent harm. Develop and maintain a willingness to learn from medical and medication errors. Apply preceptor feedback into continuous self-improvement process to enhance patient care and interprofessional relationships. Initiate additional learning opportunities as available.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

Provide effective and professional communication regarding medications to members of the interdisciplinary team, including physicians, nurses, dietitians, respiratory therapists, pharmacists, and other ancillary service members. Demonstrate the traits of collegiality, flexibility, adaptability, reliability, punctuality, and responsibility, and work effectively with others as a member of the healthcare team. Maintain a climate of mutual respect and shared values with other members of the healthcare team. Apply relationship-building values and the principles of team dynamics to perform effectively in the role of the pharmacist to plan, deliver, and evaluate patient-centered care. Generate correct answers to questions in a timely and systematic manner. Effectively document patient care interventions in the medical record. Effectively communicate information regarding medications to family members and patients as appropriate. Apply principles of team based behavior to improve patient safety.

***Professionalism:*** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

Demonstrate respect, compassion, integrity, and altruism in relationship with patients, families, and colleagues. Demonstrate responsibility to patients by prioritizing patient care and assuming accountability for medication therapy outcomes. Demonstrate respect for religious beliefs and incorporate religious preferences into pharmacotherapy plans. Adhere to principles of confidentiality. Apply a process of ongoing self-evaluation and personal performance improvement in the provision of care of pediatric and women's health patients. Assume responsibility of personal work quality and improvement. Demonstrate enthusiasm, self-motivation, and a "can do" approach. Demonstrate effective workload and time-management skills. Demonstrate an understanding of and respect for, the roles of other health care professionals, and the need to collaborate with others in caring for patients.

***Systems Based Practice:*** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

Utilize hospital and other available resources, including drug references, poison control center, pharmaceutical companies, and federal agencies, as needed to provide optimal pharmaceutical care. Critically analyze the design, methodology, results, and conclusions of a given published study. Apply evidence based and cost conscious strategies to prevention, diagnosis, and disease management.

**Learning Activities:** Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will participate in daily rounds in various pediatric and women's health specialty areas. In the course of daily rounds, students will be required to evaluate and assess pharmaceutical regimens and present patients to pharmacy preceptors before rounding with the interdisciplinary team. Students will utilize drug references and primary literature to respond to drug information questions from the interdisciplinary team as well as from the pharmacy preceptor. Students will participate in daily topic discussions as well as pharmacy grand rounds and medical grand rounds as appropriate. Pre-reading will be required for preparation for topic discussions, with pharmacy math and pharmacokinetic equations required for topics as needed. Video lectures may be provided and required before specific topic discussions. All materials used for preparation will be provided to the student prior to the topic discussion with adequate time to prepare. A journal club and/or oral presentation may be required per student interest and time allowance. Students may participate in a pharmacy operational role as time allows.



**Required textbooks and articles:** Relevant and current articles will be provided to the student at the beginning of the rotation. No reading material is required prior to the start of the rotation, although the following articles are recommended and will be provided to the student via e-mail from the primary preceptor prior to the start of the rotation: 1) Phan H, Nahata M. Introduction to Pediatrics. In: Benavides S, Nahata M, eds. Pediatric Pharmacotherapy. Lenexa: American College of Clinical Pharmacy, 2013:3-17. 2) Dersch D. Patient assessment tool for pharmacists. An J Health-Syst Pharm 2008;65:702-703.

**How will the student's performance be assessed?**

**How/when will formative feedback be given?: Click box to agree to the statement below.**

- The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
- Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation: Click the box to agree to the statement below.**


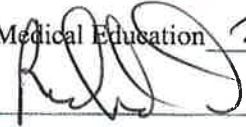
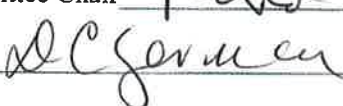
- A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
- Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Robyn Keen

**Date:** 3/13/2018

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director _____	Date _____
Signature of Assistant Dean of Medical Education  _____	Date <u>3-30-18</u>
Curriculum Committee Chair  _____	Date <u>4-20-18</u>
COM Dean  _____	Date <u>4-24-18</u>



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# Grad Course Addition - College of Medicine - MDE 8676 Colon and Rectal Surgery Elective

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

College\*

College of Medicine

Proposal Type\*

Grad Course Addition

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

Full Title\* MDE 8676 Colon and Rectal Surgery Elective

Approved Graduate Faculty/Scholars\* Sergio Larach, M.D. and Sam Atallah, M.D.

Prefix\*

MDE

Number\* 8676

Course Title\* Colon & Rectal Surgery Elective

30 Character  
Abbreviation:

Course  
Description\*

This rotation will include workup, diagnosis, and treatment/follow up of surgical diseases involving the colon, rectum, and anus in both inpatient and outpatient settings.

**Credit Hours:** 6

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 clerkships

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

What is the rationale for adding this course? All 4th year medical students are required to complete eight months of clinical rotations. This would be an additional option for students interested in specializing in surgery.

What majors require or recommend this course for graduation? N/A

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

What is the estimated annual enrollment? 11

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

Detail Discussion

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

**University of Central Florida  
College of Medicine**

**SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM**

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 4/11/2018

**Course Title:** COLON & RECTAL SURGERY ROTATION

**Department/Specialty:** Colon & Rectal Surgery

**Brief Description (25 words maximum):** This rotation includes workup, diagnosis and treatment/follow up of surgical diseases involving the colon, rectum and anus in both inpatient and outpatient setting.

**Primary Preceptor Supervising Students:** Sergio Larach, MD/Sam Atallah, MD

**Office Location:** 100 N. Dean Road, Suite 203, Orlando, FL, 32825

**Email:** swlarach@aol.com

**Office Phone:** 407-384-7388

**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)     M4 Clerkship Elective (2 wks)     M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** 100 N Dean Road, Suite 203, Orlando, FL 32825
- **Reporting Time:** 9:00 am
- **Contact Person (for information/ scheduling):** Sergio Larach, MD
- **Contact Phone and e-mail:** 407-797-5893, swlarach@aol.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**     June     July     August     September     October     November

December     January     February     March     April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 1

**Prerequisites (check all that apply):**

Completion of M2     Completion of M3     Consent of Instructor

Completion of Core Clerkship in Click here to enter text.     Other: Click here to enter text.

**Length of program (weeks):** 2 or 4 weeks

**Estimated total contact hours/week:** 30

**Estimated % of time - Inpatient:** 20

**Estimated % of time - Outpatient:** 60

**Estimated % of time – Indirect contact time (independent study or online course work):** 20

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 20 follow-ups/week 15**

**On-call schedule:** once

**Weekend duties:** none

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** chart review, basic research steps

**Describe the expected level of supervision of students by faculty and residents:** all times

**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Colon & Rectal Surgery.

- This rotation will introduce and build on the knowledge of the 4th year medical student in the workup, diagnosis, treatment and follow up of a wide variety of surgical diseases involving the colon, rectum and anus. There will be a broad experience caring for patients with inflammatory bowel disease. Evidence based practices will be emphasized. Students will be responsible for the evaluation and workup of patients in both the inpatient and out-patient setting. Participation in daily inpatient rounds as well as in a wide array of bedside surgical procedures and major operative interventions under general anesthesia will take place. In the office setting, students will participate in all diagnostic procedures, including colonoscopy, GI endoscopy, and \_anoscopy/sigmoidoscopy. The student will be expected to attend all conferences, journal clubs and other educational experiences and will be required to present topics and discuss articles with the faculty.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: Click here to enter text.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to colorectal disease processes and treatment, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Learn fundamentals of basic science as they apply to the clinical practice of colorectal surgery. Examples include in knowledge of anorectal anatomy, normal colonic function, risk factors for colorectal cancer, tumor markers, patterns of metastatic spread, etiology of perirectal abscess, and pathology of inflammatory bowel disease.
- Understand GI anatomy and physiology, GI diseases, diagnosis and management and risks and complications of GI endoscopy.
- Understand the indications and recommendations for surveillance and diagnostic endoscopy.
- Develop a meaningful differential diagnosis and appropriate diagnostic plan for the evaluation of common colorectal disorders.
- Begin to develop knowledge of surgical pathophysiology, pharmacology, physiology in diagnosing and managing the patient with colorectal disease.
- Begin to formulate a minimal diagnostic and treatment plan for colorectal disease requiring surgical intervention.
- Begin to understand the roles of surgery, chemotherapy, and radiation therapy as measures in the total management of the colon cancer patient.
- Begin to develop some understanding of the roles of surgery and pharmacology in the total management of patients with inflammatory bowel disease.

***Practice Based Improvement:*** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Use books, journal articles, and internet access to learn about diseases and treatment of patients with colorectal pathology and to support their own education.
- Attend outpatient colorectal clinics 2 - 3 days per week.
- Attend all colorectal conferences.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Develop skill and sensitivity for appropriate counseling and educating of patients and their families in a variety of colorectal disease.
- Work effectively with others.
- Effectively and promptly document practical activities.
- Present all patients to the attending in a concise, organized, logical and knowledgeable manner.
- Prepare and present presentations, as assigned.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Effectively communicate with patients, families, nurses, OR techs, anesthesiologist, pharmacy, home health, and other allied health care personnel.
- Begin to learn how types of medical practice and delivery systems differ from one another, including methods and controlling health care costs and allocating resources.

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** Under the supervision of the attending physicians, the students will participate in the care of colon and rectal surgical patients at various levels. They will be responsible for the initial work up of colon and rectal surgical patients in the inpatient and outpatient setting. The student will be responsible for participating teaching rounds and be expected to assist and participate in bedside procedures as well as operative cases in the hospital and out-patient surgery settings. Students will be expected to log their encounters and procedures performed/assisted in the College of Medicine on-line program.

**Required textbooks and articles:** To be determined

**How will the student's performance be assessed?**

**How/when will formative feedback be given?: Click box to agree to the statement below.**

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation: Click the box to agree to the statement below.**



A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Sergio Larach, MD

**Date:** 4/11/2018

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education M. Klopche MD Date 7-6-18

Curriculum Committee Chair [Signature] Date 7-20-18



COM Dean [Signature] Date 7/25/18

# Grad Course Addition - College of Medicine MDE 8170 Advanced Prenatal Diagnosis Clinic

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDE 8170 Advanced Prenatal Diagnosis Clinic

**Approved Graduate Faculty/Scholars:\*** Armando Fuentes

**Prefix:\***

MDE

**Number:\*** 8170

**Course Title:\*** MDE 8170 Advanced Prenatal Diagnosis Clinic

**30 Character Abbreviation:**

**Course Description:**\* This 4 week elective will offer medical students insight into the specialty of Maternal-Fetal Medicine and Genetics Counseling.

**Credit Hours:** 6

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

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

**Intended Utilization of Course**

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

**New Field**

New Materials and Supply Fees?  Yes  No

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

**Justification for Course Addition**

What is the rationale for adding this course?

What majors require or recommend this course for graduation? none


If not a major requirement, what will be the source of students? 4th year medical students

What is the estimated annual enrollment? 22

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

Detail Discussion

**Attachment List**

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

Check

I have completed all relevant parts of the form.

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

# University of Central Florida College of Medicine

## SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 1/26/2018

**Course Title:** Advanced Prenatal Diagnosis Clinic

**Department/Specialty:** Obstetrics & Gynecology

**Brief Description (25 words maximum):** This 4-week elective will offer medical students insight into the specialty of Maternal-Fetal Medicine and Genetics Counseling.

**Primary Preceptor Supervising Students:** Armando Fuentes, MD, MBA

**Office Location:** 13535 Nemours Parkway, Orlando, Florida 32827

**Email:** armando.fuentes@nemours.org

**Office Phone:** 407-487-6902

**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)  M4 Clerkship Elective (2 wks)  M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** 13535 Nemours Parkway, Orlando, Florida
- **Reporting Time:** 8:00 AM
- **Contact Person (for information/ scheduling):** Rhonda Poe
- **Contact Phone and e-mail:** 407-567-7757, Rhonda.Poe@nemours.org

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**  June  July  August  September  October  November

December  January  February  March  April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 2

**Prerequisites (check all that apply):**

Completion of M2  Completion of M3  Consent of Instructor

Completion of Core Clerkship in Ob/Gyn  Other: Click here to enter text.

**Length of program (weeks):** 4 weeks

**Estimated total contact hours/week:** 36

**Estimated % of time - Inpatient:** 0%

**Estimated % of time - Outpatient:** 90%

**Estimated % of time – Indirect contact time (independent study or online course work):** 10%

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 20 follow-ups/week 40**

**On-call schedule:** None

**Weekend duties:** None

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** Clinical encounters will be supervised by Dr. Armando Fuentes. Participation in ultrasound encounters will be under direct supervision of obstetrics ultrasonographers, and all other procedures will be under direct supervision of Dr. Armando Fuentes.

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Maternal-Fetal Medicine and Genetic Counseling.

- The rotation is a hands-on rotation and illustrates the role of the provider of Maternal-Fetal Medicine in the ambulatory clinical setting. During the rotation students will be working directly with Dr. Armando Fuentes, who will guide them and be responsible for their daily clinical activities. The goals are for the student to gain appreciation for the impact of pregnancy on normal physiology, increase understanding of various pathophysiologic processes in pregnancy, observe firsthand the effect of pregnancy on many common medical problems, observe and participate in new approaches to fetal diagnosis and therapy including chorionic villi sampling and amniocentesis, gain experience with Level II ultrasonography, gain experience in the presentation of conferences, and gain exposure to genetics counseling. The course is designed to assist in prenatal diagnosis, identifying genetic abnormalities, and managing medical complications that can negatively affect pregnancy. Maternal clinical conditions include hypertensive disorders in pregnancy, cardiovascular and pulmonary disease, diabetes mellitus in pregnancy, urinary tract infections in pregnancy, autoimmune disorders complicating pregnancies, abnormal fetal growth, multiple gestation and Rh disease. Fetal conditions include omphaloceles, gastroschisis, neural tube defects, and cardiac anomalies.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: : The student is expected to observe and become an active team member of patient care. The student will have the opportunity to become an active member of the patient care process across multiple clinical teams when evaluating patients for maternal and fetal complications during pregnancy, as the multidisciplinary teams organize to deliver optimum quality care.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to Obstetrics & Gynecology, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Recognize signs and symptoms of common medical complications of pregnancy, develop and present treatment plan, describe therapeutic effect, side effect, and contraindications of medications, utilize approaches to fetal diagnosis including Level II ultrasonography, recognize fetal complications associated with genetic diseases and chromosomal abnormalities and provide genetics counseling.

***Practice Based Improvement:*** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care, develop and maintain a willingness to learn from errors, demonstrate ability to use technology or other available methodologies to access and manage information, to support patient care decisions.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Provide effective and professional prenatal consultation to other physicians and healthcare team, including pediatric subspecialists, the genetic counselor, nurses, and ultrasonographers. Students is expected to effectively document the patient history and plan of care, effectively communicate plan of care with family members of the patient.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, practice being in the moment, authentic and humanistic, demonstrate respect for religious beliefs and ethnicities, respect and leverage separate realities, adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Utilize resources to provide optimal healthcare, recognize limitations and opportunities regarding the individual patient care, apply evidence-based, cost-conscious strategies to prevention, diagnosis, and disease management.

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** Students will participate in daily ambulatory clinical care at the Center for Fetal Care at Nemours Childrens Hospital. Students will work closely with obstetric ultrasonographers and Dr. Fuentes to learn how to perform Level II ultrasonography and other fetal diagnostic techniques such as chorionic villi sampling and amniocentesis. Students will participate in prenatal consultation with other pediatric sub-specialists. Students will spend a day a week with the genetics counselor. Students will prepare a case presentation based on a clinical encounter and present at the Fetal Board Conference held on the third Monday of each month.

**Required textbooks and articles:** Prenatal Diagnosis of Congenital Anomalies. Roberto Romero, Gianluigi Pilu, Philippe Jeanty, Alessandro Ghidini, John C. Hobbins. Appleton & Lange. Ultrasound Scanning: Principles and Protocols. Betty Bates Tempkin. Saunders. Copies will be available on loan to students during the rotation.

**How will the student's performance be assessed?**

**How/when will formative feedback be given?: Click box to agree to the statement below.**

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

**Other:** Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation: Click the box to agree to the statement below.**



A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Dr. Armando Fuentes

**Date:** 1/26/2018

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a word document. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education *Amelia K. Lake MD* \_\_\_\_\_ Date *2-19-18*

Curriculum Committee Chair \_\_\_\_\_ Date *3-16-18*

COM Dean *Algeria* \_\_\_\_\_ Date *3-18-18*



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# Grad Course Addition - College of Medicine MDE 8686 Trichology - Clinical and Surgical Elective

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDE 8686 Trichology - Clinical and Surgical Elective

**Approved Graduate Faculty/Scholars:\*** Marco Barusco

**Prefix:\***

MDE

**Number:\*** 8686

**Course Title:\*** Trichology

**30 Character  
Abbreviation:**

**Course  
Description:\*** In-office rotation. Clinical diagnosis and clinical/surgical treatment of various hair disorders.

**Credit Hours:**

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

**Variable Credit (1-  
99):** 3-6

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

What is the rationale for adding this course?

What majors require or recommend this course for graduation? none


If not a major requirement, what will be the source of students? 4th year medical students

What is the estimated annual enrollment? 24

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

Detail Discussion

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

## University of Central Florida College of Medicine

### SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 8/30/2017

**Course Title:** Trichology – Clinical and Surgical

**Department/Specialty:** General

**Brief Description (25 words maximum):** In-office rotation. Clinical diagnosis and clinica/surgical treatment of various hair disorders.

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**Primary Preceptor Supervising Students:** Marco N. Barusco, MD

**Office Location:** 5537 S. Williamson Blvd., Suite 752 – Port Orange, FL 32128

**Email:** [drbarusco@tempushair.com](mailto:drbarusco@tempushair.com)

**Office Phone:** Office: 877-877-5200; Marco Barusco's cell phone number: (386) 216-6416

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**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)    M4 Clerkship Elective (2 wks)    M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** 5537 S. Williamson Blvd., Suite 752 – Port Orange, FL 32128
- **Reporting Time:** 7:00am for surgery
- **Contact Person** (for information/ scheduling): Jessica Aivazis or Marco Barusco
- **Contact Phone and e-mail:** Office: 877-877-5200 (Jessica); [info@tempushair.com](mailto:info@tempushair.com) (Jessica); (386) 216-6416 (Marco Barusco's cell); [drbarusco@tempushair.com](mailto:drbarusco@tempushair.com) (Marco Barusco's email).

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**    June    July    August    September    October    November

December    January    February    March    April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 1

**Prerequisites** (check all that apply):

Completion of M2    Completion of M3    Consent of Instructor

Completion of Core Clerkship in     Other: Click here to enter text.

**Length of program (weeks):** 2 or 4 weeks

**Estimated total contact hours/week:** Aproximately 40 hours per week.

**Estimated % of time - Inpatient:** 0

**Estimated % of time - Outpatient:** 100%

**Estimated % of time – Indirect contact time (independent study or online course work:** According to need.

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 30-40 follow-ups/week 20-30**

**On-call schedule:** No on-call needed.

**Weekend duties:** No weekend (Saturday consultations are optional for the student)

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** 100%

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Trichology.

- In this rotation, the student will work directly with the preceptor and his staff, seeing patients in consultation, follow-ups and assisting in office procedures (hair transplant procedures, hair loss treatments involving Platelet-Rich Plasma (PRP) and/or Mesenchymal, Adipose-Derived Stem Cells, skin biopsies, Botox Cosmetic treatments, Facial Filler application). The student will be involved daily in taking medical histories from patients with different types of hair loss, performing skin and scalp examinations, considering differential diagnosis and assisting in prescribing treatment, both medical and surgical when indicated. Student will assist in hair transplant procedures, skin biopsies, intra-lesional injections and in data collection for clinical research. Student will participate in post-operative follow-ups and clinical follow-ups. Time will be given to student for studying and reading from textbooks in Trichology and Hair Pathology. At the end of the rotation, student will be asked to write a report on his/her experience and how he/she will apply the knowledge acquired during the rotation, unless the College of Medicine has specific requirements for end-of-rotation papers.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: Click here to enter text.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to Trichology and Hair Pathology, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Diagnostic and treatment modalities for hair loss disorders
- Indication and contra-indications for surgical treatments of various hair disorders

***Practice Based Improvement:*** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Student will be expected to be inquisitive and resourceful and to be able to research and demonstrate understanding of the various clinical conditions that are going to be seen in our practice.

***Interprofessional and Communication Skills:*** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Student will be given the opportunity to talk to patients during consultation and treatment. The student will formulate a list of differential diagnosis based on the patient's history and physical exam, and will develop a treatment plan that will then be discussed. The student's ability to effectively elicit an appropriate history and to communicate the treatment plan clearly and concisely will also be taken into consideration.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- During their daily interaction with patients and their families, students will be able to display professionalism, compassion and the social skills necessary for the adequate practice of medicine. Feedback will be given to students in real time, so that they may improve their skills.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- During this experience, the student will be able to learn how different specialties can work together toward the common goal of providing optimal care to patients. The student will be required to follow-up on biopsy reports, discuss appropriate recommendations for the involvement of other specialists in the care of the patients, such as psychologists, dermatologists, plastic surgeons and others.

**Learning Activities:** Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will work with me daily in hair transplant procedures, in the morning. He or she will also see patients in consultation and follow-ups for several hair disorders. Literature review will be expected during the clerkship, so that the student may gain a body of knowledge in this specialty. Textbooks will be provided for use in the office, as well as recommendations for home study.

**Required textbooks and articles:** All textbooks are available at the office. (1) Procedural Dermatology by Marc Avram et al. ISBN 978-0071795067; (2) An Atlas of Hair Pathology with Clinical Correlations, Second Edition, by Leonard C. Sperling et al. ISBN 978-184184733-7; (3) Hair Transplantation, Fifth Edition, by Walter P. Unger et al. ISBN 978-161631006-6.

**How will the student's performance be assessed?**

**How/when will formative feedback be given?:** Click box to agree to the statement below.

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation:** Click the box to agree to the statement below.

A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

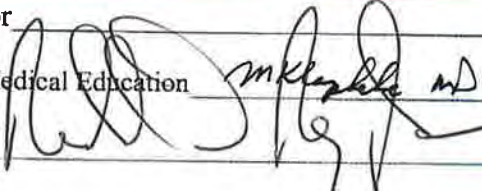
Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Marco N. Barusco.

**Date:** 11/10/2017

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education  \_\_\_\_\_ Date 3-30-18

Curriculum Committee Chair \_\_\_\_\_ Date 4-20-18



COM Dean AC German

Date 4-24-18



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# Grad Course Addition - College of Medicine MDE 8685 Introduction to the Ambulatory Surgical Center

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDE 8685 Introduction to the Ambulatory Surgical Center

**Approved Graduate Faculty/Scholars:\*** Virgil Sanchez

**Prefix:\***

MDE

**Number:\*** 8685

**Course Title:\*** Introduction to the Ambulatory Surgical Center

**30 Character Abbreviation:** Intro to Amb Surgical Center

**Course Description:\*** This course will introduce the medical student to health care delivery in an ambulatory surgical setting.

**Credit Hours:**

**Class Hours:**

**Lab and Field  
Work Hours:**

**Contact Hours:**

**Variable Credit (1-99):** 3-6

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

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

**Term of Offering**

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

**Intended Utilization of Course**

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

**New Field**

New Materials and Supply Fees?  Yes  No

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

**Justification for Course Addition**

What is the rationale for adding this course?

What majors require or recommend this course for graduation? none


If not a major requirement, what will be the source of students? 4th year medical students

What is the estimated annual enrollment? 20

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

Detail Discussion

**Attachment List**

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

Check  I have completed all relevant parts of the form.

Attached

I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

**University of Central Florida  
College of Medicine**

**SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM**

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 1/2/2018

**Course Title:** Introduction to the Ambulatory Surgical Center

**Department/Specialty:** Surgery/Anesthesia

**Brief Description (25 words maximum):** This course will introduce the medical student to health care delivery in an ambulatory surgical setting.

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**Primary Preceptor Supervising Students:** Virgil Sanchez, M.D.

**Office Location:** 2275 North Central Avenue, Kissimmee, Florida

**Email:** virgilsanchez@hotmail.com

**Office Phone:** 407-497-2002

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**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)     M4 Clerkship Elective (2 wks)     M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** Kissimmee Surgery Center, 2275 North Central Avenue, Kissimmee, FL
- **Reporting Time:** 7:30 AM
- **Contact Person (for information/ scheduling):** Virgil Sanchez, M.D.
- **Contact Phone and e-mail:** (407) 497-2002 or virgilsanchez@hotmail.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**     June     July     August     September     October     November

December     January     February     March     April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 1-2 students. I would suggest to start with one student and then ask him/her if his experience can be expanded to 2 students for future rotations.

**Prerequisites (check all that apply):**

Completion of M2     Completion of M3     Consent of Instructor

Completion of Core Clerkship in Click here to enter text.     Other: Click here to enter text.

**Length of program (weeks):** 2 or 4 weeks

**Estimated total contact hours/week:** 30 hours/week

**Estimated % of time - Inpatient:** None

**Estimated % of time - Outpatient:** 100%

**Estimated % of time – Indirect contact time (independent study or online course work):** 10 hours/week

**Estimated patient volume:** What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 100 patients weekly follow-ups/week Students will be making phone calls postoperatively to assess patient care.

**On-call schedule:** None

**Weekend duties:** None

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** The student will be provided opportunity to observe and interact with surgeons, anesthesiologists, and gastroenterologists on a one-to-one basis. The level of supervision is moderate. The supervising physician will always be physically present for all medical/surgically procedures. Our medical bylaws requires the physical presence of the medical director/anesthesiologist until the last person gets discharged from the recovery room.

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of [Click here to enter specialty](#).

- During the rotation students will be assigned to an individual faculty mentor to guide them and be responsible for their daily clinical activities. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to assess surgical risk in patients. In addition, the medical students will be exposed to ultrasound guided pain blocks commonly used in ambulatory surgery, ie. Interscalene, popliteal, TAP, axillary blocks. He will also be exposed to colonoscopies and EGD with emphasis in anatomy and physiology of the gastrointestinal tracts. Knee arthroscopies and inguinal herniorrhaphy are commonly done as well with the same emphasis on the anatomy. Finally, they will be exposed to the "art of medicine" of providing anxious and frightened people a pleasant experience. They will be seeing different doctor's approaches of such.

**Learning Objectives: Please group these under the following headings:**

**Patient care: Click box to agree to statement below**

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: The student is expected to abide by the rules and regulations of the Surgicenter, especially in the handling of confidential information

**Medical Knowledge:** The medical student is expected to demonstrate medical knowledge relevant to Anatomy, Physiology, and Pharmacology, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- The students will be able to integrate basic science courses of the first two years of medical school to clinical practice. He will be exposed to the practical medical knowledge required in surgical patient care.

**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Demonstrate ability to use technology or other available methodologies to access and manage information
- Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care

- Develop and maintain a willingness to learn from errors

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Provide effective and professional consultation to other physicians and healthcare team
- Effectively document the patient history and plan of care
- Effectively communicate information with family members of the patient

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues
- Adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance, prevention, diagnosis, and disease management

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Using cost-effective strategies to prevention, diagnosis, and disease management
- Utilize limited resources to provide optimal healthcare
- Recognize limitations and opportunities regarding the individual patient care.

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** The student will be required to arrive at the Surgicenter at 7:30 in time for the first scheduled cases. The student will be expected to end the day when the last patient is discharged from the surgicenter. Between these two times, the student will actively participate in assisting the anesthesiologist prepare for blocks, learn airway management, learn radiation safety, review x-rays, and interact with over 8 different specialties.

**Required textbooks and articles:** No required textbooks will be needed. Textbooks will be recommended whenever the situation arises.

**How will the student's performance be assessed?**

**How/when will formative feedback be given?:** Click box to agree to the statement below.

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation:** Click the box to agree to the statement below.

A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Virgil Sanchez, M.D.

**Date:** 1/2/2018

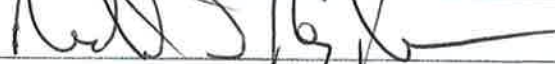


\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education  Date 3-30-18

Curriculum Committee Chair  Date 4-26-18

COM Dean  Date 4.24.18



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# Grad Course Addition - College of Medicine MDE 8870 Child & Adolescent Psychiatry - Outpatient Elective

2018-2019 Graduate Course New

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDE 8870 Child & Adolescent Psychiatry - Outpatient Elective

**Approved Graduate Faculty/Scholars:\*** Rashesh Dholakia

**Prefix:\***

MDE

**Number:\*** 8870

**Course Title:\*** Child & Adolescent Psychiatry - Outpatient Elective

**30 Character Abbreviation:** Child & Adolescent Psych

**Course Description:**\* M4 students will be given progressive clinical responsibilities in the assessment and treatment of patients at Orange Psychiatric Associates.

**Credit Hours:** 6

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

**What is the rationale for adding this course?** All 4th year medical students are required to complete eight months of clinical rotations. This would be an additional option for students interested in specializing in pediatrics or psychiatry.

**What majors require or recommend this course for graduation?** none

**If not a major requirement, what will be the source of students?** 4th year medical students

**What is the estimated annual enrollment?** 1

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

**Detail Discussion**

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visable

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

**University of Central Florida  
College of Medicine**

**SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM**

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 7/1/2018

**Course Title:** Child & Adolescent Psychiatry - Outpatient

**Department/Specialty:** Psychiatry

**Brief Description (25 words maximum):** M4 students will be given progressive clinical responsibilities in the assessment and treatment of patients at Orange Psychiatric Associates

**Primary Preceptor Supervising Students:** Dr. Rashesh Dholakia

**Office Location:** 251 Maitland Ave, Suite 304, Altamonte Springs, FL 32701

**Email:** dholakia@orangepsychassociates.com

**Office Phone:** 407-675-3220

**Please indicate course type (select one):**  M3 Clerkship Selective (2 wks)

M4 Clerkship Elective (4 wks)  M4 Clerkship Elective (2 wks)  M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other [Click here](#) to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** 251 Maitland Ave, Suite 304, Altamonte Springs, FL 32701
- **Reporting Time:** 0900
- **Contact Person (for information/ scheduling):** Dr. Rashesh Dholakia
- **Contact Phone and e-mail:** 407-675-3220 / dholakia@orangepsychassociates.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**  June  July  August  September  October  November

December  January  February  March  April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block? 1**

**Prerequisites (check all that apply):**

Completion of M2  Completion of M3  Consent of Instructor

Completion of Core Clerkship in Psychiatry  Other: [Click here](#) to enter text.

**Length of program (weeks): 4 weeks**

**Estimated total contact hours/week: 40**

**Estimated % of time - Inpatient: 0**

**Estimated % of time - Outpatient: 100**

**Estimated % of time – Indirect contact time (independent study or online course work): N/A**

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 3-4 follow-ups/week 20**

**On-call schedule:** Not applicable

**Weekend duties:** As per the preceptor

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** Continuous supervision by Dr. Rashesh Dholakia

**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Child & Adolescent Psychiatry.

M4 with an interest in Child & Adolescent Psychiatry will gain progressive clinical responsibilities for the psychiatric assessment and management of patients requiring outpatient treatment for psychiatric symptoms.

By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to conduct a full psychiatric diagnostic interview/assessment and formulate biopsychosocial treatment plans for common psychiatric disorders in children. They will be a focus on the following clinical skills: diagnostic interviewing and development of a therapeutic alliance; crisis intervention and management; and effective communication with the patient's multidisciplinary treatment team.

It is anticipated that clinical conditions the students will encounter will include:

ADHD

Autism Spectrum Disorders

OCD

Mood disorders including Major Depressive Disorder, DMDD and Bipolar Disorder

Anxiety disorders including Generalized Anxiety Disorder and Panic Disorder

PTSD

Psychotic Disorders including Schizophrenia

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: 1. Perform and document a psychiatric diagnostic evaluation and develop recommendations for appropriate biopsychosocial evaluation (including laboratory, radiologic, and psychological testing) and treatment plans.

2. Recognize the indications for psychiatric hospitalization, considering the presenting problem and its acuity, and any risk of danger to the patient or others; when necessary, help implement the process of hospitalization from outpatient setting.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to Psychiatry, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

1. Demonstrate knowledge of the presentations of a wide variety of psychiatric conditions requiring outpatient treatment.

2. Formulate appropriate differential diagnoses and psychiatric management plans.

**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

1. Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care, develop and maintain a willingness to learn from errors, demonstrate ability to use technology or other available methodologies to access and manage information, to support patient care decisions.
2. Demonstrate the ability to appraise and assimilate scientific evidence, utilizing relevant databases of psychiatric evidence-based medicine, to improve patient care.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

1. Provide effective and professional consultation to other physicians and health care team, effectively document the patient history and plan of care, and effectively communicate information with family members of the patient.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

1. Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, and adhere to principles of confidentiality.
2. Establish effective working relationships with all members of the healthcare team.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

1. Utilize resources to provide optimal health care, recognize limitations and opportunities regarding the individual patient care, apply evidence based, cost-conscious strategies to prevention, diagnosis, and disease management.

**Learning Activities:** Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: .

- Required textbooks and articles:**
1. Primary textbook reference: Lewis's Child and Adolescent Psychiatry, 5th Edition (2017)
  2. Dulcan's Textbook of Child & adolescent psychiatry, 2nd Edition, 2016.
  3. AACAP Practice parameters

**How will the student's performance be assessed?**

**How/when will formative feedback be given?:** Click box to agree to the statement below.

The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation:** Click the box to agree to the statement below.

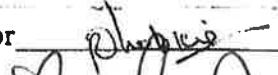
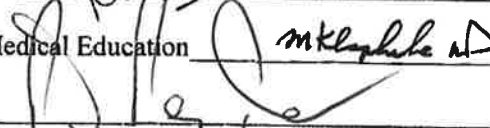
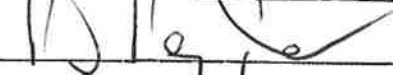
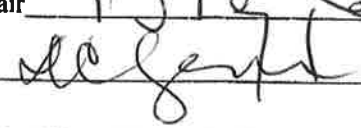
A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Other: Click here to enter information regarding how the student will receive a summative evaluation.



**Name of Sponsoring Preceptor: Dr. Rashesh Dholakia**  
**Date: 7/2/2018**

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a word document. We will reach out to you if we need additional information and to inform you of the status of your course proposal.



Signature of Clerkship Director		Date	<u>7/2/18</u>
Signature of Assistant Dean of Medical Education	 mklophala AD	Date	<u>8-14-18</u>
Curriculum Committee Chair		Date	<u>8-17-18</u>
COM Dean		Date	<u>8-24-18</u>

# Grad Course Addition - College of Medicine MDI 8661 Acting Internship in Oculo-Facial Plastic & Reconstructive Surgery

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDI 8661 Acting Internship in Oculo-Facial Plastic & Reconstructive Surgery

**Approved Graduate Faculty/Scholars:\*** Mont Cartwright

**Prefix:\***

MDI

**Number:\*** 8661

**Course Title:\*** AI in Oculo-Facial Plastic & Reconstructive Surgery

**30 Character Abbreviation:**

**Course Description:\*** This 4 week Acting Internship rotation, open to fourth year medical students, will provide greater exposure to diagnosis, management, and surgical correction of ophthalmic and reconstructive disorders.

**Credit Hours:** 6

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

**What is the rationale for adding this course?** All 4th year students are required to complete and Acting Internship of their choice. This course would be an additional option for students planning to specialize in Ophthalmology and/or Plastic Surgery.

**What majors require or recommend this course for graduation?** none

**If not a major requirement, what will be the source of students?** 4th year medical students

**What is the estimated annual enrollment?**

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

**Detail Discussion**

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

# University of Central Florida College of Medicine

## SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 12/29/2017

**Course Title:** Oculo-Facial Plastic and Reconstructive Surgery

**Department/Specialty:** Ophthalmology

**Brief Description (25 words maximum):** This 4 week Acting Internship rotation, open to fourth year medical students, will provide greater exposure to diagnosis, management and surgical correction of ophthalmic and reconstructive disorders.

**Primary Preceptor Supervising Students:** Mont J Cartwright M.D.

**Office Location:** 921 N Main Street, Kissimmee FL 34744

**Email:** marketing@medeyedoc.com

**Office Phone:** 407-933-7800

**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)  M4 Clerkship Elective (2 wks)  M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** 921 N Main Street, Kissimmee FL 34744
- **Reporting Time:** 8:00 AM
- **Contact Person (for information/ scheduling):** Anita Miller
- **Contact Phone and e-mail:** amiller@medeyedoc.com, marketing@medeyedoc.com

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**  June  July  August  September  October  November

December  January  February  March  April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** 1

**Prerequisites (check all that apply):**

- Completion of M2  Completion of M3  Consent of Instructor
- Completion of Core Clerkship in Click here to enter text.  Other: UCF COM Students Only

**Length of program (weeks):** 4 weeks

**Estimated total contact hours/week:** 40 Hours

**Estimated % of time - Inpatient:** 90%

**Estimated % of time - Outpatient:** 5%

**Estimated % of time – Indirect contact time (independent study or online course work):** 5%

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 10/10 follow-ups/week same**

**On-call schedule:** varies based on Dr. Cartwright's on-call schedule

**Weekend duties:** varies based on Dr. Cartwright's on-call schedule

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** One on one

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Oculo-Facial Plastic and Reconstructive Surgery.

Specify the anticipated clinical conditions the student will encounter and gain experience in oculo-facial plastic and reconstructive surgery, the clinical knowledge and examination and procedural skills the student will be expected to learn:

- The overall goal and objective of the acting internship in oculo-facial plastic and reconstructive surgery, is to complement the basic knowledge gained in the ophthalmology program and to provide greater exposure to the diagnosis, management, and surgical correction of ophthalmic plastic and reconstructive disorders.
- During this rotation, the students will be responsible for the day-to-day management of patients. The rotation will provide education in the care and management of patients. The student will have the opportunity to become knowledgeable about the procedures in oculo-facial plastic and reconstructive surgery.

The focus of patient care will be on all aspects of patient's that are treated by oculo-facial plastic and reconstructive surgery. The student will be actively involved with teaching rounds, clinical care conferences, journal club, radiology conferences, follow up clinic, and multidisciplinary planning. The student is expected to make a case presentation or a journal club at the end of their rotation.

- Duration of Education
- The length of the educational program is 4 weeks of full time education. Because Oculofacial Plastic Surgery education requires an intensive continuum of training, it should not be interrupted by frequent and/or prolonged periods of absence. Before entry into the program each intern must be notified in writing of the required length of the Oculofacial Plastic Surgery educational program.

Provide a well-rounded experience for student in oculo-facial plastic and reconstructive surgery, with emphasis on basic principles, techniques, patient selection and patient management. Students will participate in outpatient settings with the emphasis on outpatient experience, particularly in oculo-facial plastic and reconstructive surgery:

- Strong didactic program with core curriculum
- Strong clinical exposure to observe multiple surgical techniques.
- Direct personal surgical and clinical experience (including pre-operative evaluation, post-operative patient management, and surgical experience as an observer).

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: Click here to enter text.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of

**Medical Knowledge:** The medical student is expected to demonstrate medical knowledge relevant to evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care and good understanding of anatomy and various structures will be essential.

Interns must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health, as well as the application of this knowledge to patient care:

The student will obtain and develop medical knowledge in the following areas:

- Demonstrate proficiency at performing the trauma protocol.
- Summarize the history and physical exam and compose a differential diagnosis and treatment plan.
- List the most common causes of traumatic injuries and surgical problems and how to treat them.
- Pre-operative evaluation and participate in post-operative care.
- Acquire skills to assist in wound care.
- Demonstrate the ability to participate in surgical procedures respecting sterile technique and universal precautions.
- Write a complete and accurate daily progress note including interpretation of patient's progress post-operatively.
- To expose the student to a learning environment that will prepare the student for internship.
- To gain a perspective of plastic and reconstructive surgery and how it relates to other disciplines, particularly primary care.
- Gain experience in the recognition of surgical diseases and their management. Expose the student to technical aspects of surgery and improve their basic surgical knowledge.
- Expose students to the management aspects of a surgical practice.
- Enhance the technical skills of students, particularly as it applies to the management of facial trauma.

**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Identify areas for improvement and implement strategies to enhance knowledge, skills, attitudes and processes of care.
- Analyze and evaluate practice experiences and implement strategies to continually improve the quality of patient care.
- Develop and maintain a willingness to learn from errors and use errors to improve the systems or processes of care.
- Demonstrate the ability to use information technology or other available methodologies to access and manage information, support patient care decisions and enhance both patient and physician education.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- The medical student will meet or exceed the institutional standards for professionalism as stated in the current Educational Program Objectives. The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude towards patients, their profession and society. Adhere to principals of confidentiality, scientific and academic integrity, and inform co



**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Demonstrate respect, compassion, integrity, and altruism in relationship with patients, families and colleagues
- Demonstrate respect for the religious belief, cultural differences, and other personal qualities of their patients and professional colleagues
- Adhere to principles of confidentiality, scientific and academic integrity, and informed consent
- Recognize and identify deficiencies in peer performance

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Access and utilize the resources, providers and systems necessary to provide optimal care
- Recognize the limitations and opportunities inherent in various practice types and delivery systems, and develop strategies to optimize care for the individual patient
- Apply evidence-based, cost-conscious strategies to prevention, diagnosis and disease management
- Collaborate with other members of the health care team to assist patients in dealing effectively with complex systems and to improve systematic processes of care
- Advocate for patients and their families and help to navigate the medical system complexities

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** (a) Anatomy and physiology of the orbit, eyelids, lacrimal system, nose, sinuses, and head and neck (b) Orbit; (i) Common orbital disorders of adults including orbital cellulitis, thyroid orbitopathy, idiopathic orbital inflammation, vasculitis, congenital tumors, vascular tumors, neural tumors, lacrimal gland tumors, fibro-osseous tumors, histiocytic diseases, lymphoid tumors, metastatic tumors, blunt and penetrating trauma, orbital and facial fractures, an orbital socket problems and skull base disease (c) Eyelid including congenital syndromes, inflammation, trauma, ectropion, entropion, trichiasis, blepharoptosis, eyelid retraction, dermatochalasis, blepharochalasis, eyelid tumors, blepharospasm, facial nerve palsy, eyebrow, midface and lower face function and aesthetics, and histology and pathology of the facial skin including medical and surgical management of these conditions; (d) Regional anatomy including graft donor sites frequently used such as cranial bone, ear, nose, temporal area, mouth and neck, abdomen, buttocks, legs, supraclavicular area and arm. (e) Fundamentals of ocular and orbital anatomy, chemistry, physiology, microbiology, immunology, and wound healing; (f) Experience in neuroradiology for radiologic interpretation of images (CT, MRI, MRA, arteriography, ultrasound) (g) Ocular Pathology to interpret ocular and periocular pathology and dermatopathology (h) Understanding and interpreting imaging techniques; (i) The principles of plain films, CT, MRI, and ultrasound imaging relating to the head and neck with particular emphasis on the orbit; (j) The type of scan/imaging to order, given the clinical setting and be able to read the film or scan; and, (k) Skills in the use of information technology for study of reference material, including electronic searching and retrieval of relevant articles, monographs, and abstracts. (l) Demonstrate consistent skill in gathering accurate, essential information from all sources, including medical interviews, medical records, and diagnostic/therapeutic procedures (m) Gain competence in the physical examination of oculo-facial plastic and reconstructive surgical candidates

**Required textbooks and articles:** TBD

**How will the student's performance be assessed?**

**How/when will formative feedback be given?: Click box to agree to the statement below.**

- The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
- Other: Click here to enter information regarding how the student will receive formative feedback.

**Summative evaluation: Click the box to agree to the statement below.**

- A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
- Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Mont J Cartwright M.D.



**Date:** 12/29/2017

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director \_\_\_\_\_ Date \_\_\_\_\_

Signature of Assistant Dean of Medical Education \_\_\_\_\_ Date \_\_\_\_\_

Curriculum Committee Chair \_\_\_\_\_ Date 1-23-18

COM Dean \_\_\_\_\_ Date 1-25-18



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# Grad Course Addition - College of Medicine MDI 8862 Acting Internship in Inpatient Psychiatry

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

Proposal Type

Grad Course Addition

College

College of Medicine

Unit / Department  
/ College\*

College of Medicine M.D. Program

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

**Full Title\*** Grad Course Addition - College of Medicine MDI 8862 Acting Internship in Inpatient Psychiatry

**Approved Graduate Faculty/Scholars:\*** Martin Klapheke

**Prefix:\***

MDI

**Number:\*** 8862

**Course Title:\*** Acting Internship in Inpatient Psychiatry

**30 Character Abbreviation:** AI in IP Psychiatry

**Course Description:\*** As acting interns, M4 students will be given progressive clinical responsibilities in the assessment and treatment of patients hospitalized on the psychiatry ward.

**Credit Hours:** 6

**Class Hours:**

**Lab and Field Work Hours:**

**Contact Hours:**

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Completion of the M3 year

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees? \*  Yes  No

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

### **Justification for Course Addition**

What is the rationale for adding this course?

What majors require or recommend this course for graduation? none


If not a major requirement, what will be the source of students? 4th year medical students

What is the estimated annual enrollment? 12

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

Detail Discussion

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### PeopleSoft

**Academic  
Organization**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**

## University of Central Florida College of Medicine

### SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

**\*Please complete entire form. All fields are required\***

**Proposal Date:** 3/12/2018

**Course Title:** Acting Internship Inpatient Psychiatry

**Department/Specialty:** Psychiatry

**Brief Description (25 words maximum):** As acting interns, M4 students will be given progressive clinical responsibilities in the assessment and treatment of patients hospitalized on the psychiatry ward at the Lake Nona Orlando V.A. Medical Center.

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**Primary Preceptor Supervising Students:** Lake Nona (Orlando) VAMC

**Office Location:** Lake Nona VAMC

**Email:** [Fernando.Castro@va.gov](mailto:Fernando.Castro@va.gov)

**Office Phone:** 407-212-8576 or 352-514-7034

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**Please indicate course type (select one):**  M3 Clerkship Selective

M4 Clerkship Elective (4 wks)    M4 Clerkship Elective (2 wks)    M4 Clerkship Elective (2 or 4 wks)

M4 Clerkship Acting-Internship (4 wks)

Other Click here to explain why your course does not align with the previous course choices.

**Location:**

- **Location to Report on first day:** Lake Nona VAMC, Inpatient Psychiatry unit 2W, with Dr. Fernando Castro
- **Reporting Time:** 0800
- **Contact Person (for information/ scheduling):** Dr Fernando Castro- Psychiatry Supervisor
- **Contact Phone and e-mail:** [Fernando.Castro@va.gov](mailto:Fernando.Castro@va.gov) 407-212-8576; 351-314-7034

**Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis.**    June    July    August    September    October    November

December    January    February    March    April

*\*Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

**What is the number of students per rotation block?** One

**Prerequisites (check all that apply):**

Completion of M2    Completion of M3    Consent of Instructor

Completion of Core Clerkship in Click here to enter text.    Other: Click here to enter text.

**Length of program (weeks):** 4 weeks

**Estimated total contact hours/week:** 40

**Estimated % of time - Inpatient:** 100%

**Estimated % of time - Outpatient:** 0

**Estimated % of time – Indirect contact time (independent study or online course work):** N/A

**Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5 follow-ups/week 30**

**On-call schedule:** N/A

**Weekend duties:** Saturday morning rounds

**For non-patient care rotations, describe the typical learning activities and responsibilities of the student:** N/A

**Describe the expected level of supervision of students by faculty and residents:** Continuous supervision by on-site Psychiatry faculty member.

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**Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:** This rotation is designed to provide medical students with insights into the specialty of Psychiatry.

M4 Acting Interns will gain progressive clinical responsibilities for the psychiatric assessment and management of patients requiring inpatient treatment for acute psychiatric symptoms. During the rotation students will be assigned to an individual faculty mentor to guide them and be responsible for their daily clinical activities. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to conduct a full inpatient psychiatric diagnostic assessment and formulate biopsychosocial treatment plans for common acute psychiatric disorders. They will be a focus on the following clinical skills: diagnostic interviewing and development of a therapeutic alliance in the acute setting; crisis intervention and management; and effective communication with the patient's multidisciplinary treatment team.

It is anticipated that clinical conditions the students will encounter will include:

- Mood disorders including Major Depressive Disorder and Bipolar Disorder

- Posttraumatic Stress Disorder

- Anxiety disorders including Generalized Anxiety Disorder and Panic Disorder

- Substance Use Disorders

- Psychotic Disorders including Schizophrenia

- Personality Disorders

- Neurocognitive disorders including Dementia

The M4 Acting Intern will also have the opportunity to assist in the teaching of 3rd year medical students rotating in Psychiatry.

**Learning Objectives: Please group these under the following headings:**

***Patient care: Click box to agree to statement below***

The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Other: 1. Perform and document a psychiatric diagnostic evaluation and develop recommendations for appropriate biopsychosocial evaluation (including laboratory, radiologic, and psychological testing) and treatment plans.

2. Recognize the indications for psychiatric hospitalization, considering the presenting problem and its acuity, and any risk of danger to the patient or others; when necessary, help implement the process of involuntary hospitalization.

***Medical Knowledge:*** The medical student is expected to demonstrate medical knowledge relevant to psychiatry, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:



1. Demonstrate knowledge of the presentations of a wide variety of acute psychiatric conditions requiring inpatient treatment.
2. Formulate appropriate differential diagnoses and psychiatric management plans as needed for acutely ill psychiatric.

**Practice Based Improvement:** The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

1. Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care, develop and maintain a willingness to learn from errors, demonstrate ability to use technology or other available methodologies to access and manage information, to support patient care decisions.
2. Demonstrate the ability to appraise and assimilate scientific evidence, utilizing relevant databases of psychiatric evidence-based medicine, to improve patient care and teach 3rd year medical students rotating in Psychiatry.

**Interprofessional and Communication Skills:** The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

1. Demonstrate interpersonal and communication skills that result in the effective exchange of information and rapport with patients, their families, and other health professionals and students.

**Professionalism:** The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

1. Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, and adhere to principles of confidentiality.
2. Establish effective working relationships with all members of the healthcare team.

**Systems Based Practice:** The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

1. Utilize resources to provide optimal healthcare, recognize limitations and opportunities regarding the individual patient care, apply evidence based, cost-conscious strategies to prevention, diagnosis, and disease management.

**Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:** 1. Independent diagnostic interviews of patients. 2. Formal case presentations of individual patients to the attending faculty supervisor, including discussion of differential diagnoses and proposals of appropriate workup and biopsychosocial treatment plans. 3. Assist with implementation of management plan, including helping arrange outpatient follow-up. 4. Conduct literature reviews of current evidenced-based treatments for a range of psychiatric conditions.

**Required textbooks and articles:** All are online in COM Library. 1. Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 11th Edition (2014), Lippincott Williams & Wilkins, Sadock, B. J. & V. A. Sadock 2. Psychiatryonline.org includes other core Psychiatry textbooks and journals. 3. Diagnostic and Statistical Manual of Mental Disorders DSM-5. American Psychiatric Association, 2013.

**How will the student's performance be assessed?**

**How/when will formative feedback be given?: Click box to agree to the statement below.**

- The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
- Other: daily/weekly feedback from preceptors for continuous improvement.

**Summative evaluation: Click the box to agree to the statement below.**

- A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
- Other: Click here to enter information regarding how the student will receive a summative evaluation.

**Name of Sponsoring Preceptor:** Click here to type your name.

**Date:** 3/12/2018

\* Email the completed form to [ken.staack@ucf.edu](mailto:ken.staack@ucf.edu) as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

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Signature of Clerkship Director _____	Date _____
Signature of Assistant Dean of Medical Education _____	Date _____
Curriculum Committee Chair _____	Date <u>6-15-18</u>
Co-Dean _____	Date <u>6-20-18</u>



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# Grad Course Addition - College of Sciences - BOT 5503C Advanced Plant Physiology

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

<b>College*</b>	College of Sciences
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Biology

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

<b>Full Title*</b>	BOT 5503C Advanced Plant Physiology	
<b>Approved Graduate Faculty/Scholars*</b>	Chase Mason	
<b>Prefix*</b>	BOT	<b>Number*</b> 5503C
<b>Course Title*</b>	Advanced Plant Physiology	
<b>30 Character Abbreviation:</b>	Advanced Plant Physiology	
<b>Course Description*</b>		

Core aspects of plant physiology, with a hands-on research-driven focus on traits and processes that govern interaction with the environment.

**Credit Hours:** 4

**Class Hours:** 3

**Lab and Field  
Work Hours:** 3

**Contact Hours:** 6

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

**Repeat for credit?**  Yes  No

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

**Repeat within same semester?**  Yes  No

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

**Prerequisite(s):** Permission of course instructor.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List undergraduate split-level course:** BOT 4503C

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

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

### **Justification for Course Addition**

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

Currently UCF has no graduate-level course covering plant physiology. This split-level course will allow for graduate students to take plant physiology at an advanced level and obtain vital skills in the field. Graduate-level rigor will come from the discussion and interpretation of primary literature as well as an original research project.

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

None

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

Biology graduate students and other plant-focused graduate students

**What is the estimated annual enrollment?**


4

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

**Detail Discussion**

N/A

### **Attachment List**

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING

# Grad Course Split Level - College of Sciences - BOT 5503C Advanced Plant Physiology

2018-2019 Graduate Course Split Level Class

## General Catalog Information

**Please submit this form along with the completed Graduate Course New form. Include both the 4000 syllabus and the 5000 syllabus as attachments to the Graduate Course New form. The 5000 syllabus should bold any additions or differences.**

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may compel a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a splitlevel class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework. In addition, it is important to differentiate each of the undergraduate and graduate course elements. To provide reviewers with a clear delineation of the differences between the 4000 and 5000 courses, the files should be completed.

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

College\*

College of Sciences

Proposal Type\*

Grad Course Split Level

Unit / Department  
/ College\*

Department of Biology

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

Full Title\* BOT 5503C Advanced Plant Physiology

Prefix\*

BOT

Code\* 5503C

Name\* Advanced Plant Physiology

Course  
Description\*

Core aspects of plant physiology, with a hands-on research-driven focus on traits and processes that govern interaction with the environment.

**What is the rationale for the split-level class?**

The rationale for the creation of this 5000-level Advanced Plant Physiology course is that there are a number of graduate students in the department and other units (e.g. Nanoscience) who work with plant systems and have a need for a graduate course in plant physiology. However, the number of students in a given year is not high enough to support a separate graduate-level course. As such, the creation of a split-level plant physiology course is an ideal solution, with an additional separate meeting time and project-based objectives to cover more advanced topics for graduate students.

**List any course objectives or content:**

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application.

or

2) In cases where entirely new objectives or content have been added to the existing undergraduate objectives and content, in the 5000 course column list any course elements that the graduate syllabus requires in addition to the elements of the undergraduate syllabus. For example, if there are 3 course readings in the undergraduate syllabus and a 4th reading was added for the graduate syllabus, list it in the 5000 field below and leave the 4000 field blank.

**Differences Between 4000 and 5000 Course Objectives and Content**

<b>Course Element</b>	Primary Literature Discussion Section
<b>4000 Course</b>	N/A
<b>5000 Course</b>	Weekly hour-long meeting to critique a primary literature article on an advanced topic.

List different or additional assessment elements (course assignments and tests that count toward the grade). For example, if an undergraduate course assignment that requires students to read an article and write a reflection has been expanded to require graduate students to read a book and present it to the class, the two versions of this assignment would be contrasted in this table. If a third exam was added for graduate students, list it in the 5000 field below.

<b>Course Element</b>	Exams, Lab Assignments, Literature Discussion and Research Project
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**Differences  
Between 4000  
and 5000 Course  
Assessment**

Exams: 4000 - 40% of grade, 5000 - 25% of grade

Lab Assignments: 4000 - 40% of grade, 5000 - 23% of grade

Literature Discussion: 4000 - N/A, 5000 - 10%

Research Project: 4000 - 18%, 5000 - 40%

**5000 Course  
Assessment and  
% of grade**

Literature Discussion

**Administration Use Only**

**Catalog  
Ownership:**

# PLANT PHYSIOLOGY

BOT 4503  
3 credits, Fall 2018

## Course Instructor

Dr. Chase Mason  
Email: chase.mason@ucf.edu

Office: BL 401E, 407-823-2905  
Office Hours: By appointment

## Course Description

Covers core concepts in plant physiology, with specific focus on photosynthesis, respiration, water relations, mineral nutrition, growth and allocation, hormones, secondary metabolites, reproduction, and stress physiology. Students will develop an understanding of the integration of plant physiological traits and their role in plant-environment interactions, as well as gain skills in the assessment of key plant physiological traits through hands-on practice. Course format will consist of lectures, and an accompanying laboratory section where students will assess plant traits and responses to key stimuli.

## Course Goals and Learning Objectives

Upon completion of the course, students will be able to:

- Understand the role of plant traits in the environment.
- Identify and judge adaptation versus acclimation.
- Think critically about physiological questions and evidence.
- Design appropriate experiments to address questions about plant physiology.
- Select appropriate methods to assess plant responses.
- Confidently perform common methods to assess plant physiology.
- Interpret graphs and figures related to gas exchange.
- Understand basic experimental design and how research findings are disseminated.

## Prerequisites

A grade of "C" or better in both BSC 2011C and BOT3015, and a grade of "C" or better in either PCB 3044 or PCB 3063, or permission of course instructor.

## Class Meetings

Lectures once per week (Tu) with a laboratory section once per week (Th).

## Webcourses Site

There is a course website available through Webcourses (<https://webcourses.ucf.edu>) that will be used to post materials for the course, including the syllabus, lecture slides, and grades.

## Course Text

This course will use the following text: "Plant Physiology and Development" by Taiz and Zeiger (6<sup>th</sup> edition) OR "Plant Physiology" by Taiz and Zeiger (4<sup>th</sup> or 5<sup>th</sup> edition). These texts are largely equivalent and any edition can be used, though they are organized differently. Note that I have listed assigned chapters to read for each edition in the course schedule. Additional supplementary reading materials (e.g. journal articles) will be provided by the instructor through Webcourses.

## Methods of Evaluation and Grading System

Grades will be assigned on the following scale without rounding or the use of plus/minus grades:

A: 90-100%    B: 80-89%    C: 70-79%    D: 60-69%    F<60%

The grade for this course will be based on the following components:

(1) Three regular **exams**, given in lecture on the dates indicated on the schedule, and one cumulative **final exam** (10% each, 40% total). These closed-book, closed-note exams will consist of short answer and essay questions.

(2) **Laboratory assignments** based on activities in lab (40% total, 4% each, 11 assignments). One lab assignment will be dropped. You will be expected to have read the laboratory assignment before lab begins.

(3) Participation in semester-long **research projects** led by graduate students (18% total). This will consist of at least 12 hours of scheduled out-of-class participation in data collection, analysis, and other aspects of experiments on topics in plant physiology.

(4) **Pre- and post-quizzes** on Webcourses (1% each, 2% total).

## Course Policies

1. Attendance is vital to success in this course. A large portion of the course grade will be based on laboratory assignments which cannot be made up, and exams will cover material not available outside of class.
2. Make-up exams will be given only with valid documentation of illness, mandatory religious observance, or required participation at an authorized university activity prior to the absence or within 24 hours of the exam. Make-ups for laboratories cannot be provided.
3. Students are highly encouraged to discuss any and all portions of this course with me. If you are struggling, please do not wait until you fall behind to meet with me. I am available during my weekly office hours or by appointment and will always be happy to discuss the course.
4. Written communication with the instructor should be sent via UCF email (e.g. Knightsmail). Note that I will not be able to respond to course inquiries sent from third-party email addresses (e.g. Gmail) where student identity cannot be confirmed, in order to comply with FERPA regulations.
5. Academic dishonesty (e.g. plagiarism or cheating) is governed by the UCF Golden Rule. Students found to have committed academic dishonesty will receive a minimum of an "F" for the assignment in question, and at the instructor's discretion based on severity of the violation, an "F" for the entire course with referral to the Office of Student Conduct.

## 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 to discuss reasonable options or adjustments. You may also contact SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations.

## Course Schedule

Course schedule is an approximation and subject to change at any time by the instructor. Readings should be completed before attendance at lecture on the week specified. Lab assignments are typically due in lab the week after the laboratory occurs, but check the schedule.

Week	Meeting	Day	Description	Due	Readings (6 <sup>th</sup> ed.)	(4 <sup>th</sup> or 5 <sup>th</sup> ed.)
1	Lecture	8/21	Structure/Function, Adaptation/Aclimation Plant Cells, Tissues, and Organs		Ch. 1 + 24	Ch. 1 + 26
	Lab	8/23	<b>#1: Characterization of Plant Pigments</b>			
2	Lecture	8/28	Photosynthesis I	<b>Lab #1</b>	Ch. 7 + 8	Ch. 7 + 8
	Lab	8/30	<b>#2: Photosynthesis – Light</b>			
3	Lecture	9/4	Photosynthesis II	<b>Lab #2</b>	Ch. 9 + 10	Ch. 9 + 18
	Lab	9/6	<b>#3: Photosynthesis – CO<sub>2</sub></b>			
4	Lecture	9/11	Respiration	<b>Lab #3</b>	Ch. 12 + 16 + 18	Ch. 11 + 17
	Lab	9/13	<b>#4: Seed Germination and Respiration</b>			
5	Lecture	9/18	<b>*EXAM I*</b> Water Relations I	<b>Lab #4</b>	Ch. 3 + 4	Ch. 3 + 4
	Lab	9/20	<b>#5: Water Relations I – Solutes + Water Potential</b>			
6	Lecture	9/25	Water Relations II	<b>Lab #5</b>		
	Lab	9/27	<b>#6: Water Relations II – Conductance/Transpiration</b>			
7	Lecture	10/2	Mineral Nutrition I	<b>Lab #6</b>	Ch. 5 + 13	Ch. 5 + 12
	Lab	10/4	<b>#7: Mineral Nutrition Lab Part 1</b>			

8	Lecture	10/9	Mineral Nutrition II, Solute + Phloem Translocation		Ch. 6 + 11	Ch. 6 + 10
	Lab	10/11	<b>#8: Nutrient Analysis Lab</b>			
9	Lecture	10/16	Growth, Cell Walls, and Meristems	<b>Lab #8</b>	Ch. 14 + 17	Ch. 15 + 16
	Lab	10/18	<b>#7: Mineral Nutrition Lab Part II</b>			
10	Lecture	10/23	<b>*EXAM II*</b> Hormones and Plant Architecture	<b>Lab #7</b>	Ch. 15 + 19	Ch. 19 + 20 + 21
	Lab	10/25	<b>#9: Hormone Lab Part I</b>			
11	Lecture	10/30	Senescence and Life History		Ch. 22	Ch. 22 + 23
	Lab	11/1	<i>*no lab – Campus closes at 3pm*</i>			
12	Lecture	11/6	Reproduction and Phenology		Ch. 20 + 21	Ch. 25
	Lab	11/8	<b>#9: Hormone Lab Part II</b> <b>#10: Plant Pathology Lab Part I</b>			
13	Lecture	11/13	Secondary Metabolism + Biotic Interactions	<b>Lab #9</b>	Ch. 23	Ch. 13
	Lab	11/15	<b>#10: Plant Pathology Lab Part II</b> <b>#11: Secondary Metabolite Analysis Lab</b>			
14	Lecture	11/20	Adaptation, Acclimation, and Abiotic Stress Redux		Ch. 24	Ch. 26
	Lab	11/22	<i>*no lab – Thanksgiving*</i>			
15	Lecture	11/27	<b>*EXAM III*</b>	<b>Lab #10</b> <b>Lab #11</b>		
	Lab	11/29	<b>Presentation of Projects, Final Exam Review</b>			

# ADVANCED PLANT PHYSIOLOGY

BOT 5503C

4 credits, Fall 2018

## Course Instructor

Dr. Chase Mason

Email: chase.mason@ucf.edu

Office: BL 401E, 407-823-2905

Office Hours: By appointment

## Course Description

Covers core concepts in plant physiology, with specific focus on photosynthesis, respiration, water relations, mineral nutrition, growth and allocation, hormones, secondary metabolites, reproduction, and stress physiology. Students will develop an understanding of the integration of plant physiological traits and their role in plant-environment interactions, as well as gain skills in the assessment of key plant physiological traits through hands-on practice. Course format will consist of lectures, an accompanying laboratory section where students will assess plant traits and responses to key stimuli, and an accompanying discussion section where students will discuss primary literature. Students will conduct a semester-long original research project culminating in the production of a scientific article-style final paper.

## Course Goals and Learning Objectives

Upon completion of the course, students will be able to:

- Understand the role of plant traits in the environment.
- Identify and judge adaptation versus acclimation.
- Think critically about physiological questions and evidence.
- Design appropriate experiments to address questions about plant physiology.
- Select appropriate methods to assess plant responses.
- Confidently perform common methods to assess plant physiology.
- Interpret graphs and figures related to gas exchange.
- Understand basic experimental design and how research findings are disseminated.
- Perform a systematic literature search to understand the primary literature on a given topic.
- Write a scientific article in appropriate format and style.

## Prerequisites

Permission of course instructor.

## Class Meetings

Lectures once per week (Tu) with a laboratory section once per week (Th), and a discussion section once per week.

## Webcourses Site

There is a course website available through Webcourses (<https://webcourses.ucf.edu>) that will be used to post materials for the course, including the syllabus, lecture slides, and grades.

### Course Text

This course will use the following text: “Plant Physiology and Development” by Taiz and Zeiger (6<sup>th</sup> edition) OR “Plant Physiology” by Taiz and Zeiger (4<sup>th</sup> or 5<sup>th</sup> edition). These texts are largely equivalent and any edition can be used, though they are organized differently. Note that I have listed assigned chapters to read for each edition in the course schedule. Additional supplementary reading materials (e.g. journal articles) will be provided by the instructor through Webcourses.

### Methods of Evaluation and Grading System

Grades will be assigned on the following scale without rounding or the use of plus/minus grades:

A: 90-100%    B: 80-89%    C: 70-79%    D: 60-69%    F<60%

The grade for this course will be based on the following components:

- (1) Three regular **exams**, given in lecture on the dates indicated on the schedule, and one cumulative **final exam** (6.25% each, 25% total). These closed-book, closed-note exams will consist of short answer and essay questions.
- (2) **Laboratory assignments** based on activities in lab (23% total).
- (3) Participation in primary literature **discussions** (10% total).
- (4) Design, implementation, and write-up of an **original research project** in plant physiology (40% total). This will include conducting a systematic literature search on the project topic, selecting an appropriate question and methodology, implementing the experiment(s), collecting and analyzing data, and writing up results in the format of a scientific journal article.
- (5) Pre- and post-quizzes on Webcourses (extra-credit, 1% each, 2% total).

### Course Policies

1. Attendance is vital to success in this course. A large portion of the course grade will be based on laboratory assignments which cannot be made up, and exams will cover material not available outside of class.
2. Make-up exams will be given only with valid documentation of illness, mandatory religious observance, or required participation at an authorized university activity prior to the absence or within 24 hours of the exam. Make-ups for laboratories cannot be provided.
3. Students are highly encouraged to discuss any and all portions of this course with me. If you are struggling, please do not wait until you fall behind to meet with me. I am available during my weekly office hours or by appointment and will always be happy to discuss the course.
4. Written communication with the instructor should be sent via UCF email (e.g. Knightsmail). Note that I will not be able to respond to course inquiries sent from third-party email addresses (e.g. Gmail) where student identity cannot be confirmed, in order to comply with FERPA regulations.
5. Academic dishonesty (e.g. plagiarism or cheating) is governed by the UCF Golden Rule. Students found to have committed academic dishonesty will receive a minimum of an “F” for the assignment in question, and at the instructor’s discretion based on severity of the violation, an “F” for the entire course with referral to the Office of Student Conduct.

## **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 to discuss reasonable options or adjustments. You may also contact SAS (Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations.



## Course Schedule

Course schedule is an approximation and subject to change at any time by the instructor. Readings should be completed before attendance at lecture on the week specified. Lab assignments are typically due in lab the week after the laboratory occurs, but check the schedule.

Week	Meeting	Day	Description	Due	Readings (6 <sup>th</sup> ed.)	(4 <sup>th</sup> or 5 <sup>th</sup> ed.)
1	Lecture	8/21	Structure/Function, Adaptation/Aclimation Plant Cells, Tissues, and Organs		Ch. 1 + 24	Ch. 1 + 26
	Lab	8/23	<b>#1: Characterization of Plant Pigments</b>			
	Discussion		Research Project Planning			
2	Lecture	8/28	Photosynthesis I	<b>Lab #1</b>	Ch. 7 + 8	Ch. 7 + 8
	Lab	8/30	<b>#2: Photosynthesis – Light</b>			
	Discussion		Primary Literature Article #1			
3	Lecture	9/4	Photosynthesis II	<b>Lab #2</b>	Ch. 9 + 10	Ch. 9 + 18
	Lab	9/6	<b>#3: Photosynthesis – CO<sub>2</sub></b>			
	Discussion		Primary Literature Article #2			
4	Lecture	9/11	Respiration	<b>Lab #3</b>	Ch. 12 + 16 + 18	Ch. 11 + 17
	Lab	9/13	<b>#4: Seed Germination and Respiration</b>			
	Discussion		Primary Literature Article #3			
5	Lecture	9/18	<b>*EXAM I*</b> Water Relations I	<b>Lab #4</b>	Ch. 3 + 4	Ch. 3 + 4
	Lab	9/20	<b>#5: Water Relations I – Solutes + Water Potential</b>			
	Discussion		Primary Literature Article #4			
6	Lecture	9/25	Water Relations II	<b>Lab #5</b>		
	Lab	9/27	<b>#6: Water Relations II – Conductance/Transpiration</b>			
	Discussion		Primary Literature Article #5			
7	Lecture	10/2	Mineral Nutrition I	<b>Lab #6</b>	Ch. 5 + 13	Ch. 5 + 12
	Lab	10/4	<b>#7: Mineral Nutrition Lab Part 1</b>			
	Discussion		Primary Literature Article #6			
8	Lecture	10/9	Mineral Nutrition II, Solute + Phloem Translocation		Ch. 6 + 11	Ch. 6 + 10
	Lab	10/11	<b>#8: Nutrient Analysis Lab</b>			
	Discussion		Primary Literature Article #7			



9	Lecture	10/16	Growth, Cell Walls, and Meristems	<b>Lab #8</b>	Ch. 14 + 17	Ch. 15 + 16
	Lab	10/18	<b>#7: Mineral Nutrition Lab Part II</b>			
	Discussion		Primary Literature Article #8			
10	Lecture	10/23	<b>*EXAM II*</b> Hormones and Plant Architecture	<b>Lab #7</b>	Ch. 15 + 19	Ch. 19 + 20 + 21
	Lab	10/25	<b>#9: Hormone Lab Part I</b>			
	Discussion		Primary Literature Article #9			
11	Lecture	10/30	Senescence and Life History		Ch. 22	Ch. 22 + 23
	Lab	11/1	<i>*no lab – Campus closes at 3pm*</i>			
	Discussion		Primary Literature Article #10			
12	Lecture	11/6	Reproduction and Phenology		Ch. 20 + 21	Ch. 25
	Lab	11/8	<b>#9: Hormone Lab Part II</b> <b>#10: Plant Pathology Lab Part I</b>			
	Discussion		Primary Literature Article #11			
13	Lecture	11/13	Secondary Metabolism + Biotic Interactions	<b>Lab #9</b>	Ch. 23	Ch. 13
	Lab	11/15	<b>#10: Plant Pathology Lab Part II</b> <b>#11: Secondary Metabolite Analysis Lab</b>			
	Discussion		Primary Literature Article #12			
14	Lecture	11/20	Adaptation, Acclimation, and Abiotic Stress Redux		Ch. 24	Ch. 26
	Lab	11/22	<i>*no lab – Thanksgiving*</i>			
	Discussion		<i>*no discussion – Thanksgiving*</i>			
15	Lecture	11/27	<b>*EXAM III*</b>	<b>Lab #10</b>		
	Lab	11/29	<b>Presentation of Projects, Final Exam Review</b>	<b>Lab #11</b>		
	Discussion		Peer Review and Feedback on Final Papers			

# Grad Course Addition - Nicholson School of Communication and Media - DIG 5508 Programming for Digital Media

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

<b>College*</b>	Nicholson School of Communication and Media
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Games and Interactive Media (NSCM)

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

<b>Full Title*</b>	DIG 5508 Programming for Digital Media	
<b>Approved Graduate Faculty/Scholars*</b>	John Murray, Eric Murnane, Peter Smith	
<b>Prefix*</b>	DIG	<b>Number*</b> 5508
<b>Course Title*</b>	Programming for Digital Media	
<b>30 Character Abbreviation:</b>	Programming for Digital Media	
<b>Course Description*</b>		

This course provides a foundation for understanding and applying the elements of programming which target interactive media. Topics include functions, variables, classes, data types, and design patterns.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-  
99):** n/a

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

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

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

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

### **Intended Utilization of Course**

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

### **New Field**

New Materials and Supply Fees?  Yes  No

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

### **Justification for Course Addition**

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

This course is needed to provide new Digital Media M.A. graduate students with a foundation in programming, to enable them to create more sophisticated works. This will allow for coursework in subsequent semesters to build upon the skills and knowledge gained in this foundational course. Because our students may come from diverse backgrounds, this course is also necessary to give everyone a solid foundation in programming, regardless of undergraduate degree.

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

DIG


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

**What is the estimated annual enrollment?**

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

**Detail Discussion** N/A

## Attachment List

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

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

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

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



# Nicholson School of Communication and Media

Course Title & Number DIG 5XXX Programming for Digital Media			
Instructor:	Dr. John Murray	Section Number:	
Office:	OTC 500	Credit Hours:	3
Phone:		Meeting Days:	
E-Mail:	jtm@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

## I. Course Description (including enrollment requirements prerequisites and co-requisites)

This course provides a foundation for understanding and applying the elements of programming which target interactive media. Topics include functions, variables, classes, data types, and design patterns.

Platforms covered include Unity, Raspberry Pi, and Python. No previous programming experience is required or expected. Students will create a series of projects that explore both physical and digital interfaces during the first half of the course. The second half of the course will be dedicated to collecting, analyzing and visualizing data using the programming techniques introduced.

## II. Course Objectives or Student Learning Outcomes

- Understand basic programming concepts across 4 languages:
  - C# and JavaScript for interactive software
  - R & Python for data science and analysis
- Review fundamental types of programs and how to assess and incorporate existing libraries/packages/software into a project
- Cultivate best practices for debugging and troubleshooting multi-part systems
- Practice coding through both artistic and scholarly short projects
- Review and use source-code repositories such as GitHub

## III. Required and Optional Texts and Materials

- CanaKit Raspberry Pi GPIO Breakout Board Bundle

- Laptop (recommended but lab computers are available)
- *Exploratory Programming for the Arts and Humanities* (The MIT Press)

#### **IV. Course Requirements**

Graduate standing.

#### **V. Method of Evaluation**

Labs: 50%  
 Projects (3) 30%  
 Final Exam 20%

#### **Assignments**

- Weekly Exercise / Lab based on technology + Concept
- Reiterate each core concept each phase (Variable, Function, Class, Data)

Example assignment description:

#### **Unity Project:**

- NodeJS Raspberry Pi Physical Computing Exercises
  - 1: Input: Use a sensor to trigger a visual event in website or unity project
  - 2: Output: Use a digital event (Tweet, etc) to trigger a physical output (Speakr light, etc)
  - 3: Processing: Do some processing based on Time/Location/Weather to produce different physical outputs.

#### **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

#### **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further



information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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

**IX. Campus Safety Statement** –

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

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

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

**XI. Final Exam Date and Time**

There is no final exam in this class.

**XII. Course Schedule**

**Schedule:**

<b>Week</b>	<b>Description</b>
<b>1</b>	<b>Introduction &amp; Course Map. Introduction to Syllabus</b>
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	<b>Project 1 Due</b>
<b>6</b>	
<b>7</b>	
<b>8</b>	<b>Project 2 Due (NodeJS + Raspberry Pi)</b>
<b>9</b>	
<b>10</b>	
<b>11</b>	
<b>12</b>	<b>Project 3 Due</b>
<b>13</b>	
<b>14</b>	
<b>15</b>	
<b>16</b>	



### **XIII. Other Policies and Procedures**

Email and Communication: Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407. Please don't send questions to me or resubmit assignments as comments within the Assignments section. Even if you are asking a question or need me to respond to something about a specific assignment, it is important to send me a separate email with its subject in the subject line so I don't accidentally miss your message.

Professionalism Policy: As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students,

racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

Exams: Exams are open book, untimed, and evaluate understanding of the readings and other materials. They will consist of a combination of objective (multiple choice, true or false, etc.) and short answer (paragraph-long) questions.

Late Work, Incompletes, and Rewrites: Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.



Extra credit: Extra credit is not offered in this class.

# Grad Course Addition - Nicholson School of Communication and Media - DIG 5831 Computational Media

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

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

<b>College*</b>	Nicholson School of Communication and Media
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Games and Interactive Media (NSCM)

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

<b>Full Title*</b>	DIG 5831 Computational Media	
<b>Approved Graduate Faculty/Scholars*</b>	John Murray, Eric Murnane, Peter Smith	
<b>Prefix*</b>	DIG	<b>Number*</b> 5831
<b>Course Title*</b>	Computational Media	
<b>30 Character Abbreviation:</b>	Computational Media	
<b>Course Description*</b>		

Computational media techniques used in interactive media, focusing on authorship and creative applications. Topics include style transfer, voice recognition and synthesis and text generation.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-  
99):** n/a

**Repeat for credit?**  Yes  No

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

**Repeat within  
same semester?**  Yes  No

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

**Prerequisite(s):** DIG5508 Programming for Digital Media

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

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

**List  
undergraduate  
split-level course:**

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

### Term of Offering

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

### Intended Utilization of Course

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

### New Field

New Materials and Supply Fees?\*:  Yes  No

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

### Justification for Course Addition

What is the rationale for adding this course?

This course is necessary to help prepare students to create advanced interactive media projects that reflect an understanding of applications and artistic uses of machine learning techniques. The focus is on understanding interactive computing's role in popular culture and interactive media rather than to understand the underlying mathematical basis or create new algorithms.

What majors require or recommend this course for graduation?

DIG

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

What is the estimated annual enrollment?


10-20

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

Detail Discussion None



**Attachment List**

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

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

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

**Administration Use Only**

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

**HEADING**



# Nicholson School of Communication and Media

DIG 5831 Computational Media			
Instructor:	Dr. John Murray	Section Number:	
Office:	OTC 500	Credit Hours:	3
Phone:		Meeting Days:	
E-Mail:	jtm@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

## I. Course Description (including enrollment requirements prerequisites and co-requisites)

Survey important new computational media techniques used in interactive digital media, with a focus on authorship and creative applications. The techniques draw from a variety of machine learning applications including style transfer, voice recognition and synthesis and text generation. The course focuses on the content selection and context using JavaScript (TensorFlow.js) and Python rather than developing new algorithms or understanding the underlying mathematic basis.

## II. Course Objectives or Student Learning Outcomes

- Understand the applications and artistic uses of existing ML techniques
- Train, load and reuse machine learning models for digital media
- Understand the variety of ML tasks, including recognition, generation and classification
- Assess the spread and reception of machine learning in both popular culture and electronic literature
- Develop an interactive media project using a machine learning technology.

## III. Required and Optional Texts and Materials

None.

## IV. Course Requirements

DIG5508 Programming for Digital Media; graduate standing.

## **V. Method of Evaluation**

Assignments:

- Lab Exercises
- Paper
- Creative Project
- Applying ML Library (Voice Synth + Processing)

### **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

## **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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

## **IX. Campus Safety Statement** –

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- In case of an emergency, dial 911 for assistance.

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

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **XI. Final Exam Date and Time**

There is no final exam in this class.

### **XII. Course Schedule**

<b>Week</b>	<b>Description</b>	<b>Assignments</b>
<b>1</b>	<b>Introduction &amp; Course Syllabus</b>	
<b>2</b>	<b>History &amp; Popular Depictions of Machine Learning</b>	
<b>3</b>	<b>Style Transfer</b>	<b>Lab: Aesthetic Transfer</b>
<b>4</b>	<b>Text Generation: Grammars</b>	<b>Lab: Story Grammars with Tracery</b>
<b>5</b>	<b>Text Generation: Training</b>	<b>Lab: Story Generation from Gutenberg</b>
<b>6</b>	<b>Technology Controversies</b>	<b>Paper Assigned: Controversy &amp; Technology</b>
<b>7</b>	<b>Speech Recognition &amp; Generation</b>	
<b>8</b>	<b>Emotion Recognition</b>	<b>Creative Project Assigned</b>
<b>9</b>	<b>Deep Fakes</b>	
<b>10</b>	<b>Gesture Recognition</b>	

<b>11</b>	<b>Image Classification</b>	<b>Lab: Training a classifier</b>
<b>12</b>	<b>Introduction to Computational Creativity</b>	
<b>13</b>	<b>Applications in Sound &amp; Music</b>	
<b>14</b>	<b>Randomness and Generativity</b>	
<b>15</b>	<b>Tools and Libraries</b>	
<b>16</b>	<b>Final Presentations</b>	<b>Creative Project Due</b>



**XIII. Other Policies and Procedures**

Email and Communication: Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407. Please don't send questions to me or resubmit assignments as comments within the Assignments section. Even if you are asking a question or need me to respond to something about a specific assignment, it is important to send me a separate email with its subject in the subject line so I don't accidentally miss your message.

Professionalism Policy: As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students,

racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

Exams: Exams are open book, untimed, and evaluate understanding of the readings and other materials. They will consist of a combination of objective (multiple choice, true or false, etc.) and short answer (paragraph-long) questions.

Late Work, Incompletes, and Rewrites: Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.

Extra credit: Extra credit is not offered in this class.





# Grad Course Addition - Nicholson School of Communication and Media - DIG 6571 Studio 1

2018-2019 Graduate Course New

## General Catalog Information

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3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	Nicholson School of Communication and Media
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Games and Interactive Media (NSCM)

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<b>Full Title*</b>	DIG 6571 Studio 1	
<b>Approved Graduate Faculty/Scholars*</b>	Eddie Lohmeyer, Matthew Mosher	
<b>Prefix*</b>	DIG	<b>Number*</b> 6571
<b>Course Title*</b>	Studio 1	
<b>30 Character Abbreviation:</b>	Studio 1	
<b>Course Description*</b>		

Studio project management, conceptualization, and prototyping for intensive digital projects. Create project proposal and timeline, concept and design documentation, and prototype, and participate in critiques.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-  
99):** n/a

**Repeat for credit?**  Yes  No

**If yes, indicate  
the total times the  
course may be  
used in the degree  
program.**

**Repeat within  
same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate standing.

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

**If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.**

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

**Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

**New Field**

New Materials and Supply Fees?\*  Yes  No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

**Justification for Course Addition**

**What is the rationale for adding this course?** This will be a required course for Studio Concentration (non-thesis) students only. This course is necessary to provide students who want to enter industry or the digital art field to create a more rigorous, sophisticated project over the course of two semesters, as an equivalent alternative to the thesis track. This two-semester Studio 1 and 2 course sequence replaces the Comprehensive Exam requirement at the end of the non-thesis track.

**What majors require or recommend this course for graduation?** DIG


**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?** 10-20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion** N/A

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



# Nicholson School of Communication and Media

Course Title & Number DIG 6571 Studio 1			
Instructor:	Dr. Eddie Lohmeyer	Section Number:	
Office:	OTC 500	Credit Hours:	3
Phone:		Meeting Days:	
E-Mail:	Edward.Lohmeyer@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

## **I. Course Description (including enrollment requirements prerequisites and co-requisites)**

This studio sequence will prepare students for project management, conceptualization, and prototyping related to an intensive digital project they will produce to satisfy the non-thesis requirement for the degree. Students will produce a project proposal and timeline, concept and design documentation, and a prototype. They will also engage in several critique sessions throughout the term.

## **II. Course Objectives or Student Learning Outcomes**

During this course students will:

- Learn successful project management skills.
- Understand the significance of concept development and prototyping.
- Engage in critique as a way to receive constructive feedback on their digital project.
- Document the process of creating a digital project.

## **III. Required and Optional Texts and Materials**

None.

## **IV. Course Requirements**

Graduate standing

## **V. Method of Evaluation**

Studio Critique (20%): Three times throughout the semester, students will present progress on their project to their instructors and peers. At each session, they will both give and receive constructive feedback for the continued development of their project.

Project Proposal and Timeline (25%): Students will produce a document that includes a conceptual and technical description of their digital project and a successful timeline for its completion.

Concept and Design Documentation (25%): Students will create a design log on (Hackster, GitHub, Medium.com etc.) that includes appropriate schematics, sketches, technical diagrams, visual layouts, etc. This documentation will be updated three times throughout the semester with additional concepts, observations, breakthroughs, failures, etc. Students will present their progress to the class at each studio critique session.

Prototype (30%): As a culmination of conceptualizing and designing their project throughout the semester, students will produce a working prototype and provide a demonstration of its functionality.

### **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

### **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**VIII. Course Accessibility Statement** – The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student

Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable

### **IX. Campus Safety Statement –**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **XI. Final Exam Date and Time**

There is no final exam in this class.

### **XII. Course Schedule**

<b>Dates</b>	<b>Topics</b>	<b>Assignments</b>
Week 1		Syllabus quiz
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		Final project



### **XIII. Other Policies and Procedures**

**Email and Communication:** Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407. Please don't send questions to me or resubmit assignments as comments within the Assignments section. Even if you are asking a question or need me to respond to something about a specific assignment, it is important to send me a separate email with its subject in the subject line so I don't accidentally miss your message.

**Professionalism Policy:** As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students, racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

**Exams:** Exams are open book, untimed, and evaluate understanding of the readings and other materials. They will consist of a combination of objective (multiple choice, true or false, etc.) and short answer (paragraph-long) questions.

**Late Work, Incompletes, and Rewrites:** Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.



**Extra credit:** Extra credit is not offered in this class.

# Grad Course Addition - Nicholson School of Communication and Media - DIG 6572 Studio 2

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	Nicholson School of Communication and Media
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Games and Interactive Media (NSCM)

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<b>Full Title*</b>	DIG 6572 Studio 2	
<b>Approved Graduate Faculty/Scholars*</b>	Eddie Lohmeyer, Matthew Mosher	
<b>Prefix*</b>	DIG	<b>Number*</b> 6572
<b>Course Title*</b>	Studio 2	
<b>30 Character Abbreviation:</b>	Studio 2	
<b>Course Description*</b>		

Continuing studio sequence for students producing a culminating digital project. Students produce a polished final project for public showcase and/or exhibition.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-99):** n/a

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate standing.

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

**If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.**

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

### **Justification for Course Addition**

**What is the rationale for adding this course?**

This course is the second in a two-semester sequence course, part of the new Studio Concentration track which is an alternative to the Thesis track and which replaces the comprehensive exam. This second course in the two-semester sequence provides students with an additional semester to develop a sophisticated work designed to help them in securing industry employment or being accepted to exhibit their work as a digital artist.

**What majors require or recommend this course for graduation?**

DIG

**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**

10-20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion** None

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



## Nicholson School of Communication and Media

Course Title & Number DIG 6572 Studio 2			
Instructor:	Dr. Eddie Lohmeyer	Section Number:	
Office:	OTC 500	Credit Hours:	3
Phone:		Meeting Days:	
E-Mail:	Edward.Lohmeyer@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

### I. Course Description (including enrollment requirements prerequisites and co-requisites)

This studio serves as a continuing sequence for students producing a digital project to satisfy the non-thesis requirement. Students will build upon the concept development and prototyping in Studio 1 to produce a polished final project that will be showcased and/or exhibited to the public.

### II. Course Objectives or Student Learning Outcomes

During this course students will:

- Complete a final version of their developed prototype.
- Engage the public through their digital project within the context of an exhibition, conference, festival, etc.
- Engage in critique as a way to receive constructive feedback on their digital project.
- Document the process of creating a digital project.

### III. Required and Optional Texts and Materials

None.

### IV. Course Requirements

Graduate standing.

### V. Method of Evaluation

Studio Critique (20%): Three times throughout the semester, students will present progress on their project to their instructors and peers. At each session, they will both give and receive constructive feedback for the development of their work.

Concept and Design Documentation (25%): Students will continue to supplement the concept development log they began in Studio 1. Three times throughout the semester, students will present their progress during studio critique.

Final Deliverable of Project and Public Showcase:

Final Deliverable (35%): Students will submit the appropriate files and documentation for the final project.

Public Showcase: (20%): Student will exhibit their final project in a particular format and venue of their choosing.

### **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

### **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**VIII. Course Accessibility Statement** – The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors,

which informs faculty of potential access and accommodations that might be reasonable

### **IX. Campus Safety Statement –**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **XI. Final Exam Date and Time**

There is no final exam in this class.

### **XII. Course Schedule**



<b>Dates</b>	<b>Topics</b>	<b>Assignments</b>
Week 1		Syllabus quiz
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		Final project

### **XIII. Other Policies and Procedures**

**Email and Communication:** Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407. Please don't send questions to me or resubmit assignments as comments within the Assignments section. Even if you are asking a question or need me to respond to something about a specific assignment, it is important to send me a separate email with its subject in the subject line so I don't accidentally miss your message.

**Professionalism Policy:** As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students, racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

**Exams:** Exams are open book, untimed, and evaluate understanding of the readings and other materials. They will consist of a combination of objective (multiple choice, true or false, etc.) and short answer (paragraph-long) questions.

**Late Work, Incompletes, and Rewrites:** Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.



**Extra credit:** Extra credit is not offered in this class.

# Grad Course Addition - Nicholson School of Communication and Media - DIG 6814 Contemporary Topics in Interactive Media

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	Nicholson School of Communication and Media
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Department of Games and Interactive Media (NSCM)

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<b>Full Title*</b>	DIG 6814 Contemporary Topics in Interactive Media	
<b>Approved Graduate Faculty/Scholars*</b>	Natalie Underberg-Goode, Mel Stanfill, Maria Harrington	
<b>Prefix*</b>	DIG	<b>Number*</b> 6814
<b>Course Title*</b>	Contemporary Topics in Interactive Media	
<b>30 Character Abbreviation:</b>	Topics in Interactive Media	
<b>Course Description*</b>		

Exploration of relevant contemporary topic for Digital Media research. Topics change by semester, but focus on specific content areas such as games, social media, electronic literature, etc

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Variable Credit (1-99):** n/a

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate standing

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

**If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.**

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and

complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

### **New Field**

New Materials and Supply Fees?\*  Yes  No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

### **Justification for Course Addition**

**What is the rationale for adding this course?**

This course is being added to provide students with training and education in a specific content area relevant to a Digital Media M.A. degree. The course will change, but will reflect the instructor's area of expertise and will prepare students who wish to do research in the field of Games and Interactive Media.

**What majors require or recommend this course for graduation?**

DIG

**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**


10-20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

N/A

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING



# Nicholson School of Communication and Media

<b>DIG6814: Contemporary Topics in Interactive Media</b>			
Instructor:	Natalie Underberg-Goode	Section Number:	0061
Office:	OTC500	Credit Hours:	3
Phone:	407 823-1140	Meeting Days:	
E-Mail:	Natalie.Underberg-Goode@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	

## **I. Course Description**

This course explores a contemporary topic relevant to graduate-level Interactive Media coursework. Topics will change semester-by-semester, but some examples may include but are not limited to: Games, Social Media, Electronic Literature, etc. This course is designed to provide students with a grounding in a specific content area relevant to the Digital Media M.A. degree. **Prerequisites:** graduate standing.

## **II. Student Learning Outcomes**

Students will learn/demonstrate:

- An understanding of a specific, timely topic related to interactive media
- The ability to analyze phenomena relevant to a specific contemporary topic
- How to research contemporary topics in interactive media
- How to write, speak about, and create digital works related to a specific contemporary topic in interactive media

## **III. Required and Optional Texts and Materials**

Will vary by semester.

## **IV. Course Requirements**

**Communication:**

The best way to contact the instructor is through Webcourses Inbox messaging. Students can send messages with any questions and should expect to receive a response in a reasonable amount of time (1-2 business days). Be sure to check your notification settings as this is how the instructor will communicate with you directly, as well as through Webcourses announcements. Check the announcements before each class.

**Webcourses:**

This course is not being offered as an online (W) or mediated (M) course this semester but the Webcourses learning management system will be used to post course materials, assignments, and grades.

**Open Labs:**

If you find yourself needing computer time to work on your assignments NSCAM has several labs available for students to work outside of class hours. The lab schedule will be distributed when available and is also on the individual lab room doors.

**Attendance Policy:**

Learning is an active process therefore you are required to attend every class meeting and be prepared. If it is clear that you have not completed the readings for the week you will be marked absent. We will be introducing new tools and techniques frequently. Knowledge in the class is cumulative and if you miss too many classes you will fall hopelessly behind. If you don't attend and/or you miss a class for unexcused reasons, discuss what you missed with your peers. Absences are only excused for official university business when accompanied by a Program Verification form, or for court imposed legal obligations. Absences in excess of 2 are grounds for failing the course. If you arrive after the class start time or depart before the class end time you will be marked tardy. If you do both you will be marked absent. Attendance contributes to your participation percentage.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all class meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

During this class you will be asked repeatedly to critique the work of your peers and have your own work critiqued. Always be respectful when delivering criticism, and likewise do not get defensive when receiving it. It can be valuable for grant writing or artist bios to write down what is learned during discussions/critiques of your work. During discussions/critiques, students can ask someone else to take notes of the dialogue around your work.

The classroom is a safe space; hate speech, violence, and discrimination will not be tolerated. Students may be exploring personal material in this class, and it is important that the class remain a safe, respectful space for everyone. There are to be no illegal acts performed, no harming of self or others, no exchange of bodily fluids, no damage to the property of the school or classroom (students are responsible for any damage they do), no firearms, and no open flames, on UCF property. If a student is using a material in question please consult with me first.

Respect each person's work. While every attempt will be made to respect all students' beliefs and values, this class is designed to inform, explore, challenge, and expand artistic knowledge in many directions. It is entirely possible that a student will disagree with someone's ideology or



find their work tasteless, offensive or ugly. A student who experiences a profound aversion to the ideology or materiality of another student's work is invited to make an appointment with me to discuss it. Each student's concerns are relevant but should not inhibit other students' practice. A student who feels that his or her own work deals with subject matter that others may be sensitive to (sexual or religious, for example) is invited to make an appointment with me to discuss it. I am available in person, often before and after class, during office hours, for scheduled meetings, as well as by webcourses messages.

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Academic Activity Requirement for Federal Financial Aid Dispersal:**

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Syllabus Quiz" on Canvas 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.

**V. Method of Evaluation**

Assessment	Percent of Final Grade
Creative Projects	50%
Research Presentations	15%
Participation	20%
Essays	15%
	100%

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

I do not round.

A – doing extraordinary work technically and conceptually, breaking preconceived boundaries, participating openly and willingly in class and during critiques, spending time on assignments

B – attending class regularly, completing assignments, doing competent work technically and wrestling with concepts, pushing some boundaries  
C – doing the minimum that is expected, last-minute execution of assignments, being late for class and absences  
D – not completing projects or readings and multiple absences , bellow average performance  
F – zero effort

### **Grade Dissemination**

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned during the semester are unofficial grades. The majority of feedback will be provided verbally during in class critiques.

## **VI. Make-Up Exam Policy**

### **Late Work Policy:**

There are no make-ups for in-class writing, projects, or exams. Late work is not accepted. Exceptions can only be made in extreme circumstances and will be accepted, with proper documentation, at the discretion of the instructor. Accommodations will be made for students that are required to be absent while representing the University at Authorized University Events in accordance with UCF Policy # 4-401. This course will require work and research outside of class time. The projects will be impossible to complete unless you work consistently outside of class time. Plan your time.

### **Extra Credit Policy:**

Extra credit assignment may or may not be assigned to the class at the professor's discretion. Therefore, always submit your assignment and be sure that it is your best work.

### **Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

## **VII. Academic Integrity**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## **VIII. Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact

the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### **IX. Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### **X. Deployed Active Duty Military Students Statement**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **XI. Final Critique Date and Time – DAY, X December 20XX, TIME**

### **XII. Course Schedule**

All dates, assignments, and elements of this syllabus are the will of the instructor and can be changed at any time. If any changes are made, students will be notified in class or on Webcourses. Course calendar, schedule, and due dates available on Webcourses and supersede dates in this document. Academic Calendar Available at:

<http://calendar.ucf.edu/2016/fall>

Drop/Swap Deadline:	XX August 20XX
Withdrawal Deadline:	XX October 20XX
Grade Forgiveness Deadline:	XX December 20XX
Holidays:	
Labor Day	XX September 20XX

Veterans Day  
Thanksgiving

XX November 20XX  
XX-XX November 20XX

### **Religious Observances**

Students are expected to notify their instructor at minimum of a week (7 days) in advance if they intend to miss class to observe a holy day of their religious faith.

### **Course Schedule**

Weeks 1-2: Introduction to Contemporary Topics in Interactive Media

Assignments due: Essay #1

Weeks 3-4: Analyzing Contemporary Topics in Interactive Media

Assignments due: Creative Project #1

Weeks 5-6: Researching Contemporary Topics in Interactive Media

Assignments due: Research Presentation #1

Weeks 7-8: Creating and Presenting Contemporary Topics in Interactive Media

Assignments due: Creative Project #2 OR Research Presentation #2

Weeks 9-12: Final Research Project In-Class Workshop

Assignment due: Final Research Project

Weeks 13-16: Final Creative Project In-Class Workshop



Assignment due: Final Creative Project

# Grad Course Addition - Rosen College of Hospitality Management - HMG 6449 Smart Travel and Tourism

2018-2019 Graduate Course New

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	Rosen College of Hospitality Management
<b>Proposal Type*</b>	Grad Course Addition
<b>Unit / Department / College*</b>	Rosen College of Hospitality Management Department of Tourism Event and Attractions

For the **Full Title** box below, please type the course information in the following format: Prefix Code Name

<b>Full Title*</b>	HMG 6449 Smart Travel and Tourism	
<b>Approved Graduate Faculty/Scholars*</b>	Alan Fyall	
<b>Prefix*</b>	HMG	<b>Number*</b> 6449
<b>Course Title*</b>	Smart Travel and Tourism	
<b>30 Character Abbreviation:</b>	Smart Travel and Tourism	

**Course Description:\*** This course surveys SMART technologies and applications in the travel and tourism industry, emphasizing the systems view of the interactions among humans, environment, and technology.

**Credit Hours:** 3

**Class Hours:**

**Lab and Field Work Hours:** 0

**Contact Hours:**

**Variable Credit (1-99):**

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** STA 2023, CAP4630 or STA 3032

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more

advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

### **New Field**

New Materials and Supply Fees?\*:  Yes  No

If yes, also complete the 2018-19 Graduate Materials and Supply Fee Request form.

### **Justification for Course Addition**

**What is the rationale for adding this course?**

The omnipresence of technologies in the global travel industry is such that the MS Hospitality & Tourism Management program needs to better reflect the industry and the technological trends that are driving change. The program already includes three elective courses with this new addition a response to the importance of SMART technologies and their implications for tourism and hospitality development, management, and marketing.

**What majors require or recommend this course for graduation?**

MS Hospitality & Tourism Management

**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**


40

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

No duplications identified to date.

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course Type**

**Status**  Inactive-Hidden  Active-Visible

### HEADING





**HMG 6449: Smart Travel and Tourism**  
Department of Tourism, Events & Attractions  
Rosen College of Hospitality, University of Central Florida

## **COURSE SYLLABUS**

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Instructor:	Dr. Arthur Huang	Term:	Spring 2020
Office:	Rosen College, Office Lake Cay # 200H	Class Meeting Days:	Days (Mixed)
Phone:	407.903.8212	Class Meeting Hours:	Time (Mixed)
E-Mail:	arthur.huang@ucf.edu	Class Location:	Building and room
Website:	UCF Webcourse	Lab Location:	Building and room
Office Hours:	Date and time		

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### **I. Welcome!**

Welcome to HMG 6449: Smart Travel and Tourism. This course introduces the fundamental theories, models, and practices of SMART technologies applied in the travel and tourism industry. This course features hands-on projects and various active-learning activities that engage the students in the learning process.

### **II. University Course Catalog Description**

This course surveys SMART technologies and applications in the travel and tourism industry, emphasizing the systems view of the interactions among humans, environment, and technology.

### **III. Course Overview**

This course examines the historical applications, opportunities, and challenges of self-monitoring, analysis, and reporting (SMART) technologies for the travel and tourism industry through a systems perspective. Students will learn the developing concepts of SMART travel, SMART tourism, SMART destination planning and management, human-environment relationship, built environment, issues in privacy protection and cybersecurity, and how SMART technologies contribute to sustainability. Students will also learn successful business models and practices along with relevant public policies through case studies.

### **IV. Learning Outcomes**

Upon the completion of this course, students will be able to:

- Evaluate SMART travel and SMART tourism;
- Analyze the impact of SMART technology solutions on the travel and tourism industry in a global, economic, cultural, and societal context;
- Relate the interactions among humans, technologies, polices, and the environment to the travel and tourism context;
- Discuss the opportunities and challenges of SMART technologies for the travel and tourism industry;
- Implement entrepreneurship and relevant technical know-how in supporting the development of services and products in the travel and tourism industry;

- Formulate well-rounded solutions for a need or a problem in the travel and tourism industry (individually and/or in teams)

**V. Course Prerequisites**

STA 2023, CAP4630 or STA 3032

**VI. Course Credits**

3 credits

**VII. Required Texts and Materials**

- Xiang, Z. and Fesenmaier, D. (2017) Analytics in Smart Tourism Design: Concepts and Methods, Cham: Springer International Publishing.

**VIII. Supplementary (Optional) Texts and Materials**

- Reese, B. (2018) The Fourth Age: Smart Robots, Conscious Computers, and the Future of Humanity. Atria Books, New York, N.Y.

**IX. Basis for Final Grade**

Final grade includes the following items (100%):

- Homework 10%
- Student-led case study presentation 20%
- Quizzes 20%
- Individual project: Using big data to analyze travel/tourism. Use one or more big data sources (exemplary sources will be provided) to analyze an unknown problem in the travel and tourism industry, such as a trend, an interest, a phenomenon, individuals’ or organizational behavior, or a contemporary issue. Evaluation: project report + in-class presentation. 25%
- Team project: Develop a business proposal on inventing or applying one or more technologies in solving a problem or meeting a need in the travel and tourism industry. Clearly describe the targeted problem/need, potential client, market size, key technologies, opportunities, risks, cost estimate, and expected revenue. Guest juries from the tourism industry and the venture capital industry will be invited to students’ final presentations. Evaluation: business proposal + in-class presentation. 25%

<b>Grading scheme</b>	
<b>Grading Scale (%)</b>	
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

## X. Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

## XI. Course Policies: Grades

**Late Work Policy:** There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Group Work Policy:** Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

## XII. Course Policies: Technology and Media

**Email:** Students are encouraged to use the inbox function on the Webcourse to communicate with the instructor. Emails will typically be returned within 24 hours (except on weekends).

**Webcourses:** All course materials, homework, and quizzes will appear on the Webcourse. The students are expected to check it regularly.

## XIII. Course Policies: Student Expectations

### **Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**Attendance Policy:** Attendance (when meeting face to face) is required and will be checked regularly.

### **Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually

disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:**

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Student Conduct:** Cases of academic impropriety of any type will be dealt with in accordance with the Rules of Conduct and the Disciplinary Process for the University of Central Florida, as described in the latest edition of the UCF Golden Rule ([goldenrule.sdes.ucf.edu](http://goldenrule.sdes.ucf.edu)). Students are encouraged to obtain and read the UCF Golden Rule. It is assumed by the instructor that the student is familiar with this document. This booklet will serve as the guide to the administrative aspects of the course. Unacceptable conduct may result in a Z Designation on the student's transcript.

**XIV. Important Dates to Remember**

Drop/Swap Deadline:	XXXX
Grade Forgiveness Deadline:	XXX
Quizzes:	XXX
Withdrawal Deadline:	XXX
Final Examination:	XXX

**Religious Observances:**

Students are expected to notify their instructor in advance (by email or face to face) if they intend to miss class to observe a holy day of their religious faith. Without appropriate notification ahead of time, missing class will still be counted as an absence.

**XV. Schedule**

Each module lasts for approximately two weeks.

- Module 1: Introduction to SMART travel and SMART tourism systems
- Module 2: History of the impact of technologies in the travel and tourism industry
- Module 3: Overview of key SMART technologies
- Module 4: Overview of fundamental models in data analytics (classification, regression, and similarity matching)
- Module 5: SMART destinations and SMART destination management practice
- Module 6: Public policies in supporting SMART technologies
- Module 7: SMART technologies and sustainability
- Module 8: Issues in privacy protection and cybersecurity

**XVI. Essay and Project Assignments**



- Individual paper: Using big data to uncover newest trends in travel and tourism
- Group paper: Business proposal on inventing/applying SMART technologies in the travel and tourism industry

# Grad Course Continuation - College of Sciences - EXP 5254 Human Factors and Aging

2018-2019 Graduate Course Continuation

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

College	College of Sciences
Proposal Type	Grad Course Continuation
Unit / Department / College*	Department of Psychology

Please use the Import feature. Do not type the course prefix and code.

Prefix*	EXP	Code*	5254
Name*	Human Factors and Aging		
Full Title*	Grad Course Continuation - College of Sciences - EXP 5254 Human Factors and Aging		
Course Description*	An overview of issues related to enhancing quality of life of elderly through the implementation of basic human factors principles in environmental and task design.		
Credit Hours:	3		
Class Hours:	3		

**Lab and Field** 0  
**Work Hours:**

**Contact Hours:** 3

**Prerequisite(s):** Graduate standing, post bac, or senior standing with C.I.

**Corequisite(s):**


### **Justification for Course Continuation**

**What is the rationale for continuing this course?\***

There is interest among our faculty who conduct research on aging to teach this course, and several students have expressed interest in taking the course. We plan to offer it in the next two years.

Course number changed from 5067 to 5254.

### **Attachment List**

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached\***  I have attached an updated course syllabus.

### **Administration Use Only**

**Catalog Ownership:** Department of Psychology

**Course OID** 15377

**Course Type** Experimental Psychology

**Status**  Active-Visible  Inactive-Hidden

## Course Description

In this course, students will be presented with a collection of topics and conceptual foundations in the areas of human factors, ergonomics, and aging. The basic premise for the course is to introduce students to information and resources that are useful for enhancing the functional independence and the quality of life of older adults and their caregivers through the implementation of basic human factors principles in environmental, product, and task design.

## Means of Evaluation

### *Discussion (10%):*

Class participation will be assessed through your activity in the "Discussion" area of the course. I will periodically post a specific question for discussion and you will be required to make two postings related to that question. One posting will be a direct response to the question, and the other will be a response to a discussion posted by a fellow student. Participation in discussions will count for 10% of your final grade.

### *Mini-Projects(15%):*

You will have to submit 3 mini-projects as part of the course (In module 2). Each mini-project will count for 5% of your final grade.

### *Articles (10%):*

You will also have to read and critique two articles as part of the course (In module 3). Each critique will count for 5% of your final grade.

### *Midterm Exam (25%)*

The midterm will cover the first two modules of the course and will be worth 25% of your final grade

### *Review Paper (20%)*

Module three requires each student to write a review paper of a specific Human Factors and Aging application-some sample topics will be provided. You need to identify a topic *and* I need to approve it before you begin working on your paper. I expect the paper to be of publication caliber. Your review paper will count for 20% of your final grade.

### *Major Project (20%):*



Your final assignment will be to complete a major project which will entail the design of an environment, task, or product for aging users. You will be required to identify a project topic, *subject to my approval*, by the middle of the semester (no later than the midterm). You will also be required to read all the other student projects and rate each of them on a scale. The design project will count for 15% of your final grade and the ratings will count for 5%.

## Schedule

Week	Modules	Readings	Assignment	Due Date
Week 1 Aug 24 – 28	Module 1 HF & A Background	CP	Course-Pack Readings; Complete online orientation	Friday 8/28 11:55 pm
Week 2 Aug 31- Sept 4	Module 1 HF & A Background	CP	<ul style="list-style-type: none"> <li>• Post response to discussion question</li> <li>• Post response to one other student</li> </ul>	<ul style="list-style-type: none"> <li>• Wed 9/2 11:55 pm</li> <li>• Fri 9/4 11:55 pm</li> </ul>
Week 3 Sept 7- 13	Module 1 HF & A Background	CP	Get to know your fellow students; complete reading assignments	Friday 9/11 11:55 pm
Week 4 Sept 14- 18	Module 2 HF and Aging	DFOA	Part I--Fundamentals Mini-project 1	Friday 9/18 11:55 pm
Week 5 Sept 21- 25	Module 2 HF and Aging	DFOA	Part II--Design Guidelines <ul style="list-style-type: none"> <li>• Post response to discussion question</li> <li>• Post response to one other student</li> </ul>	<ul style="list-style-type: none"> <li>• Wed 9/23 11:55 pm</li> <li>• Fri 9/25 11:55 pm</li> </ul>
Week 6 Sept 28 – Oct 2	Module 2 HF and Aging	DFOA	Part III--Exemplar Applications Mini-project 2	Friday 10/2 11:55 pm
Week 7 Oct 5-9	Module 2 HF and Aging	DFOA	Part IV--Tutorials Mini-project 3	Friday 10/9 11:55 pm
Week 8 Oct 12- 16	Module 2 HF and Aging	DFOA	Part V--Conclusion and Complete Midterm Exam	Submit Midterm Monday 10/19 11:55 pm
Week 9 Oct 19- 23	Module 3 HF and Aging Application	Literature Review	Finalize Topic Choice for literature review Submit Critique for article 1	Friday 10/23 11:55 pm
Week 10 Oct 26- 30	Module 3 HF and Aging Application	Literature Review	Independent reading for literature review Submit critique for article 2	Friday 10/30 11:55 pm

Week 11 Nov. 2-6	Module 3 HF and Aging Application	Literature Review	Write literature review paper	Submit Lit. Review PaperFriday 11/6 11:55 pm
Week 12 Nov 9-13	Module 4 Major Project	Design Project	Finalize Project Selection	Friday 11/13 11:55 pm
Week 13 Nov 16- 20	Module 4 Major Project	Design Project	Work on Project	
Week 14 Nov 23- 27	Module 4 Major Project	Design Project	Work on Project	
Week 15 Nov 30 – Dec 4	Module 4 Major Project	Design Project	Work on Project	Submit Design Project Friday 12/4 11:55 pm
Finals Week Dec7	Module 4 Major Project	Design Project	Rate Class Projects	Submit Ratings and Critique Wednesday 12/9 11:55 pm



1. CP refers to the Course Pack which is comprised of a number of articles that you will find by clicking the "Course Pack Reading" icon on the Home Page.
2. DFOA refers to the text "Designing for Older Adults: Principles and Creative Human Factors Approaches."

# Grad Course Deletion - College of Medicine MDE 6055 Geriatrics: Fundamentals of Health Care Policy & System

2018-2019 Graduate Course Deletion

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

<b>Proposal Type</b>	Grad Course Deletion
<b>College</b>	College of Medicine
<b>Unit / Department / College*</b>	College of Medicine M.D. Program

Please use the Import feature. Do not type the course prefix and code.

<b>Prefix*</b>	MDE	<b>Code**</b>	6055
<b>Name*</b>	Geriatrics: Fundamentals of Health Care Policy & System		
<b>Full Title*</b>	Grad Course Deletion - College of Medicine MDE 6055 Geriatrics: Fundamentals of Health Care Policy & System		
<b>Course Description*</b>	Geriatrics: Fundamentals of Health Care Policy & System: PR: Required to be in good academic standing. A pre-clinical elective designed to give students the opportunity to discuss health policy/service issues and to practice basic clinical interviewing skills with older adults.		
<b>Credit Hours:</b>			
<b>Class Hours:</b>			

**Lab and Field  
Work Hours:**

**Contact Hours:**

**Repeat for credit?**  Yes  No

**Repeat within  
same semester?**  Yes  No

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

**The course will be used primarily as:**  Required Course  Elective Course

### **Justification for Course Deletion**

**Is this course a required course for graduation in a major or prerequisite?**  Yes  No

**If yes, have the involved major departments been informed, in writing, of**  Yes  No

**proposed  
deletion?**

**If not, explain:**

**Notes:** The faculty who taught this course is no longer available to teach it. It has not had enrollment in the past five years, and we do not anticipate offering the course in the future.

## Administration Use Only

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden

## PeopleSoft

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**



**CRSE\_ID**

# Grad Course Deletion - College of Medicine MDE 8255 Associates in Dermatology Elective

2018-2019 Graduate Course Deletion

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

<b>Proposal Type</b>	Grad Course Deletion
<b>College</b>	College of Medicine
<b>Unit / Department / College*</b>	College of Medicine M.D. Program

Please use the Import feature. Do not type the course prefix and code.

<b>Prefix*</b>	MDE	<b>Code*</b>	8255
<b>Name*</b>	Associates in Dermatology Elective		
<b>Full Title*</b>	Grad Course Deletion - College of Medicine MDE 8255 Associates in Dermatology Elective		
<b>Course Description*</b>	A multi-tiered dermatology elective that will include introduction to patient assessment, diagnostic techniques, surgical techniques and dermato-pathologic evaluations.		
<b>Credit Hours:</b>			
<b>Class Hours:</b>			
<b>Lab and Field Work Hours:</b>			

**Contact Hours:**

**Repeat for credit?**  Yes  No

**Repeat within same semester?**  Yes  No

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

**The course will be used primarily as:**  Required Course  Elective Course

### **Justification for Course Deletion**

**Is this course a required course for graduation in a major or prerequisite?**  Yes  No

**If yes, have the involved major departments been informed, in writing, of proposed deletion?**  Yes  No

**If not, explain:**

**Notes:** The COM no longer utilizes Associates in Dermatology as a clinical partner. Students have other options for rotations in dermatology in the 4th year.

## Administration Use Only

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden

## PeopleSoft

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID**





# Grad Course Deletion - College of Sciences - CLP 5187 Mental Health and Aging

2018-2019 Graduate Course Deletion

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

<b>Proposal Type</b>	Grad Course Deletion
<b>College</b>	College of Sciences
<b>Unit / Department / College*</b>	Department of Psychology

Please use the Import feature. Do not type the course prefix and code.

<b>Prefix*</b>	CLP	<b>Code*</b>	5187
<b>Name*</b>	Mental Health and Aging		
<b>Full Title*</b>	Grad Course Deletion - College of Sciences - CLP 5187 Mental Health and Aging		
<b>Course Description*</b>	Introduction to assesment and intervention issues, practice and research related to problems with cognitive and emotional functioning among older adults.		
<b>Credit Hours:</b>	3		
<b>Class Hours:</b>			
<b>Lab and Field Work Hours:</b>			

**Contact Hours:**

**Repeat for credit?**  Yes  No

**Repeat within same semester?**  Yes  No

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

### Intended Utilization of Course

**The course will be used primarily as:**  Required Course  Elective Course

### Justification for Course Deletion

**Is this course a required course for graduation in a major or prerequisite?**  Yes  No

**If yes, have the involved major departments been informed, in writing, of proposed deletion?**  Yes  No

**If not, explain:** This course has not been offered for at least 5 years. It is not a required course.

**Notes:**

### Administration Use Only

**Catalog  
Ownership:**

**Course OID**

**Course Type**



**Status**  Active-Visible  Inactive-Hidden

# Grad Course Deletion - College of Sciences - EAB 5765 Applied Behavior Analysis with Children and Youth

2018-2019 Graduate Course Deletion

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

<b>Proposal Type</b>	Grad Course Deletion
<b>College</b>	College of Sciences
<b>Unit / Department / College*</b>	Department of Psychology

Please use the Import feature. Do not type the course prefix and code.

<b>Prefix*</b>	EAB	<b>Code**</b>	5765
<b>Name*</b>	Applied Behavior Analysis with Children and Youth		
<b>Full Title*</b>	Grad Course Deletion - College of Sciences - EAB 5765 Applied Behavior Analysis with Children and Youth		
<b>Course Description*</b>	Advanced survey of principles, procedures, and techniques of applied behavior analysis, with special attention to applications with children and youth.		
<b>Credit Hours:</b>	3		
<b>Class Hours:</b>			
<b>Lab and Field Work Hours:</b>			

**Contact Hours:**

**Repeat for credit?**  Yes  No

**Repeat within same semester?**  Yes  No

**Prerequisite(s):**

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

### Intended Utilization of Course

**The course will be used primarily as:**  Required Course  Elective Course

### Justification for Course Deletion

**Is this course a required course for graduation in a major or prerequisite?**  Yes  No

**If yes, have the involved major departments been informed, in writing, of proposed deletion?**  Yes  No

**If not, explain:** The course has not been offered for at least 5 years and is not a required course.

**Notes:**

**Administration Use Only**

**Catalog  
Ownership:**

**Course OID**

**Course Type**



**Status**  Active-Visible  Inactive-Hidden

# ART - 5284 - Design Theory and Methods

2018-2019 Graduate Course Revision

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	College of Arts and Humanities	
<b>Proposal Type*</b>	Grad Course Revision	
<b>Unit / Department / College*</b>	School of Visual Arts and Design	
<b>Prefix*</b>	ART	<b>Code*</b> 5284
<b>Name*</b>	Design Theory and Methods	
<b>30 Character Abbreviation:</b>	Design Theory and Methods	
<b>Course Description*</b>	Introduction to semiotic theory, communication theory, perceptual codes, human factors and visual rhetoric.	
<b>Credit Hours:</b>	3	
<b>Class Hours:</b>	3	
<b>Lab and Field Work Hours:</b>	0	

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Jason Burrell

+ No

Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**

**Activity Log**

Jason Burrell

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Admission to [Emerging Media](#) MFA or C. I.

**Corequisite(s):**

**Graded S/U?**

**Activity Log**

Jason Burrell

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Jason Burrell

+ No

Yes  No

**If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.**

**List undergraduate split-level course:**



**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

<b>When will the course be offered?</b>	<b>Activity Log</b>
	<p>Jason Burrell  <b>+ Occasional</b></p> <p> <input type="checkbox"/> Odd Fall   <input type="checkbox"/> Even Fall   <input type="checkbox"/> Odd Spring   <input type="checkbox"/> Even Spring   <input type="checkbox"/> Odd Summer  <input type="checkbox"/> Even Summer   <input type="checkbox"/> Every Semester   <input checked="" type="checkbox"/> Occasional </p>

**Intended Utilization of Course**

<b>The course will be used primarily as:</b>	<b>Activity Log</b>
	<p>Jason Burrell  <b>+ Required Course</b></p> <p> <input checked="" type="radio"/> Required Course   <input type="radio"/> Elective Course </p>

**Justification for Course Revision**

<b>What is the rationale for revising this course?</b>	<b>Changing the frequency of when ART5284 is offered aligns with the 7-year APR recommendations to increase studio research and production coursework, reduce required credits hours (from 66cr to 60cr), and streamline advising, scheduling, and the graduate plan of study.</b>
--	--

<b>What majors require or recommend this course for graduation?</b>	<b>Emerging Media MFA</b>
---	---------------------------


<b>If not a major requirement, what will be the source of students?</b>	
---	--

<b>What is the estimated annual enrollment?</b>	
---	--

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

<b>Detail Discussion</b>	<b>None.</b>
--------------------------	--------------

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check****Activity Log****Jason Burrell****+ I have completed all relevant parts of the form.** I have completed all relevant parts of the form.**Attached****Activity Log****Trisha Farmer****+ I have attached a course syllabus and rationale.** I have attached a course syllabus and rationale.**Administration Use Only****Catalog Ownership:** **Course OID** 14365**Course Type** **Status**  Active-Visible  Inactive-Hidden

## COURSE SYLLABUS

---

Instructor:	Joo Kim	Term: Fall 2018
Phone:	407 823 3244	Credit Hours: 3 hrs
E-Mail:	Joo.kim@ucf.edu	Class Meeting Days: Wednesday
Office Hours:	Tu & Th 11:15-12:30/ 3:15-5:00/ W 5:30-6:00 pm By appointment	Class Meeting Time: 6:00 - 8:50 pm
		Class Location: Face-To-Face

### Course Description

This course is designed to integrate the theoretical and the practical by having students examine, investigate, discuss, and apply visual arts theories and methods to the creation of art. Each student will work on a semester-long project based on his/her choice and a series of assignments aimed to balance conceptual concerns with artistic expression. Increasing complexity and evidence of conceptual depth is required in the sequence of the course work.

### Course Objectives

- Apply studio arts/ design research methods to solve current and contemporary problems.
- Demonstrate independent and critical thinking ability.
- Apply theoretical knowledge and methods in creative practice.

### Course Prerequisites

There are no prerequisite courses required for this class.

### Suggested Course Materials

- Carole Gray and Julian Malins, *Visualizing Research; A guide to the Research Process in Art and Design*, ASHGATE
- Gillian Rose, *Visual Methodologies: An Introduction to the Interpretation of Visual Materials*, SAGE Publications Ltd. London, UK
- Graeme Sullivan, *Art Practice as Research Inquiry in Visual Arts*, SAGE Publications Ltd, London, UK
- Patricia Leavy, *Methods meets art: Arts-based research practices*, Published by The Guilford Press, New York.
- Rudolf Arnheim, *Visual Thinking*. University of California Press, Berkeley
- Simon Wilson and Jessica Lack, *The Tate Guide to Modern Art Terms*, Tate Publishing
- William Mitchell, *The Reconfigured Eye*. The MIT Press
- Zoya Kocur and Simon Leung, *Theory in Contemporary Art since 1985*, Blackwell Publishing, Oxford, UK

### Assessment and Grading Procedures

Grading will be based on the following:

#### •Course Component Weighting

Item	Percent of final grade
Attendance	10%
Participation & Presentation	30%

Creative Journal	30%
Research/ Development project	30%

•Letter Grades

Grade		Grade		Grade	
		A	93%-100%	A-	90%-92%
B+	87%-89%	B	83%-86%	B-	80%-82%
C+	77%-79%	C	73%-76%	C-	70%-72%
D+	67%-69%	D	63%-67%	D-	60%-62%
F	0%-59%				

**Course Policies:**

•**Late Work Policy**

Late work will not be accepted for full credit. Late is any time after the instructor collects the assignment. Students who are truant will not be able to receive credit for make-up work or quiz. Student’s grades are lowered if their absence is not “accepted the excuse” (illness of the student, court appearance, military duty, hazardous weather, and university activities).

•**Make-up Exam and Assignment Policy:**

NO MAKE-UPS will be given under any conditions except excuse. All excuses must be submitted in writing, must be signed by the excusing authority, and must include complete contact information for the authority, including telephone numbers and address.

•**Attendance**

Attendance is entirely the student’s responsibility. It will be taken each class period. Students are required to stay for the entire class, unless the instructor has been specifically notified. If a student needs to miss a class, the instructor should be notified in advance.

•**Incompletes**

Incompletes will not be given except in extreme emergency situations; official documentation must accompany such requests.

•**Grievance Procedure**

If you need to discuss a problem related to this class, you may meet outside of class time via office hours. Personal grievance issues will not be discussed during class.

**University Writing Center:**

<http://uwc.cah.ucf.edu/>

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC’s purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

**UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also email [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5

p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

## **Core Policy Statements:**

### **Academic Integrity**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating:**

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

### **Course Accessibility Statement:**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

### **Campus Safety Statement:**

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <[my.ucf.edu](http://my.ucf.edu)> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### **Deployed Active Duty Military Students**

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

### **University Important Dates Fall 2018**

Drop/Swap Deadline:	Thu, Aug 23rd, 2018
Add Deadline:	Fri, Aug 24th, 2018
Grade Forgiveness Deadline:	Fri, Oct 26th, 2018
Withdrawal Deadline:	Fri, Oct 26th, 2018

### **Holidays**

Labor Day	Mon, September 3, 2018
Veterans Day	Mon, November 12, 2018
Thanksgiving	Thurs, November 22, 2018 Sat, November 24, 2018

### **Religious Observances**

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Students are expected to notify their instructor at the beginning of each academic term if they intend to be absent for a class. However, if the instructor do not hear from you, the instructor will assume that you plan to attend all class meetings.

**ART5284 • Fall • 2018**

This course outline is tentative and subject to change depending on the process of the class. Staying on track is essential to completing your project.

W1	8.23	Introduction of course, syllabus	<p>Introduction to research in Art and Design Contemporary Art and Theory</p> <p><u>Creative Journal-Keeping</u> Forms of Expression Guidelines for Journal-keeping Materials</p>
W2	8.30	Creative Journal Evaluation of Art (Criticism)	<p><u>Where you're at, Where you're coming from</u> How do I feel right now? Inner and Outer self Life history: Past, Present (Current Conflict), future Where am I at? Do like and Don't like The Key word</p>
W3	9.06	Evaluation of Art (Criticism)	<p><u>Who you are</u> Self-portrait Who am I I believe, Part I/ I believe, Part II Self-Inventory My Creative Self Putting it all together; A Mandela</p> <p>Art criticism and Aesthetic Judgment</p>
W4	9.13	Evaluation of Art (Criticism)	<p><u>How you are with yourself</u> My Critical and Assertive Selves I need Ying and Yang: The Polarities Me and My Shadow: Part I/ Part II My Body, My self Love letter to myself</p> <p>Aesthetic Theories and the Quality of Art (Contemporary Art Writing Daily) (A Daily Journal of International Exhibitions)</p>
W5	9.20	Theory in Contemporary Art after 1985	<p>Theories after 1985 Postcolonial and diasporic studies</p> <p><u>How you are with others: People, Places, and Things</u> A very important person: Part I/ Part II My support system The most satisfying relationship My own space My favorite things Reflections</p>
W6	9.27	Theories after 1985 Contemporary Art	<p>Theories after 1985 Art and migration/ Art as knowledge production and postproduction Feminism and Visual Culture</p> <p><u>What your higher self knows</u> Preparing for dream explorational The dream speaks</p>

			<p>Draw a Dream          Translating my dreams          The guide within me          Letters to Others</p>
W7	10.04	Theories after 1985 Contemporary Art	<p>Visualizing Research (Methods of evaluation and analysis)          Communicating Research findings          Art, urban space and the public sphere</p> <p><u>Where you're going</u>          What do you want to be when you grow up?          Making my dreams come true          I wish          Where I will be in Five years          Opening Doors          Building my dream house</p>
W8	10.11	Theories after 1985 Contemporary Art	<p>Visualizing Research          (Communicating Research findings)          Assignment2: Research/Project Proposal          Dialogical practices and relational aesthetics</p> <p><u>Where you're going</u>          Dreams of Glory          Treasure map          Where I am going</p>
W9	10.18	Visualizing Research	<p>Visualizing Research          Methods of contextualizing research in contemporary Art</p> <p>Assignment 1: Reviewing your journal</p>
W10	10.25	Visualizing Research	<p>Visualizing Research          Establishing appropriate research methodologies</p>
W11	11.01	Visualizing Research	<p>Visualizing Research          Methods of evaluation and analysis</p>
W12	11.08	Visualizing Research	<p>Visualizing Research          Communicating research Findings</p>
W13	11.15	Visualizing Research	<p>Assignment 2: 1<sup>st</sup> Draft</p>
W14	11.22	Visualizing Research	<p>Individual meeting</p>
W15	11.30	Visualizing Research	<p>Assignment3: final paper</p>





# Grad Course Revision - College of Arts and Humanities - ENC 5705 Approaches to Teaching College Composition

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Arts and Humanities

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Writing and Rhetoric

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

ENC

Code\*

5705

Name\* ~~Theory and Practice in Approaches to Teaching College~~ Composition

Full Title\* Grad Course Revision - College of Arts and Humanities - ENC 5705  
Approaches to Teaching College Composition

30 Character  
Abbreviation: **Teaching College Comp**

**Course Description\*** Intensive ~~study of theories of composition, with practical experience in pedagogical instruction~~ and theoretical seminar on “why” behind teaching composition at the ~~writing laboratory “what we do” and in composition classes. “how we do it” when we teach college writing level~~

**Credit Hours:** 3

**Class Hours:** ~~2~~ 3

**Lab and Field Work Hours:** ~~1~~ 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Natasha Jones

+ No

Yes  No

**If yes, indicate the total times the course may be used in the degree program.** ~~1~~ 1

**Repeat within same semester?**

**Activity Log**

Natasha Jones

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate status or senior standing or C. I.

**Corequisite(s):**

**Graded S/U?**

**Activity Log**

Natasha Jones

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Natasha Jones

+ No

 Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the  
course be offered?

#### Activity Log

Natasha Jones

+ Odd Fall  
+ Even Fall  
+ Odd Spring  
+ Even Spring

Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### Intended Utilization of Course

The course will be  
used primarily as:

#### Activity Log

Natasha Jones

+ Elective Course

Required Course  Elective Course

### Justification for Course Revision

What is the  
rationale for  
revising this  
course?

We seek to revise the course name to better reflect the course purpose and content. This course trains graduates teaching assistants (GTA) who teach as instructors of record in ENC 1101 and 1102 in the First Year Writing Program. This course teaches the theory and practice of the teaching of writing--and we have taught this course since the inception of our department--were seek to revise the course name to reflect better its content. The more representative course name is Approaches to Teaching College Composition.

What majors  
require or

recommend this course for graduation? **Course will be required for all GTAs- planning to (insert: "teach" or something similar? sw) teach composition**

If not a major requirement, what will be the source of students? **MA students who are not GTAs will be strongly recommended to take the course. Students interested in working as GTAs in the First Year Writing Program--English Graduates and Text and Technology Graduates-- are also required to take this course.**

What is the estimated annual enrollment? **15**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion** **This course should not conflict with other departments or colleges.**

### Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check

#### Activity Log

Natasha Jones

**+ I have completed all relevant parts of the form.**

I have completed all relevant parts of the form.

Attached

#### Activity Log

Natasha Jones

**+ I have attached a course syllabus and rationale.**

I have attached a course syllabus and rationale.

### Administration Use Only

Catalog Ownership:

Course OID 57883

Course Type

Status  Active-Visible  Inactive-Hidden

**PeopleSoft**

<b>Academic Group</b>
<b>Career</b>
<b>Print in Catalog</b>
<b>Effective Date</b>
<b>Lab Fee</b>
<b>CRSE_ID</b> 003792

## **ENC 5705: Approaches to Teaching College Composition University of Central Florida**

### **Course Texts:**

Readings provided through webcourses or through the library databases  
Writing about Writing (provided)  
UCF Writes (provided)

### **COURSE DESCRIPTION:**

In this course, we will explore theories and practices that guide the teaching of writing in the context of pertinent essays written by scholars in the field of composition and rhetoric. In the process of examining and interrogating various theories and practices, we will work together to understand the “why” behind the “what we do” and “how we do it” when we teach writing. Specifically, we will be locating our local curriculum within national debates about the teaching of writing as well as within the local context of UCF and Central Florida. As such, this course will give you an opportunity to examine and reflect on your teaching practices as you develop a critically aware and theoretically informed pedagogy that you can build on throughout your teaching career as well as prepare you to think about teaching ENC 1102 at UCF. As we do so, we will continue to refine our own understandings of language, literacy, and the teaching of writing from the basis of providing equity and inclusion to all learners.

By the end of the course, you will be asked to craft a teaching philosophy and curate a teaching portfolio that grounds and enacts that philosophy and your approach to ENC 1102. While some of you come to this course with teaching experience, most of you will not have had an opportunity to reflect in theoretical and applied ways on how and what it means to teach writing. In sum, we want you to be able to explain to your students, your peers, to us, and, *most of all*, to yourselves why you have chosen particular pedagogical strategies for your classroom and the implications of those strategies.

As such, the course goals are as follows:

- To facilitate a general understanding of the field of composition and to provide a broad introduction to the theories and practices of writing instruction
- To craft and experiment with teaching philosophies and practices that acknowledge and negotiate diversity (linguistic, sociocultural, identity, ideological) as the norm in all classrooms and social contexts
- To create an institutional space as well as the theoretical and analytical tools to enable you to inquire into and critically reflect on your teaching practices
- To help you begin the process of building a teaching portfolio
- To prepare you for the possibility of teaching ENC 1102 through a Writing about writing pedagogical approach

### **COURSE REQUIREMENTS:**

#### **Class Participation:**

Although I will be lecturing on occasion, most in-class activities will be interactive. For this reason,

I expect everyone to participate in our class discussions, presentations, and group work on a regular basis. It is important to note, however, that participation is best measured in qualitative, and not quantitative, terms. In other words, what you say and how you say it is often more important than how much you say. Especially in a class like this where many of us will be trying out theories and practices, it is crucial that we maintain an atmosphere of respect and generosity as we listen to and learn from and with each other and the course texts. Moreover, some individuals feel very comfortable engaging classmates in conversation right away, while others need time to establish a comfort zone. These differences are both personal and cultural; let us all, therefore, be sensitive to one another's needs. Above all, keep in mind that regular class participation is required because it is essential for the successful operation of our problem-posing approach to classroom activities.

### **Teaching Observations & Presentations: (considered part of class participation)**

Observing someone else's classroom or talking to another teacher about their practice is a great way to learn about teaching and to observe lesson plans in action. As such, we ask you to observe a writing class sometime throughout the semester and take ethnographic notes. During your observation, please take notes in preparation for a brief paper and class presentation. **For the class presentation:** 5-minute presentation max (dates to be arranged), in which you share a concrete teaching tip, resource, activity, or lesson plan based on your observation.

### **Mini-Essays**

You are responsible for 4 mini essays papers throughout the semester that relate to a particular topic/set of readings. While each assignment has a distinctive focus, in each, you will be expected to:

- directly engage the topic/readings
  - apply the readings (or particular concepts from them) to the teaching of writing
  - make some explicit links between issues/practices discussed in each paper and your broader (and emerging) teaching philosophies
1. **Situating Writing about Writing.** We have begun this course by locating our local pedagogy within historical trends and national debates. Based on the assigned readings for the first weeks of this course, chronicle the emergence and rationale for the emergence of "writing about writing" as a distinct theory and pedagogy within Rhetoric and Composition. What kinds of historical and theoretical trends does this approach respond to and why? How would you assess this pedagogy in relation to other writing pedagogies that you have either taught or experienced? In other words, what theories of writing and the teaching of writing have you been operating under and how do they relate to writing about writing? **(4-5 double-spaced pages)**
  2. **Naming Key Features of Writing about Writing.** In this part of the course, we have read extensively about the key theories, presuppositions, and principles associated with writing about writing. For this response, you need to pull from across this unit's readings to name and define these key theories as well to integrate them to show how they interact to form a cohesive approach to composition. What defines this approach? What theories undergird it? What does it value? How does it understand the nature of writing and rhetoric? How does it understand the writing classroom? What of these key theories, presuppositions, and principles could you imagine integrating into your own philosophy for the teaching of writing? **(4-5 double-spaced pages).**
  3. **Critical Language and Literacy Awareness and Inquiry.** Think of this assignment as an occasion for continuous reflection throughout the semester on what it means, or can

mean, to teach writing in light of a translingual understanding and treatment of language, language relations, and language use in writing. Please use the following questions in guiding your reflections:

- What appear to be the expectations, aims, and assumptions regarding the nature and use(s) of language(s) in writing guiding your work as a graduate student and as a teaching assistant?
- In what ways do these shape the kinds of language and literacy practices you think need to be valued and developed in your course design?
- What current and/or past personal and/or professional experiences or specific influential individuals (or it could be a combination of both events and social agents) might have played a pivotal role in shaping the way you currently view and consequently treat language, language-in-use, and language difference in your writing, teaching and assessment practices?
- **In what ways are your attitudes, beliefs, and (ultimately) practices regarding language and language differences in writing problematized, contested and/or transformed by the alternative ideas and practices involving language you've been exposed to in this course?**

Choose one (or a related group of) component(s) from our existing ENC 1102 curriculum (e.g. course outcomes, adopted textbook, writing assignment sequences, portfolio, assessment rubrics, etc.) and elaborate with concrete examples how you think this particular component might be effectively reworked in ways that embody inclusive theories of writing and writing development you are introduced to in this course? **(4-5 double-spaced pages)**

4. **Sequencing Assignments & Assignment Design.** In light of what you have learned in the course on assignment sequences, this response asks you to (1) prepare a sequence and (2) using the readings for developing literacy tasks, think about the underlying logic informing the assignment sequence and the way it is presented to students. Using Rankin's essay, consider: How does each succeeding assignment build on the one that came before? To what extent are they integrated? Are students using each preceding assignment as a building block for those that come next, or is each assignment in the sequence distinct? Explain your scaffolding rationale. In addition, take one of the prompts you have created for your sequence and, using Reid and Kroll's guidelines for assignment design, analyze and assess how it situates students, articulates expectations, delineates the tasks, etc. Please include your assignment sequence or applicable prompts (as an artifact) along with your written analysis. **(4-5 double-spaced pages)**

### **Workshops:**

Workshops are designed as opportunities to ground class readings in teaching practice, to develop and share theoretically-informed teaching materials, and to discuss ways to respond to the concrete issues and immediate concerns that arise in your classrooms. For each of the three workshops listed below, you will be responsible **for crafting one corresponding teaching artifact** (writing prompt, description of an activity, worksheet, discussion questions, and so on). Please **post your teaching artifact online on the course website by the following class period.** *These workshops will be graded full credit/no credit where individuals will receive full credit for participating in and posting materials for workshop 1 and 2 and groups will receive full credit for collaboratively planning, facilitating, and posting relevant*



*materials for the presentation. If you do not participate or miss the workshop date, speak with me for alternative opportunities for making this up.*

**Negotiating Diversities.** By the time this workshop occurs, you will have had a chance to reflect on the course outcomes and to learn more about your students' diverse *incomes*. We've explored various approaches to navigating issues of diversity and equity; considered the multimodal demands of 21<sup>st</sup> literacies; and read theories that conceive language and rhetoric-in-use as diverse, dynamic, emergent, and negotiated within various situations. The goal of this workshop is to develop and share teaching practices that recognize and mobilize diversity (linguistic, cultural, learning styles, ideological, forms/modes of communication) as the norm in our classrooms while also responsive to our institutional requirements and personal philosophies. You are encouraged to consider how a range of pedagogical tools and approaches might be used to accommodate and negotiate diversity, as you choose to define it for your general practice and for this specific assignment. This might include utilizing multimodal approaches, designing translingual assignments, crafting assignments that attend to power and ideological conflicts in the classroom, adopting anti-racist or other critical writing pedagogical practices, incorporating new media and technology tools into your curriculum, making use of aural or visual tools, and/or focusing on particular types of case studies/readings/archives, and so on. For the workshop, please bring **one teaching artifact (four copies or your laptop)**. You will workshop your artifacts in groups and share strategies with the class. Please make revisions based on the feedback you receive and post your artifact online.

**Teaching Academic Conversation and Intertextuality.** Bring a draft of a teaching artifact (assignment, lesson, sketched plan, discussion questions, activity, etc.) that focuses on teaching academic conversation, and prepare to speak in small groups about your approach (in relation to our readings or more broadly) and how your artifact embodies or might be revised to better embody your approach. You are welcome to focus on any aspect of teaching conversation and intertextuality, as suitable for how we've been discussing ENC 1102. This workshop might focus on the reading, invention, research, or drafting phase of the students' semester long inquiry project. Please make revisions based on the feedback you receive and post your materials online.

**Assignment Sequences.** A big part of the latter portion of our class will be for you to create the assignment sequence/s of your course. Group members will bring drafts of their sequence/s to present to the whole class. This group presentation (unlike the workshops) will be more formal and oriented to the whole class. I will expect you to provide a sequence or portion of a sequence and theoretical rationale for your choices (this is similar to what I am expecting from you in your teaching portfolio).

**Course Final: Teaching Portfolio:** Teaching portfolios can take different shapes, but they generally include a statement of teaching philosophy as well as a corpus of sample materials that illustrate that philosophy as it is enacted in various ways and across different course contexts. To help you start building a teaching portfolio, this final project asks you to write a teaching philosophy statement (2-3 double-spaced pages) and to compile selected sample artifacts from your ENC 1102 course (such as a syllabus, an assignment sequence, a lesson plan(s), handouts). Each sample artifact will need to be introduced with a brief (approximately 400 word) statement that reflects on the relationship between the artifact and your statement of teaching philosophy.

In developing your teaching philosophy statement, feel free to draw on the 5705 readings and to

review what you wrote in the short paper assignments you completed, and use those as a starting point to write your philosophy. Here are a few questions to get you started: What are the broad pedagogical goals that you aim for when you are teaching? How do you situate yourself and your students in light of the subject matter and the issues of power and authority that inform any teaching moment? What theoretical imperatives inform how and why you do what you do in the classroom? What do you perceive as your strengths as a teacher; what do you perceive as areas for improvement? In looking ahead to future teaching, which materials might you revise, how and why? The remainder of the portfolio will present your materials with a 400-word cover that provides a rationale for those materials and links them back to your teaching statement.

### **EVALUATION:**

The course work will be evaluated on the basis of the following point system:

Class Participation (includes class observation and reporting out) **40 points**

Workshops (3—a maximum of 25 points for each) **75 points** (full credit/no credit)

Essays (4—a maximum number of 50 points for each) **190 points**

Group Presentations **35 points** (full credit/no credit)

Teaching Portfolio **100 points**

Total **450 points**

Most activities will be assessed holistically, using point totals. If you require extensions or accommodations or if you have any questions or concerns about the grade you're earning in this class as the semester progresses, please be sure to speak with me as soon as you can. I am happy to accept revisions to any graded essays should you choose to revise, but please touchbase.

### **STUDENT ACCOMMODATIONS**

Yes! It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk well in advance and prior to the need for any modifications.

### **PLAGIARISM**

Often plagiarism results 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."

## **DIVERSITY AND INCLUSION**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Disrespect will not be tolerated.

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](http://www.shield.ucf.edu) and <http://cares.sdes.ucf.edu/>.

### ENC5705 Spring 2018 Tentative Semester Schedule

*You are responsible for noting any changes announced in class or by e-mail.*

\*\*Webcourses=online

Date	Subjects of the Day	Reading Due	Assignments Due
T Jan 9			
TR Jan 11	Introductions & Course Overview		
T Jan 16	Situating writing about writing pedagogies	"Introduction: Composition-Rhetoric" Connors (webcourses)	Read, Annotate, come with 2 prepared questions of substance and a related passage.
TR Jan 18	Situating writing about writing with pedagogies		Read, Annotate, come with 2 prepared questions of substance and a related passage.
T Jan 23	Situating writing about writing pedagogies	Berlin, "Rhetoric and Ideology in the Writing Class" (webcourses)  Faigley "Competing Theories of Process" (webcourses)	Read, Annotate, come with 2 prepared questions of substance and a related passage.
TR Jan 25	Situating writing about writing pedagogies	Continued: Berlin, "Rhetoric and Ideology in the Writing Class" (webcourses)  Faigley "Competing Theories of Process" (webcourses)	Read, Annotate, come with 2 prepared questions of substance and a related passage.
T Jan 30	What is writing about writing?	Freedman, Anne. "The What, Where, When, Why, and How of Classroom Genres" Freedman (webcourses)  Threshold Concepts (NWWK) <ul style="list-style-type: none"> <li>• "Writing is an activity and subject of study" (webcourses)</li> <li>• "Writing is a social and rhetorical activity" (webcourses)</li> <li>• "Writing expresses and shares meaning to be reconstructed by the reader" (webcourses)</li> <li>• "Writing is (also always) a Cognitive Activity" (webcourses)</li> <li>• "Writing is an Expression of Embodied Cognition" (webcourses)</li> </ul>	Read, Annotate, come with 2 prepared questions of substance and a related passage.
TR Feb 1	What is writing about writing?	"Activity Theory and its Implications for Writing Instruction" David Russell in Petraglia, ed. (webcourses)	

		<p>"Writing as an Unnatural Act" Joseph Petraglia (webcourses)</p> <p>Threshold Concepts (NWWK)</p> <ul style="list-style-type: none"> <li>• "Writing Mediates Activity" (webcourses)</li> <li>• "Writing Speaks to Situations through Recognizable Forms" (webcourses)</li> </ul>	
<p>T Feb 6</p> <p>**Knights Write Showcase will take place on February 7 from 10-3pm**</p>	<p>What is writing about writing?</p>	<p>Downs &amp; Wardle, "Teaching About Writing, Righting Misconceptions: (Re)Envisioning FYC as Intro. To Writing Studies." (webcourses)</p> <p>Downs &amp; Wardle, "Teaching About Writing, Righting Misconceptions: (Re)Envisioning FYC as Intro. To Writing Studies." (webcourses)</p>	<p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p>
<p>TR Feb 8</p>	<p>What is writing about writing? Genre, Rhetorical Situation, and Discourse Community Theory</p>	<p>Devitt, "Generalizing about Genre: New Conceptions of an Old Concept." (Webcourses)</p> <p>Dirk, Kerry. "Navigating Genres" <a href="http://writingspaces.org/essays/navigating-genres">http://writingspaces.org/essays/navigating-genres</a></p> <p>Grant-Davie, Keith. "Rhetorical Situation and their Constituents" (WaW Textbook)</p> <p>Swales, John. "The Concept of the Discourse Community" (WaW Textbook)</p>	<p><b>Course Observation Presentations Due</b></p> <p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p>
<p>T Feb 13</p>	<p>What is writing about writing? Understanding Transfer</p>	<p>Perkins, David N., and Gavriel Salomon. "The Science and Art of Transfer." <a href="https://pdfs.semanticscholar.org/aea8/9351b6eba09d9fee5af02b8bef9ce53bbeof.pdf">https://pdfs.semanticscholar.org/aea8/9351b6eba09d9fee5af02b8bef9ce53bbeof.pdf</a></p> <p>"Transfer of Learning." International Encyclopedia of Education. 2nd ed. Oxford, England: Pergamon P, 1992. <a href="https://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Transfer-of-Learning-Perkins-and-Salomon.pdf">https://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Transfer-of-Learning-Perkins-and-Salomon.pdf</a></p>	<p><b>Mini-essay 1 due: Situating Writing about Writing</b></p> <p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p>
<p>TR Feb 15</p>	<p>What is writing about writing? Understanding Writing Development</p>	<p>Carroll, Lee Ann. "Preview of Writing Development" (webcourses)</p> <p>Yancey, Kathleen Blake, et al. <i>Writing Across Contexts</i>, "The Content of</p>	<p><b>Course Observation Presentations Due</b></p> <p>Read, Annotate, come with 2 prepared questions of</p>

		<p>Composition, Reflective Practice, and the Transfer of Knowledge and Practice in Composition" (webcourses)</p> <p>Threshold Concept</p> <ul style="list-style-type: none"> <li>• "All Writers Have More to Learn" (webcourses)</li> </ul>	<p>substance and a related passage.</p>
T Feb 20	Localizing writing about writing	<p>Kells, M. (2007). Writing across communities: Deliberation and the discursive possibilities of WAC. <i>Reflections: A Journal of Writing, Service-Learning, and Community Literacy</i>, 6 (1), 87–109. (webcourses)</p> <p>Threshold concept</p> <ul style="list-style-type: none"> <li>• "Writers', Histories, Processes, and Identities Vary" (webcourses)</li> <li>• "Writing is Informed by Prior Experience" (webcourses)</li> </ul>	<p><b>Course Observation Presentations Due</b></p> <p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p>
TR Feb 22	Localizing writing about writing	<p>Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93-97.  <a href="https://web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf">https://web.stanford.edu/class/linguist159/restricted/readings/Paris2012.pdf</a></p>	<p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p> <p><b>Mini-Essay 2 Due: Key Features of Writing about Writing</b></p>
T Feb 27	Localizing writing about writing	<p>Poe, Mya. "Reframing Race in Teaching Writing Across the Curriculum"  <a href="https://wac.colostate.edu/books/antiracist/poe.pdf">https://wac.colostate.edu/books/antiracist/poe.pdf</a></p>	<p>Read, Annotate, come with 2 prepared questions of substance and a related passage.</p>
TR Mar 1	Introducing ENC 1102	<p>ENC 1102 Outcomes, Principles, Identity Statement (webcourses)</p> <p>"Introduction" in the <i>Writing about Writing</i> textbook</p> <p>Student demographic data</p>	<p><b>Course Observation Presentations Due</b></p> <p>Bring WaW textbook</p>
T Mar 6	Faculty Panel on Research in Writing Studies & ENC 1102	<p>Prepare Questions</p> <p>Read: Assignment design, sequences, syllabi provided</p>	<p>Prepare Questions</p>

TR Mar 8	GTA Panel on Research in Writing Studies & ENC 1102	Prepare Questions  Read: Assignment design, sequences, syllabi provided	Prepare Questions  <b>Mini-Essay 3 Due: Critical Language and Literacy Awareness and Inquiry</b>
T Mar 13	Spring Break		
TR Mar 15	Spring Break		
T Mar 20	Course Development & Theory	<b>Research as Genuine Inquiry</b>  Porter, Jim. "Intertextuality and the Discourse Community" (WAW)  Greene, "Argument as Conversation" (WAW)  Select student work from <i>Stylus</i> : <a href="http://writingandrhretoric.cah.ucf.edu/stylus/">http://writingandrhretoric.cah.ucf.edu/stylus/</a>	<b>Course Observation Presentations Due</b>  Read, Annotate, come with 2 prepared questions of substance and a related passage.
TR Mar 22	Course Development & Theory	<b>Lesson planning &amp; pacing</b>  Wiggins, Grant, "Understanding Backward Design" <a href="https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/">https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/</a>  Womack, "Teaching is Accommodation: Designing Composition Classrooms and Syllabi" (webcourses)	<b>Course Observation Presentations Due</b>  Read, Annotate, come with 2 prepared questions of substance and a related passage.
T Mar 27	Course Development & Theory	<b>Designing assignments, Working from theory, principles, and outcomes</b>  Rankin, "From Simple to Complex" (webcourses)  Reid and Kroll "Designing and Assessing" (webcourses)	<b>Course Observation Presentations Due</b>
TR Mar 29	Course Development & Theory	<b>Processes of Academic Inquiry &amp; Using Textbooks</b>  <i>UCF Write</i> , selections  <i>Writing about Writing</i> : skimming, reviewing	Read, Annotate, come with 2 prepared questions of substance and a related passage.
T April 3	Course Development & Theory	Using the WAW textbook  <b>Workshop 1: Negotiating Diversities</b>	<b>Workshop 1: Negotiating Diversities</b>

TR April 5	Course Development & Theory	<p><b>Expanding Inquiry and Assignment Possibilities</b></p> <p>Gonzales, Laura. "Multimodality, Translingualism, and Rhetorical Genre Studies"  <a href="http://compositionforum.com/issue/31/multimodality.php">http://compositionforum.com/issue/31/multimodality.php</a></p> <p>Shipka, Jody. "Developing a Multimodal Task Based Framework" (webcourses)</p> <p>Threshold Concept</p> <ul style="list-style-type: none"> <li>• "All Writing is Multimodal"</li> </ul>	
T April 10	Course Development & Theory	<p><b>Reading &amp; Responding to students and student writing for revision and assessment</b></p> <p>Jerry Lee, "Beyond Translingual Writing" (webcourses)</p> <p>Sheri Rysdam and Lisa Johnson-Shull  "Introducing Feedforward"  <a href="http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1282&amp;context=jaepl">http://trace.tennessee.edu/cgi/viewcontent.cgi?article=1282&amp;context=jaepl</a></p> <p>Threshold Concept</p> <ul style="list-style-type: none"> <li>• "Revision is Central to Developing Writing" (webcourses)</li> <li>• "Assessment is an Essential Component of Learning to Write" (webcourses)</li> </ul>	
TR April 12	Course Development & Theory	<p>Using the WAW textbook</p> <p><b>Workshop 2: Teaching Academic Conversation and Intertextuality</b></p>	<p><b>Workshop 2: Teaching Academic Conversation and Intertextuality</b></p>
T April 17		<p><b>Workshop 3: Group Presentations</b></p>	<p><b>Workshop 3: Group Presentations</b></p>
TR April 19	Developing your Teaching Portfolio	<p>Examples of Teaching Statements and Teaching Portfolios</p>	<p><b>Mini Essay 4 Due: Sequencing Assignments &amp; Assignment Design</b></p>





# Grad Course Revision - College of Arts and Humanities - ENG 6813 Online Teaching Pedagogy and Practice

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Arts and Humanities

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Texts and Technology PhD

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

ENG

Code\*

6813

Name\* **Teaching** Online ~~in-Texts~~ **Teaching Pedagogy** and **Technology Practice**

Full Title\* Grad Course Revision - College of Arts and Humanities - ENG 6813 Online Teaching Pedagogy and Practice

30 Character Abbreviation: **Online Teaching Pedagogy- and Prac**

**Course Description\*** Theory and practice for designing electronic courses and curricula ~~in texts and technology~~; **for the humanities**; strategies, theories, and best practices.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Patricia Hurter

+ No

Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**

**Activity Log**

Patricia Hurter

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate standing **or C. I.**

**Corequisite(s):**

**Graded S/U?**

**Activity Log**

Patricia Hurter

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Patricia Hurter

+ No

Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the  
course be offered?

#### Activity Log

Patricia Hurter

+ Odd Spring

+ Even Spring

- Odd Fall  
  Even Fall  
  Odd Spring  
  Even Spring  
  Odd Summer  
 Even Summer  
  Every Semester  
  Occasional

### Intended Utilization of Course

The course will be  
used primarily as:

#### Activity Log

Patricia Hurter

+ Elective Course

- Required Course  
  Elective Course

### Justification for Course Revision

What is the  
rationale for  
revising this  
course?

Many T& T students enter the program with significant experience in teaching, including teaching online. Therefore, we recommend eliminating this as a core program requirement and moving it to a recommended elective. Students who will teach online at UCF as part of an a T& T assistantship and who do not have the requisite experience will be encouraged to take the this course and are required to meet the requirements for teching online determined by the academic unit to which they are assigned.

What majors  
require or  
recommend this  
course for  
graduation?

Masters N/A

If not a major  
requirement,  
what will be the

Masters and doctoral students in the College of Arts& Humanities who intend to go into teaching will benefit from taking this course.

source of students?

What is the estimated annual enrollment? **15**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

**We This is an approved course and we do not anticipate conflicts with other departments. The Texts& Technology faculty is comprised of tenured faculty from seven disciplines within the College of Arts and Humanities (Art, Digital Media, English, History, Philosophy, Theatre, and Writing and Rhetoric). The T& T faculty from these areas, many of whom also serve as faculty for master's programs in their disciplines, voted to approve the addition of edits to this course at the 10/31/18 T& T faculty meeting without reservation.**

### Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check

#### Activity Log

Patricia Hurter

**+ I have completed all relevant parts of the form.**

I have completed all relevant parts of the form.

Attached

#### Activity Log

Patricia Hurter

**+ I have attached a course syllabus and rationale.**

I have attached a course syllabus and rationale.

### Administration Use Only

Catalog Ownership:

Course OID 57919

Course Type

Status

Active-Visible  Inactive-Hidden

**PeopleSoft**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID** 042883

**D R A F T**  
**Course Syllabus for ENG 6813**  
**Online Teaching Pedagogy and Practice**

## Course Syllabus

## Welcome to ENG 6813

## Spring 20xx

Take some time to read the [welcome to the course and an introduction to your professor!](#)

This course will allow you to explore theoretical perspectives and pedagogical approaches related to teaching online. **This is not a course about design tools**, though we may discuss tools and technologies at times. Rather, we will focus on principles, research methods, theories and practices that allow scholars to investigate the impact of online pedagogy in academic disciplines in the humanities.

### Class Meetings

This class is fully online and will not meet face-to-face during the semester. However, you should plan to access the online interface of the course through Webcourses on a regular basis. Staying active in the course is necessary in order to be successful in the course.

### Instructor Information

**Instructor:** Dr. Natasha N. Jones

**Office location:** CNH Room 307F

**Email address:** Please contact me via the email feature on Webcourses. For informational purposes: [natasha.jones@ucf.edu](mailto:natasha.jones@ucf.edu)

**Office hours:** Mondays and Wednesdays from 8am until 10am or by appointment.

I am physically in my office during office hours. However, please feel free to contact me if you would like to Skype or Chat during my office hours, rather than visit me in person. I am also available by appointment when given at least 48 hour notice. In addition, please keep in mind that at times office hours might be canceled due to departmental meetings, unforeseen circumstances, or other administrative duties. I will always make an announcement if office hours must be canceled.

### Note about Financial Aid

UCF requires your engagement in Webcourses within the first week of classes. Your engagement and participation in the course can impact your financial aid

disbursement. In order to meet this requirement, faculty assign an activity or assignment due during the first week of classes. To meet this requirement, complete your [the syllabus quiz](#) by Thursday, January 11th at 11:59pm. Make sure you post by the deadline so as not to impact your financial aid.

### Course Texts

We will be using a variety of texts (broadly defined) in this course. Texts can include articles, books, videos, blogs, and websites. Be sure that you pay close attention to the text that we will use on a given day. Many of the course texts will be PDFs that I will upload to this interface. In regard to textbooks, you will need to purchase the following REQUIRED books:

- Cargile Cook, K., & Grant-Davie, K. (Eds.). (2013). [Online Education 2.0 \(Links to an external site.\)Links to an external site.Links to an external site.](#). Amityville, NY: Baywood. ISBN 978-0-89503-806-7.
- Lehman, R. M., & Conceicao, S. C. O. (Eds.). (2014). *Motivating and retaining online students: Research-based strategies that work*. San Francisco, CA: Jossey-Bass. ISBN 978-1-118-53170-9.
- Lutkewitte, C. (Ed.). (2012). [Web 2.0 applications for composition classrooms \(Links to an external site.\)Links to an external site.](#). Southlake, TX: Fountainhead Press. ISBN 978-1-59871-312-1.
- Warnock, S. (2009). [Teaching writing online: How & why \(Links to an external site.\)Links to an external site.](#). Urbana, IL: National Council of Teachers of English. ISBN 978-0-8141-5253-9.

I encourage locating used versions of the textbooks in order to save money. Sometimes, students can also find pdfs of the texts. You are welcomed to explore the resources available to you when purchasing the textbooks.

Other readings will be included as PDF files or links to library resources here in Webcourses. If you have trouble opening PDF files, download [Adobe Reader \(Links to an external site.\)Links to an external site.](#) for free.

You must be able to access the Webcourses interface on a regular basis. Technology failure or lack of access to technology will not be an excuse for incomplete work or inactivity.

### Student Expectations

I am keenly aware that sometimes student and professor expectations don't align. To that end, I try to be as transparent as possible regarding what students can expect from my courses. Most importantly, I have designed this particular course to be as student centered as possible. As such, I have made deliberate choices about how this course is constructed. Here are a few things to consider and expect:

- Students can expect to submit assignments in an electronic format. This cuts down on costs and helps save our planet!

- Students can expect for me to communicate with them on a weekly basis through the **Webcourses Announcements feature**. Please be sure to set your notifications for when you receive announcements or be sure to check your announcements on a weekly basis. You are responsible for information disseminated through the announcements feature.
- Students can expect to contribute to the trajectory of the course. This will include student peer review of work and also sharing of some course assignments, activities, and reading materials.
- Students can expect to be able to share their interests (as relevant to course material) with the class through discussion posts. This helps me to understand how students are connecting what they do inside of the class to what they do outside of the class. Learning happens in both environments.
- Students can expect for me to help them think through ways that the work we will complete in this course can tie into their larger research interests.

This student-centered approach is meant to allow each student a voice in the course. However, it is important to read the respect policy for the course (below in this document).

### Course Modules

Our semester is broken down into sixteen modules, one for each week of class. Each module will begin at 12:01 am Eastern Standard Time (EST) on Monday and will end at 11:59 pm EST on the following Sunday.

For example, Module 1 will begin on January 8, 20xx. All materials in [Module 1](#) are due by 11:59 pm Eastern Standard Time Sunday, January 14, 20xx. The next module, Module 2, will begin at 12:01 am Eastern Standard Time on Monday, January 15, 20xx.

If you do want to read ahead to keep up with class, I have [a listing of the readings and the Module they're due here](#).

**IMPORTANT NOTE:** I will make all modules available at the beginning of the semester. However, you can expect the modules to change based on the trajectory of our course. The general themes will stay the same, but I may add articles or texts of interest. In addition, texts that require me to scan and upload a PDF may not be immediately available. However, by viewing the course modules you should have a clear idea of how the course will progress.

### Course Objectives

By the end of the semester, you should be able to:

- become reflectively aware of your current attitudes, knowledge, expertise, and values as an online learner and teacher



- have learned about major theories and pedagogies that guide online instruction and course design
- have learned to apply your knowledge to research and online course design projects
- demonstrate engagement and professionalism by actively and constructively participating in this course's learning community
- participate in digital technologies suitable for teaching online by composing in various technologies
- consider the pedagogical implications of digital and mobile technologies for teaching online

### Student Accommodations

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk well in advance and prior to the need for any modifications.

### Contacting Your Instructor

I enjoy interacting with my students and welcome you to contact me. I strive to make contacting me easy. This often allows me to be more efficient and effective in my responses to you. I am most easy to via the **Webcourses's webmail tool**. For the quickest responses, contact me Monday through Friday between the hours of 9am and 9pm. I can usually return emails quickly. However, please give me at least 24 hours to reply. In addition, emails sent after 9pm, on weekends, or on holidays will often receive a slower reply. In addition, if you contact me about an assignment less than 24 hours before it is due, please know that I may not be able to address your concern.

It is also important to adhere to proper email conventions when contacting me (or others). Here are some important tips to follow when sending an email to me:

- Always include an informative subject line (must include the course number--ENG 6813-- if you contact me outside of Webcourses).
- Include a proper and respectful salutation. I prefer to be addressed as Professor Jones or Dr. Jones.
- Keep it short. If your email requires a long explanation, set up a meeting with me instead.

- Alert me to any attachments included in your email. "Please see attached Word document" usually works well.
- Proofread and check your spelling.
- Include your name/signature at the end of your email.

It is your responsibility to check webmail or your student email account on a regular basis!

### Respect and Diversity 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. Disrespect will not be tolerated.

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](http://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](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services  
- <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://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](mailto:complianceandethics@ucf.edu)
- Ombuds Office - <http://www.ombuds.ucf.edu>

### Major Course Assignments

You will have four major assignments in this course. Please take a moment now to review the [assignments overview module](#). **Each detailed assignment description**

**appears in the module in which the assignment is due!** This means that you should plan ahead. Use the assignment overview module to schedule out when you should start on each assignment. Don't wait until the module in which the assignment is due to begin work.

Most of the major assignments are due toward the end of the course. This is because you will be working on smaller pieces of the assignment throughout the course. Your final assignment, an online module which you design, will include concepts and ideas that you have developed in the preceding assignments. Each time you complete a major assignment or smaller course activity, think about how the assignment or activity will enable you to be successful in your online module design.

All four of these major assignments are due on designated Sundays through the semester at 11:59pm. In addition to these four major assignments, you will also be graded on your engagement and participation in the course via course discussions. Review the criteria for successful course discussions on the [Tips for Online Course Success](#) page. You will have work to complete for each discussion post on Thursdays and Sundays of each week.

Your major assignments are worth 50% of your grade and your discussion posts are worth 30% of your grade. The other 20% of your grade is based on your completion and performance on smaller course activities.

### Important Dates to Remember

<b>Classes Begin:</b>	Monday, January X, 20xx
<b>Drop/Swap Deadline:</b>	Thursday, January XX, 20zz 11:59 pm
<b>Martin Luther King Jr. Day (No Classes):</b>	Monday, January XX, 20xx
<b>Spring Break (No Classes):</b>	Mon., Mar. XX Sat., Mar. xx, 20xx
<b>Withdrawal Deadline:</b>	Wednesday, March XX, 20ZZ 11:59 pm
<b>Classes End:</b>	Monday April XX, 20XX

### Late or Missed Work

Late work makes me grumpy. If you contact me about submitting an assignment late, I will try not to give you a sarcastic reply (no guarantees). As a rule, I do not accept late assignments. Late submissions complicate my schedule.

For this class, and for major assignments, if you submit an assignment within an hour of its due time, I will not count it as late. After an hour past deadline, you automatically lose 10 points. After 24 hours past deadline, you lose 20 points. **At 48 hours past deadline, you receive a zero for the assignment.** It is important that you submit your assignments via Webcourses because the system automatically time stamps your submissions. If you submit an assignment to me in hardcopy or via email, I will not accept it.

**Absolutely no discussion posts are accepted late. If posts are not submitted on time, there is no grace period and you will receive a zero for the post.**

## Course Readings

Here is a [course reading list](#). Please take time to familiarize yourself with the course readings. This course requires critical engagement with academic texts. The texts are often dense and sometimes difficult. However, as graduate students, it is important to familiarize yourself with the genres, conversations, and conventions in our discipline. You may find it helpful to review the reference pages of the articles we read. For more insight and background, you may sometimes find it necessary to read and review other scholarly articles mentioned in the references of an assigned work. I call this "going down the rabbit hole" and it is a necessary skill that academics learn. Following the research trail can provide much needed context for how and why an author makes a particular argument.

You will have readings to complete EVERY week. We will read A LOT. Usually, we will read about 3 to 4 full-length (about 25-30 pages) academic articles a week. This means you will be reading about 75 to 100 pages each week. Pace yourself for the reading in the course so that you are not overwhelmed. For each class, I will note which readings you should have read. This class is based in discussion, so be prepared to discuss the readings in a critical manner in our course discussion posts.

## Writing in ENG 6813

You will write quite a bit for this class. However, I may not see a great deal of your writing. I have found that writing notes, reflections about readings, and creating written ways for organizing theoretical perspectives are helpful practices at the graduate level. Most of this writing will be done individually or with your peers.

Writing that you complete for assignments should demonstrate graduate level critical thinking. Strive for clear and concise explanations of your ideas, original and critical thinking, and specific references to the texts under consideration. Discussions and academic papers should be written in a scholarly manner—clear, formal, academic, sophisticated, and technically correct.

We will use APA (American Psychological Association) format for all work in this class. Please have an updated copy of an APA handbook (make sure it references the 6th edition) or rely on the [Purdue Online Writing Lab \(Links to an external site.\)](#) [Links to an external site.](#) to format your work.

## Plagiarism

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: **"whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."**

## Grades

It usually takes me about two full class weeks to grade assignments. Graded tests and

materials in this course will be returned individually only by request. You can access your scores at any time using the Grades section of [Webcourses@UCF](#). Also, keep in mind that due to constraints of the Webcourses interface, your final, reported grade may be different from your final grade on Webcourses. If you are unsure about your grade or have questions, please feel free to contact me.

Final Grade	Percentage of Total Points
<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 59%

Even though the grades listed above are on a standard academic grade scale, it is important to note that as a graduate student you are held to a higher standard. Typically:

- **"A" work** demonstrates a high level of engagement with the subject matter, critical thought for the issues and concepts that are relevant to the field of study, and a significant contribution to scholarly conversations in graduate scholarship in research and pedagogy.
- **Work that earns a B**, meets expectations but can use some revision in order to increase the rigor of the work (think of it like a revise and resubmit for an article). This is often the category in which academics (graduate students and seasoned scholars most often fall because most can always improve). Work that earns a B is a solid start and represents critical thought and engagement and promising potential to make a significant contribution to scholarly conversations.
- **Work that earns a C** is passing, but not rigorous or needs significant revision (think of it as a rejection by an academic journal). Usually, the ideas need more critical thought, more research on literature surrounding the subject matter needs to be conducted, and other aspects (like organization and style) need to be addressed.
- **Work that earns below a C** is seriously deficient and not representative of graduate level work. If you earn below a C, please come and speak with me IMMEDIATELY!

### Technical Difficulties

If you have technical issues with Webcourses, you can start by asking a classmate through the [Technical Issues Discussion](#) board. For complicated technical issues, contact Online@UCF Support Student line at (407) 823-0407 or submit a question via <http://learn.ucf.edu/support/get-help>. There are as well many self help online course resources on [the Learning Online Website](#). As a last resort for technical issues, email me (Prof. Natasha Jones) through "People" tab at the left or at [natasha.jones@ucf.edu](mailto:natasha.jones@ucf.edu)

# Course Summary:

Date	Details
Thu Jan xx, 20xx	<a href="#">Module 1: Syllabus Quiz</a>
Sun Jan xx, 20xx	<a href="#">Module 1: Discussion Post</a>
Sun Jan xx, 20xx	<a href="#">Module 2: Discussion Post</a>
	<a href="#">Module 2: Introduction Image Collage</a>
Sun Jan xx, 20xx	<a href="#">Module 3: Discussion Post</a>
	<a href="#">Module 3: Share Your Introduction Image Collage</a>
Sun Feb x, 20xx	<a href="#">Module 4: Discussion Post</a>
Sun Feb xx, 20xx	<a href="#">Module 5: Discussion Post</a>
	<a href="#">Module 5: Draft of Teaching Philosophy</a>
Sun Feb xx, 20xx	<a href="#">Module 6: Discussion Post</a>
	<a href="#">Module 6: Jing Review of Peer's Teaching Philosophy</a>
Sun Feb xx, 20xx	<a href="#">Module 7: Discussion Post</a>
Sun Mar x, 20xx	<a href="#">Module 8: Discussion Post</a>
	<a href="#">Module 8: Proposal for Online Module</a>
Sun Mar xx, 20xx	<a href="#">Module 9: Discussion Post</a>
Sun Mar xx, 20xx	<a href="#">Module 11: Annotated Bibliography</a>
	<a href="#">Module 11: Discussion Post</a>
Sun Apr x, 20xx	<a href="#">Module 12: Discussion Post</a>

**Date****Details**

---

Sun Apr x, 20xx

[Module 13: Discussion Post](#)

[Module 13: Technology Review](#)

---

Sun Apr xx, 20xx

[Module 16: Online Module](#)



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# Grad Course Revision - College of Arts and Humanities - ENG 6947 Internship in Texts and Technology

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

College of Arts and Humanities

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Texts and Technology PhD

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

ENG

Code\*

6947

Name\* Internship in Texts and Technology

Full Title\* Grad Course Revision - College of Arts and Humanities - ENG 6947 Internship in Texts and Technology

30 Character  
Abbreviation:



**Course Description\*** Internship in opportunity to integrate practical experience with theory and content from Texts and Technology program.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Patricia Hurter

+ No

Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**

**Activity Log**

Patricia Hurter

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Admission to Texts and Technology PhD program or CI.

**Corequisite(s):**

**Graded S/U?**

**Activity Log**

Patricia Hurter

+ Yes

Yes  No

**Split-Level Class:**

**Activity Log**

Patricia Hurter

+ No

Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

<b>When will the course be offered?</b>	<div style="text-align: center;"><b>Activity Log</b></div> <p>Patricia Hurter</p> <p><b>+ Odd Fall</b></p> <p><b>+ Even Fall</b></p> <p><input checked="" type="checkbox"/> Odd Fall <input checked="" type="checkbox"/> Even Fall <input type="checkbox"/> Odd Spring <input type="checkbox"/> Even Spring <input type="checkbox"/> Odd Summer</p> <p><input type="checkbox"/> Even Summer <input type="checkbox"/> Every Semester <input type="checkbox"/> Occasional</p>
---	---

**Intended Utilization of Course**

<b>The course will be used primarily as:</b>	<div style="text-align: center;"><b>Activity Log</b></div> <p>Patricia Hurter</p> <p><b>+ Elective Course</b></p> <p><input type="radio"/> Required Course <input checked="" type="radio"/> Elective Course</p>
--	---

**Justification for Course Revision**

<b>What is the rationale for revising this course?</b>	<b>While this course is valuable to traditional students, approximately half of T&amp; T's students are employed full-time and apply what they are learning in T&amp; T in their respective workplaces on a daily basis. Therefore, we propose eliminating this course as a core requirement and moving it to a recommended elective.</b>
--	---

<b>What majors require or recommend this course for graduation?</b>	<b>N/A</b>
---	------------

<b>If not a major requirement, what will be the source of students?</b>	<b>Students who do not have work experience in the field of Texts&amp; Technology upon entering the program will be advised to take this course as an elective</b>
---	--

What is the estimated annual enrollment? **10**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

**ENG 6947 is currently an approved course and we do not anticipate conflicts with other departments. The Texts& Technology faculty is comprised of tenured faculty from seven disciplines within the College of Arts and Humanities (Art, Digital Media, English, History, Philosophy, Theatre, and Writing and Rhetoric). The T& T faculty from these areas, many of whom also serve as faculty for master's programs in their disciplines, voted to approve the edits to this course at the 10/31/18 T& T faculty meeting.**

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check

**Activity Log**

Patricia Hurter

**+ I have completed all relevant parts of the form.**

I have completed all relevant parts of the form.

Attached

**Activity Log**

Patricia Hurter

**+ I have attached a course syllabus and rationale.**

I have attached a course syllabus and rationale.

**Administration Use Only**

Catalog Ownership:

Course OID 57923

Course Type

Status  Active-Visible  Inactive-Hidden

**PeopleSoft**

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID** 042915

# ENG 6947 Internship in Texts and Technology

## Course Syllabus

### Contacting Dr. Flammia:

<b>Face-to Face Office Hours:</b>	By appointment
<b>Online Office Hours:</b>	T, W, & TH 2:00 pm to 4:00 pm
<b>Office Location:</b>	Trevor Colbourn Hall Room 253G
<b>Office Phone</b>	407-823-5596
<b>FAX:</b>	407-823-6582
<b>Email:</b>	<a href="mailto:Madelyn.Flammia@ucf.edu">Madelyn.Flammia@ucf.edu</a>
<b>Course credit:</b>	3 credit hours
<b>Mode:</b>	ENG 6947 is W Course (all course activities will occur in Webcourses)

### Course Description:

ENG 6947 is an internship course. Students taking this course will intern with businesses and non-profit organizations. Some of the internships will be conducted virtually, while other internships will require students to work on site at the organizations where they are interning. The internships will give students an opportunity to gain practical experience in the workplace and to further develop their communication and technology skills.

### Course Objectives:

Upon completion of the course students will have

- Gained experience working in a business setting
- Developed their professional skills and competencies
- Increased their marketability to employers
- Applied their theoretical and practical knowledge in the workplace
- Developed an expanded network of professional associations
- Reflected on their roles as employees and on the workplace experience
- Reflected on the growth and development of their professional skills

### Required Text:

No required text.

## **Library Resources:**

In order to conduct research throughout the semester you will want to be sure that you have remote access to the library. Through EZ Proxy, you can access the library remotely.

### **EZ Proxy**

Access to most of the Libraries' databases and electronic journals from off campus is limited to **faculty, staff, and currently enrolled UCF students** and requires that you use EZProxy to login.

### **Instructions:**

- Sign on with your NID and NID password for off-campus access to online journals and databases.
- Problem logging in? Try the [NID Password Reset](#). See the [Off Campus Access](#) page for help and more options.

## **Evaluation Procedures/Grading Scale:**

This course will be graded S/U. Students who complete all the requirements for the course and receive a positive evaluation from their internship mentor will earn a grade of Satisfactory. Students who fail to complete all the requirements or who do not receive a positive evaluation from their internship mentor will earn a grade of Unsatisfactory.

## **Course Policies:**

These course policies relate to issues of attendance, class participation, extra credit, late assignments, plagiarism, academic dishonesty, accessibility accommodation, syllabus amendment, classroom behavior, campus safety, deployed active duty military students, the University Writing Center, and the Gordon Rule. Some of these policies may not apply directly to our course, but they are required on all English Department syllabi.

### **Attendance/Class Participation:**

In an online course, attendance as such is not an issue. However, students are expected to stay current with the assignments.

### **Make-up Work/Extra Credit:**

As a rule, I do not give make-up assignments or extra credit. Plan to do the necessary work to succeed on your assignments, rather than relying on special assignments to improve your grade.

## **Late Assignments:**

Late assignments will not receive full credit.

## **Plagiarism, Cheating, and Academic Dishonesty:**

All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented.

“Rewriting,” in which a student consults a source, changes a few words, and presents the ideas as his/her own, is 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 also lead to an “F” for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See *The Golden Rule* for further information

(<http://www.goldenrule.sdes.ucf.edu/>). I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or by taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not expect me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## **Accessibility Accommodation:**

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (<http://sas.sdes.ucf.edu/>; Ferrell Commons 185; 407-823-2371; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

## **Syllabus Amendment:**

This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Schedule, so be sure that you know if any due dates change.

## **Classroom Behavior:**

Although our class does not meet in a face-to-face setting, I still expect appropriate collegial behavior when you interact with your classmates online. Students must follow UCF standards for personal and academic conduct as outlined in *The Golden Rule*. Proper conduct entails creating a positive learning experience for all students, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification; therefore, sexist, racist, prejudicial, homophobic, or other derogatory remarks will not be tolerated.

## Campus Safety:

To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in.

1. Click on “Student Self Service” located on the left side of the screen in the toolbar.
2. Scroll down to the blue “Personal Information” heading on the Student Center screen and click on “UCF Alert.”
3. Fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

Students with special needs related to emergency situations should let me know at the beginning of the semester.

## Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact me as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduate and graduate students. The UWC's most popular service is the individualized writing consultation: a trained writing consultant will spend thirty minutes with you reviewing your work and making recommendations for revision. The consultant will work with you for an hour if your paper is longer than seven pages or if you are writing a paper with a group. (Under these circumstances, all group members should attend the session.) You can bring your work to the UWC at any point in the process--even if you have not yet started writing. Your consultation will be most helpful if you take the time to:

**prepare:** identify specific issues on which you want feedback

**participate:** actively discuss your paper with the consultant

**reflect:** decide which of the possibilities raised during the consultation will help you

**act:** revise your paper

The UWC will help with writing in any subject, including out-of-class writing such as job application letters. The UWC will also help you organize oral presentations. After each consultation, you will receive a Record of Consultation (RoC) form that summarizes what was discussed. It is best to make an appointment; however, the UWC does accept walk-ins. You may use the UWC computers to work on your writing without an appointment; available software includes Microsoft Office 2000, and specialized software (Editor, Writer's Helper, Minklink, Inspiration) for brainstorming, organizing, problem-solving, proofreading, and editing. The UWC does not write, proofread, or grade papers. For more information or to make an



appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by Trevor Colbourn Hall 109, or call 407-823-2197.

## **Gordon Rule:**

This course is a Gordon Rule course. **The required four assignments which fulfill the Gordon Rule are indicated with an asterisk.** Each has the following characteristics:

1. The writing will have a clearly defined central idea or thesis.
2. It will provide adequate support for that idea.
3. It will be organized clearly and logically.
4. It will show awareness of the conventions of standard written English.
5. It will be formatted or presented in an appropriate way.

In addition, this course requires 6000 words of evaluated writing per English Department requirements.

## **Description of Assignments:**

Each assignment is described in detail. Note the due date and time for each assignment.

### **Internship Rubric**

**Due 11:59 pm Wednesday 8/22**

There is a link to the Internship Rubric on the course Home Page. You should complete the Internship Rubric no later than 11:59 on Wednesday 8/22.

Be sure to save a copy of the Internship Rubric you complete at the beginning of the semester. At the end of the semester, you will be required to complete the Internship Rubric a second time in order to reflect on how your skills have developed during the course of your internship.

**Academic Activity Assignment:** All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Internship Rubric assignment by Wednesday August 22<sup>nd</sup> or as soon as possible after adding the course. **Failure to do so may result in a delay in the disbursement of your financial aid.**

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### **Internship Approval Form**

**Due 11:59 pm Wednesday 8/22**

There is a link to the Internship Approval Form on the course Home Page. You should complete the Internship Approval Form no later than 11:59 on Wednesday 8/22. You are only required to

get your mentor's signature on the form. I will sign the form and get Dr. Mauer's signature after you submit it.

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### **Required Virtual Meetings**

**3:00 to 4:00 pm Wednesday August 29**

**3:00 to 4:00 pm Wednesday November 14**

There are two required virtual meetings. In the first meeting, students will have an opportunity to meet their classmates, and each student will speak briefly about his/her internship. In the second meeting, students will discuss their internship experiences, reflect on what they have learned, and share their accomplishments.

The instructor will provide detailed information on the virtual meetings at the beginning of the semester. Students who have a scheduling conflict should consult with the instructor.

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### **Proposal\***

**Due 11:59 pm Friday 8/24**

In the proposal you should describe your internship. The proposal should begin by giving some background on the company/organization where you will be interning and the name of your mentor at the company. Then you should go on to discuss the duties you will perform and the project(s) you will work on during the course of your internship. You should also explain the relevance of your internship to your studies in the T & T program and to your career goals. Finally, you should include a schedule chart detailing the hours you will spend at your internship during the semester; the chart should include a weekly breakdown of your work.

The proposal should be in memo format and should be two to three single-spaced pages in length. It should include information under these major headings:

#### **Background on Company**

Briefly describe the company or organization where you will be doing your internship.

#### **Internship Mentor**

State the name and title of your internship mentor.

#### **Duties/Projects**

Discuss the duties you will perform and the project(s) you will work on during the course of your internship.

## Relevance to Graduate Study and Career Goals

Explain the relevance of your internship to your studies in the T & T program and to your career goals.

## Schedule

Attach a schedule chart outlining your weekly schedule for the semester. You may use a table, bar chart, Gantt chart, or any other relevant **graphic representation** of your proposed schedule. The nature of the schedule may depend on whether you are going to be working on one large project or several small projects during the course of the semester.

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## Internship Blog\*

**Entries Due 11:59 pm Wednesday 9/5, 10/3, 10/31, 11/28**

The purpose of the blog is to record and share your internship experience. There are four required blog entries during the course of the semester; however, you are encouraged to post more than four entries. In fact, you may wish to post entries weekly. The blog entries should briefly describe your accomplishments during a particular period of time; in the entries you should also discuss how the work you are doing relates to your graduate studies both in terms of theoretical perspectives and practical applications. You should feel free to discuss specific courses, assignments, and scholarship and how they relate to your internship. You should also discuss any challenges you have encountered in your work and explain how you have addressed these challenges.

The entries should include both description and reflection. You may also wish to link to other blogs and websites that are relevant to your discussion. **In addition to or in place of textual entries** in your blog, feel free to include video, film clips, or multimedia content.

You are free to use whichever blog tool you like (e.g., WordPress, Blogger), but you **must post a link to your blog** in the Internship Blogs discussion in Webcourses by 11:59 pm Wednesday **September 5<sup>th</sup>** so that the instructor and your classmates can access it.

In your final blog entry due Wednesday **November 28<sup>th</sup>**, you should summarize your accomplishments during the internship and relate your work to your research interests and professional goals. Be sure to discuss the value of the internship and the ways it has contributed to your professional development.

### ***Two Important Points Regarding the Internship Blog assignment:***

1. **Required Comments on Classmates' Blogs:** You are encouraged to read and comment on all your classmates' blogs. For each of the four blog postings, you will be required to comment on the blogs of two of your classmates. To make sure that you all get

comments, the instructor will provide a schedule for the required comments before the first blog post is due.

2. **Confidentiality:** Before you begin your blog, check with your internship mentor to see if there are any confidentiality issues or other concerns regarding your writing a blog that is publicly available.

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## **Reflection\***

**Due by 11:59 pm Wednesday 11/28**

The reflection should be one to two single-spaced pages in length. After completing the Internship Rubric for a second time at the end of the semester, you should compare the second Rubric with the one you completed at the beginning of the semester. Then you should write a brief evaluation of how your skills developed over the course of the internship. Be sure to discuss the ways in which your internship contributed to the development of your skills; you should also comment on other experiences outside the internship that contributed to the development of your skills. Finally, you may wish to identify any areas where you would like to further develop your professional expertise and gain more experience. Be sure to include your second completed Internship Rubric as an attachment to the Reflection.

## Course Schedule:



Week #	Date	Assignments Due
1	8/20	Internship Rubric & Internship Approval Form due by 11:59 pm on Wednesday 8/22; Proposal due by 11:59 pm on Friday 8/24
2	8/27	<b>Required Virtual Meeting 3:00-4:00 pm on Wednesday 8/29</b>
3	9/3	First Blog Entry due by 11:59 pm Wednesday 9/5; Blog Comments due by 11:59 pm Friday 9/7
4	9/10	No assignments due
5	9/17	No assignments due
6	9/24	No assignments due
7	10/1	Second Blog Entry due by 11:59 pm Wednesday 10/3; Blog Comments due by 11:59 pm Friday 10/5
8	10/8	No assignments due
9	10/15	No assignments due
10	10/22	No assignments due
11	10/29	Third Blog Entry due by 11:59 pm Wednesday 10/31; Blog Comments due by 11:59 pm Friday 11/2
12	11/5	No assignments due
13	11/12	<b>Required Virtual Meeting 3:00-4:00 pm on Wednesday 11/14</b>
14	11/19	No assignments due
15	11/26	Fourth Blog Entry due by 11:59 pm Wednesday 11/28; Blog Comments due by 11:59 pm Friday 11/30; Reflection & Second Rubric due by 11:59 pm Wednesday 11/28

# Grad Course Revision - College of Arts and Humanities - SPN 6805 Spanish Morphosyntax

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*	College of Arts and Humanities	
Proposal Type*	Grad Course Revision	
Unit / Department / College*	Department of Modern Languages and Literatures	
Prefix*	SPN	Code* 6805
Name*	Spanish Morphosyntax	
Full Title*	SPN 6805 Spanish Morphosyntax	
30 Character Abbreviation:		
Course Description*	<p><del>A study of</del> Introduction to generative grammar, concentrating on <del>X-bar X'</del> theory, phrase structure, theta-roles, extended projections binding theory, A'-movement, clitics and functional projections, applied to Spanish morphology and syntax <del>from different perspectives.</del></p>	

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Francisco Fernandez-Rubiera

+ No

Yes  No

**If yes, indicate  
the total times the  
course may be  
used in the degree  
program.**

**Repeat within  
same semester?**

**Activity Log**

Francisco Fernandez-Rubiera

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate status or senior standing or C. I.

**Corequisite(s):**

**Graded S/U?**

**Activity Log**

Francisco Fernandez-Rubiera

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Francisco Fernandez-Rubiera

+ No

Yes  No

**If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.**

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the  
course be offered?

#### Activity Log

Francisco Fernandez-Rubiera

+ Odd Fall

- Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### Intended Utilization of Course

The course will be used primarily as:  Required Course  Elective Course

### Justification for Course Revision

What is the  
rationale for  
revising this  
course?

Updated course description to better reflect its content

What majors  
require or  
recommend this  
course for  
graduation?

Spanish MA graduates

If not a major  
requirement,  
what will be the  
source of  
students?

May also be used as undergraduate credit for Spanish majors

What is the  
estimated annual  
enrollment?

15


Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

N/A

### Attachment List



Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check****Activity Log**

Francisco Fernandez-Rubiera

**+ I have completed all relevant parts of the form.** I have completed all relevant parts of the form.**Attached****Activity Log**

Francisco Fernandez-Rubiera

**+ I have attached a course syllabus and rationale.** I have attached a course syllabus and rationale.**Administration Use Only****Catalog  
Ownership:**

Department of Modern Languages and Literatures

**Course OID** 16739**Course Type**

Spanish Language

**Status** Active-Visible  Inactive-Hidden

**SPN 6805 – Spanish Morphosyntax**  
**XXX XXXX**  
**Dpt. of Modern Lges. and Literatures**



<b>Days and times</b> <b>Location</b>
--

Instructor:	Dr. Francisco José Fernández Rubiera
Office location:	TCH-359-F (Trevor Colbourn Hall)
Telephone:	None
E-mail address:	<a href="mailto:Rubiera@ucf.edu">Rubiera@ucf.edu</a>
Office hours:	Xxx

**Required textbook:** Bosque, I. y Gutiérrez-Rexach, J. (2009). *Fundamentos de sintaxis formal*. Madrid: Akal.

**Course objectives:** This graduate course has four main objectives for its students:

- i. Understand the study of Spanish morphosyntax from a formal perspective – specifically, from the point of view of generative grammar.
- ii. Introduce its students to the generative syntax field of study and apply it to the Spanish language. We will see how this theoretical apparatus can be extended to account for the same phenomena in other natural languages.
- iii. Familiarize its students with analyses, arguments and mechanisms typically used in this linguistic discipline to account for data.
- iv. Use the *APA (American Psychology Association)* citation style, much widely used in the linguistics field, in a final bibliographical project.

**Evaluation criteria:**

1. Quizzes (x3)	30%
2. In-class participation	10%
3. Review of the literature final project	30%
a. Presentation	= 10%
b. Project	= 20%
4. Final exam	30%
5. Extra credit	2%
	= TOTAL 102%

**Comments regarding the evaluation criteria for this course:**

1. **Quizzes (30%):** There will be three quizzes during the term, and their dates are: **xxx, xxx and xxx** (see “Tentative schedule” below). Quizzes will include all the information and topics covered up until that very same day of class (i.e., including the assigned readings for the day in which the quiz will take place). If a student is absent when a quiz is administered, there will be no make-ups, unless proper written documentation is provided by the student. This documentation must be provided by either a UCF office (e.g., in the case of students enrolled in a university team), or it must be signed by a doctor, a judge, or the police. In this case, the instructor will tell the student when the make-up will be administered.

**2. In-class participation and attendance (10%):** All students are required to come prepared to class and to participate actively during the discussions and in-class activities. Just attending the class does not entail a good participation grade. Attendance is mandatory. Only one absence is permitted. Students with 2 or more absences will have automatically an “F” in the course as their final grade. Arriving late or leaving early is also considered an absence. If a student has any problem (at school, of personal nature, etc.), it is his/her responsibility to make the instructor aware as soon as possible in order to find a potential solution.

**3. Final project (30%):** The final project will reflect independent research carried out by the student and it will be related to the study of a particular syntactic construction or phenomenon in Spanish. The final project will consist in a review of the relevant literature and will include a minimum of five academic references, three of which must be books found in our University library. This final project must contain the following sections:

- (1) an introduction presenting the problem/puzzle to be analyzed and considered;
- (2) a summary of the five analyses selected by the student and included in the bibliography;
- (3) a bibliography section which will include the references cited in the text, and which must follow the *APA* citation style.

The final project will be assessed both through a five-to-seven minute oral presentation (10% of final grade) and also by the quality, rigor, consistency, and accuracy of both argumentation and *APA* citation style in its written format (20% of final grade). Both the oral presentation and the written final version of the project will be due on xxx. Once again, no make-ups will be granted unless proper documentation is provided in a timely fashion.

**4. Final exam (30%):** The final exam will be comprehensive and will include **all** the contents covered during the course. The final exam will take place on xxx, **xxx, from xxx to xxx**.

**5. Extra credit (2%):** The contents of this syllabus will only be discussed during the first week of classes. Thereafter, the instructor will not discuss any aspect related to the contents found herein. Each student is required to send either an email ([rubiera@ucf.edu](mailto:rubiera@ucf.edu)) or a message through Canvas, deadline **xxx**, stating that s/he has read, understood and abides by the contents included in this syllabus. Doing so will grant the student a 2% of extra credit. **NOTE:** No credit will be given if the email is sent at a later date than xxx.

<b>Grade scale:</b>	
100% - 93%: A	76.9% - 73%: C
92.9% - 90%: A-	72.9% - 70%: C-
89.9% - 87%: B+	69.9% - 67%: D+
86.9% - 83%: B	66.9% - 63%: D
82.9% - 80%: B-	62.9% - 60%: D-
79.9% - 77%: C+	59.9% - 0%: F

## **Important information:**

### **Academic Honesty:**

Plagiarism and cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment, may (depending on the severity of the case) lead to an "F" for the entire course, and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](http://www.goldenrule.sdes.ucf.edu/2e_Rules.html) [http://www.goldenrule.sdes.ucf.edu/2e\\_Rules.html](http://www.goldenrule.sdes.ucf.edu/2e_Rules.html) for further information. Your instructor will assume for this course that you will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Your instructor will not bend or break rules for one person that will not apply to everyone.

The use of electronic translators or human assistance to complete your work is a violation of UCF's academic honesty policy. If you have any doubts about what is acceptable assistance and what is not, please ask your instructor.

Any work submitted that contains phrases, structures, or tenses not studied in the course or that in any way indicates that electronic or human assistance has been used may result in an F for the assignment, an F for the course, and referral to UCF's Office of Student Conduct.

You are responsible for familiarizing yourself with these rules of conduct and abiding by their precepts.

### **Accessibility Statement:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessibility Services](#), before requesting accommodations from the professor.

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2372; [sas@ucf.edu](mailto:sas@ucf.edu)) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.

### **Copyright:**

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only.

## Financial Aid Statement:

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete **Assignment #1** in WebCourses by the end of the first week of classes or as soon as possible after adding the course, but no later than **Friday, xxx, by xxx**. **Failure to do so may result in a delay in the disbursement of your financial aid.**

## Title IX:

Title IX's implementing regulation provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The University receives federal financial assistance, so Title IX applies to UCF's programs – and, by extension, provides protections to UCF students.

<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-TitleIXOverview.pdf>

## WebCourses (a.k.a. Canvas):

WebCourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu) and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates and your instructor. Under the "Discussion" section, you will have a designated forum section. My recommendation is to check WebCourses every day for updates from your teammates or myself.

## Withdrawal from course:

According to UCF's academic calendar, the withdrawal deadline for Fall 2017 is xxx, xxx@ 11:59 pm.

### Tentative schedule

<u>Dates</u>	<u>Topics</u>	<u>Pages</u>
Week 1	Introductions (both course and students) <u>Topic 1: <i>What is syntax? Characterization and empirical basis</i></u>	11-51
Week 2	<u>Topic 3: <i>Words and phrases I: Constituent structure</i></u>	101-160
Week 3	<u>Topic 4: <i>Words and phrases II: Developing endocentric approaches</i></u> (sections 4.1 to 4.4)  **Discussion about final project**	163-205
Week 4	<u>Topic 5: <i>Lexis &amp; syntax</i></u> (sections 5.1, 5.4 and 5.6)  *** Quiz #1 ***	241-250 271-287 296-312

Week 5	<u>Topic 6: <i>Subjects &amp; objects</i></u> (sections 6.1 to 6.6)	343-375
Week 6	<u>Topic 6: <i>Subjects and objects</i></u> (sections 6.7 to 6.10)	376-413
Week 7	<u>Topic 7: <i>A'-movement (I)</i></u> (sections 7.1 & 7.2) <b>*** Quiz #2 ***</b>	435-454
Week 8	<u>Topic 7: <i>A'-movement (II)</i></u> (sections 7.3 to 7.6)	455-475
Week 9	<u>Topic 9: <i>Pronouns and antecedents (I)</i></u> (sections 9.1 to 9.3)	551-576
Week 10	<u>Topic 9: <i>Pronouns and antecedents (II): Clitics</i></u> (section 9.5) <b>*** Quiz #3 ***</b> <b>**Q&amp;A final project**</b>	597-609
Week 11	<u>Topic 10: <i>Nouns, verbs and related projections</i></u> (sections 10.1 & 10.2)	613-632
Week 12	<u>Topic 10: <i>Negation &amp; polarity, tense and mood</i></u> (sections 10.3 to 10.5)	633-665
Week 13	<u>Topic 10: <i>Adverb placement</i></u> (section 10.6)	666-671
	<u>Topic 11: <i>Syntax &amp; discourse</i></u> (sections 11.1 to 11.5)	675-698
Week 14	<b>General content review</b>	
Week 15	<b>Final projects due</b> <b>Oral presentations of final project</b> <b>General content review II</b>	
xxx	<b>***** Final exam *****</b> <b>From xxx to xxx</b>	

Rationale for changes to SPN6805:



Course description aligns better with and reflects course content, stating clearly the topics and objectives of the course.

# TSL - 6640 - Research in Second Language

2018-2019 Graduate Course Revision

## General Catalog Information

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3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	College of Arts and Humanities	
<b>Proposal Type*</b>	Grad Course Revision	
<b>Unit / Department / College*</b>	Department of Modern Languages and Literatures	
<b>Prefix*</b>	TSL	<b>Code*</b> 6640
<b>Name*</b>	Research in Second Language	
<b>30 Character Abbreviation:</b>		
<b>Course Description*</b>	This course focuses on research into language learning processes which serves as a knowledge base for effective teaching of language-minority students.	
<b>Credit Hours:</b>	3	
<b>Class Hours:</b>	3	
<b>Lab and Field Work Hours:</b>	0	



Contact Hours: 3

Repeat for credit?

**Activity Log**

Florin Mihai  
+ No

Yes  No

If yes, indicate the total times the course may be used in the degree program.

Repeat within same semester?

**Activity Log**

Florin Mihai  
+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): ~~EDF-6481.~~  
Graduate standing or C. I.

Corequisite(s):

Graded S/U?

**Activity Log**

Florin Mihai  
+ No

Yes  No

Split-Level Class:

**Activity Log**

Florin Mihai  
+ No

Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the course be offered?	Activity Log
	<p>Florin Mihai</p> <p>+ Odd Fall</p> <p>+ Even Fall</p>
	<input checked="" type="checkbox"/> Odd Fall <input checked="" type="checkbox"/> Even Fall <input type="checkbox"/> Odd Spring <input type="checkbox"/> Even Spring <input type="checkbox"/> Odd Summer <input type="checkbox"/> Even Summer <input type="checkbox"/> Every Semester <input type="checkbox"/> Occasional

### Intended Utilization of Course

The course will be used primarily as:	Activity Log
	<p>Florin Mihai</p> <p>+ Required Course</p>
	<input checked="" type="radio"/> Required Course <input type="radio"/> Elective Course


### Justification for Course Revision

What is the rationale for revising this course?	<p>The pre-requisite listed is not necessary as TSL 6640 focuses on the fundamentals of research. The EDF 6481 was listed as a replacement for TSL 6640 when TSL 6640 was not offered in the past.</p>
What majors require or recommend this course for graduation?	<p>MATESOL graduate students.</p>
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	<p>15-25</p>

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion	<p>This does not conflict with classes offered by other departments and colleges.</p>
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**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

<b>Check</b>	<b>Activity Log</b>
	<p><b>Florin Mihai</b></p> <p><b>+ I have completed all relevant parts of the form.</b></p>
	<p><input checked="" type="checkbox"/> I have completed all relevant parts of the form.</p>

<b>Attached</b>	<b>Activity Log</b>
	<p><b>Florin Mihai</b></p> <p><b>+ I have attached a course syllabus and rationale.</b></p>
	<p><input checked="" type="checkbox"/> I have attached a course syllabus and rationale.</p>

**Administration Use Only**

<b>Catalog Ownership:</b>	<b>Department of Modern Languages and Literatures</b>
<b>Course OID</b>	16978
<b>Course Type</b>	<b>Teaching English as a Second Language</b>
<b>Status</b>	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

**TSL6640 RESEARCH IN SECOND LANGUAGE ACQUISITION**

**SECTION 0M01**

**FALL 2018**

**Dr. Florin Mihai**

**Meeting Dates: Wednesday-Please consult the schedule**

**Meeting Time: 6-8:50 pm**

**Location: VAB 113**

<b>Contacting the Professor</b>		<b>Contacting the Class</b>	
<b>Office Hrs:</b>	Tuesday and Wednesday: 2:30-4:30 By appointment	<b>Course Web Site:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>
<b>Office:</b>	3 <sup>rd</sup> Floor New Colburn Hall	<b>Online Discussions:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>
<b>Phone</b>	MLL Department		
<b>FAX:</b>	MLL Department		
<b>E-Mail:</b>	<a href="mailto:florin.mihai@ucf.edu">florin.mihai@ucf.edu</a>		
<b>Web:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>		

## Course Description

The main purpose of this course is to help students focus on individual second language (L2) research issues. Students will be working to locate, read, review, and then summarize empirical studies in a given area in an L2 area of their choosing. Students will learn about both quantitative and qualitative research. The information that students learn in this course will help them to function in subsequent MATESOL courses at UCF, primarily Applied Linguistics, Critical Approaches to ESOL, and Issues in Second Language Acquisition. In addition, this course will help those who pursue the thesis option. Students who successfully complete this course will have a solid base of research knowledge that they can then build upon in these subsequent courses.

## Course Objectives

1. Students will learn about research techniques that are appropriate for second language acquisition, including ESL or foreign language classroom settings.
2. Students will learn about quantitative, qualitative and mixed methods research in a second language acquisition context.
3. Students will be able to differentiate between pedagogical and research-based articles in second language acquisition.
4. Students will be able to use APA formatting in summarizing second language acquisition research articles following a given format.
5. Students will write a literature review based on a research topic/question that is logically reached after a careful review of a specific area of second language acquisition research.

## Required Text

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

## Evaluation Procedures

Grade Categories	Description of the requirements	Weight
<b>Attendance and participation</b>	<p>The grade for class participation will be based upon attendance, timely completion of assignments, and active participation in class discussions, group work and other activities. <b><u>Attendance is required.</u> Points will be lowered if more than one class period is missed. Two absences will result in a four-point deduction.</b></p> <p><b>Three absences will result in a zero (0) for class participation. Four absences will result in an F.</b></p>	<b>7% or 7 points</b>
<b>Syllabus Online Quiz</b>	<p>As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Online Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than</p>	<b>1% or 1 point</b>

	August 27. Failure to do so will result in a delay in the disbursement of your financial aid.	
<b>APA Citation Online Quiz</b>	<p>Please go to module  <a href="https://ojobo.ucf.edu/view/18535">https://ojobo.ucf.edu/view/18535</a></p> <p>This module explains how to cite and reference your sources using the APA style. Please take the assessment component attached to the module. To access the module, click on the link and login with your NID and your NID password.</p>	<b>1% or 1 point</b>
<b>Literature Review Online Quiz</b>	<p>Please go to module  <a href="https://ojobo.ucf.edu/view/18536">https://ojobo.ucf.edu/view/18536</a></p> <p>This module explains how to conduct a literature review. Please take the assessment component attached to the module. To access the module, click on the link and login with your NID and your NID password.</p>	<b>1% or 1 point</b>
<b>Online postings and discussions</b>	<p>1. You will post a reaction with notes from selected readings on our schedule (one reaction per chapter). Follow these guidelines:</p> <p>a. From each assigned chapter, choose <u>at least</u> one topic/item OR a short quote that you considered important, insightful, or interesting</p> <p>b. For each of these topics/items or quotes, write <i>a response paragraph</i> in which you comment on their importance. <u>Don't repeat</u> what was stated in the text; <i>REACT</i> to it.</p> <p>---</p> <p>2. To get full credit, comment on at least <u>two</u> postings generated by your colleagues.</p>	<b>20% or 20 points</b>
<b>Article Critiques</b>	There will be five article critiques. See detailed description below.	<b>10% or 10 points</b>
<b>Assignments</b>	There will be three assignments. See detailed description below.	<b>25% or 25 points</b>

<b>Presentations</b>	There will be two class presentations. See detailed description below	<b>10% or 10 points</b>
<b>Midterm Exam</b>		<b>10% or 10 points</b>
<b>Final Exam</b>		<b>15% or 15 points</b>

## Course Assignments

<b>Grade Categories</b>	<b>Description of the requirements</b>	<b>Points</b>
<b>Assignment 1:</b> Research topic + APA Style bibliography for 10 possible sources	<ul style="list-style-type: none"> <li>• Double-space your assignment. Check spelling and language. They count.</li> <li>• This assignment should be two pages long.</li> <li>• <b>Page 1:</b> Write your research topic/question. In your own words, explain why you chose this topic/question and why you think it is important. Defend your choice.</li> <li>• <b>Page 2:</b> A reference list of 10 possible peer-reviewed articles (no book chapters or other non-refereed resources) that relate to your research topic/question. Follow the APA guidelines for referencing articles <u>to the letter</u>.</li> </ul>	5 points
<b>Assignment 2:</b> Article summaries	<p><b>Assignment 2a:</b></p> <p>If INDIVIDUALLY: Total of 8 articles, half in 2a, half in 2b</p> <p>If PAIRS: total of 10 articles, half in 2a, half in 2b</p> <p>If THREES: total of 15 articles, eight in 2a, seven in 2b • Double-space your assignment. Check spelling and language. They count.</p> <p>Your assignment should contain the following:</p> <ul style="list-style-type: none"> <li>• <b>First Page:</b> list your research topic/question and group members (if you are working in groups).</li> </ul>	10 points (5 points 2a+5 points 2b)

	<ul style="list-style-type: none"> <li>• <b>Summary:</b> For each article, begin with the APA entry (format) for the article.</li> <li>• In your own words, write a summary of each article. The summary should have the following sections: purpose, method, results, conclusions, and implications.</li> <li>• <b>Annotated Bibliography:</b> The annotated bibliography must include the articles you summarized.</li> <li>• <b>Final Article Evaluation Page:</b> One page in which you rank your articles in terms of perceived usefulness to answering your research topic/question. Include a short paragraph critically discussing your ranking.</li> </ul> <p><b>Assignment 2b:</b></p> <ul style="list-style-type: none"> <li>• Do the same as for #2a.</li> </ul>	
<p><b>Assignment 3:</b> Mini Literature Review</p>	<ul style="list-style-type: none"> <li>• Your literature review will be based on the articles you summarized for 2a and 2b. The resulting product will be similar to a larger research critique paper. An example of a mini lit review will be provided on the website.</li> </ul>	<p>10 points</p>

## Article Critiques

Grade Categories	Description of the requirements	Weight toward final grade
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<p><b>Article Critiques</b></p>	<p>You will be required to critique the articles selected by your classmates for their group presentations. These articles will be posted a week in advance in Discussions under Research Article Presentations. Your critique should contain two sections:</p> <p><b>Section 1 Synopsis</b> (what is the article investigating and findings): 200 words minimum 300 words maximum.</p> <p><b>Section 2 Strengths and weaknesses</b> (strong points and weaknesses of the article): 200 words minimum 300 words maximum.</p> <p><input type="checkbox"/> Please indicate the number of words for each section.</p>	<p>5 points</p>
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## Class Presentations

Grade Categories	Description of the requirements	Weight toward final grade
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<p><b>Research Article Presentation:</b> Group discussion/presentation of one example article</p>	<ul style="list-style-type: none"> <li>• Working in groups, decide who will do what for this assignment.</li> <li>• Locate an article of the research type that you have been assigned (e.g., correlational, descriptive, etc.)</li> <li>• Post a copy of the article in the discussion section.</li> <li>• <u>You MUST do this a full week in advance.</u> EARLIER than a week is even better.</li> <li>• Present article: research question; participants; design/procedure; results; implications. Be prepared to answer questions about your article.</li> <li>• No written assignment. No Powerpoint.</li> <li>• Time limit: presentation &lt;10 min; discussion &lt;10 min</li> </ul>	<p>5 points</p>
<p><b>Bibliography Article Presentation:</b> mini-presentation of one of your articles you selected for 2a or 2b.</p>	<p>Time limit: 3-5 minutes  From your list of articles (assignments 2a and 2b), select one article you thought was the most relevant (if you are working in groups, also one article). Your oral presentation (no Powerpoint) should include:</p> <ol style="list-style-type: none"> <li>1. your research topic/question</li> <li>2. your article information (authors, year, title, journal)</li> <li>3. what the researchers investigated and one most important finding</li> <li>4. one pedagogical implication</li> </ol> <p>If you are working in groups, one person can be the group's spokesperson or you can divide the four points listed above among you.</p>	<p>5 points</p>

## Technology Requirements

Technology	Expectations for Use
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<b>E-mail:</b>	Office hours are listed at the top of the syllabus. If you have questions that can be handled through e-mail, send me an e-mail immediately. I usually respond to e-mail anywhere between 24 and 48 hours.
<b>Webcourses:</b>	You are expected to log in every day for course announcements. Also, if you want to avoid point deduction for late assignments and web-based activities, do not wait until the last minute to post your online assignments.

## Additional Policies

<b>Grading and evaluation</b>	A 100-95; A- 94-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D 69-60; F below 60.
<b>Deadlines</b>	See Calendar
<b>Late, make-up and extra credit work</b>	No late work accepted.
<b>Academic integrity</b>	Plagiarism of any kind will not be tolerated. All students are expected to do their own work and all of the work produced will be expected to be completed in its entirety by the students who turned them in. Any acts of plagiarism will result in an immediate failing grade on the assignment, and possible failure of the course as determined by the MATESOL department. Students are responsible for understanding what constitutes plagiarism.
<b>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</b>	Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.

## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere

**Deployed Active Duty  
Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Calendar

**F2F: Face-to-face (attendance required)**

**WWW: On-line (attendance not required)**

Dates	Topic	Required & Supplemental Reading Assignments	Assignments due
<b>8/22</b> <b>F2F</b>	Introduction; Syllabus  The nature of research  Web-based resources	Chapters 1 and 2	
WWW 8/26			Syllabus Quiz Due 8/26
9/04 WWW			•Web Posting 1: Chapters 3 and 4  •APA Citation Online Quiz Due
<b>9/05</b> <b>F2F</b>	Quality and design of research studies	Chapters 3 and 4	

9/16 WWW			<ul style="list-style-type: none"> <li>• Assignment 1 due</li> </ul>
9/18 WWW			<ul style="list-style-type: none"> <li>• Critique Experimental Research Article Due (1)</li> </ul>
<b>9/19</b> <b>F2F</b>	Quantitative Data Collection	Chapter 5	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through Discussions): Experimental Research</li> </ul>
10/02 WWW			<ul style="list-style-type: none"> <li>• Web Posting 2: Chapters 5 and 9</li> <li>• Critique Correlation Research Article Due (2)</li> </ul>
<b>10/03</b> <b>F2F</b>	Quantitative Data Analysis	Chapter 9	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through Discussions: Correlation Research</li> </ul>
10/07 WWW			<ul style="list-style-type: none"> <li>• Assignment 2a due</li> </ul>
10/14 WWW	Midterm		
10/16 WWW			<ul style="list-style-type: none"> <li>• Web Posting 3: Chapters 7 and 8</li> <li>• Critique Survey Research Article Due (3)</li> </ul>
<b>10/17</b> <b>F2F</b>	Mixed methods Classroom research	Chapters 7 and 8	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through</li> </ul>

			Discussions): Survey Research
10/28 WWW			• Assignment 2b due
10/30 WWW			• Critique Case Study Research Due (4)
<b>10/31</b> <b>F2F</b>	Qualitative Data Collection	Chapter 6	• Research Article Presentation due (by group; submit through Discussions): Case Study Research
11/06 WWW			• Web Posting 4: Chapters 6 and 10 • Critique Introspective Research Article Due (5)
<b>11/07</b> <b>F2F</b>	Qualitative Data Analysis	Chapter 10	• Research Article Presentation due (by group; submit through Discussions): Introspective Research • Literature Review Online Quiz
<b>11/28</b> <b>F2F</b>	Student presentations		
12/2 WWW	Assignment 3		• Assignment 3 due

12/5 WWW	Final Exam		
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**TSL6640 RESEARCH IN SECOND LANGUAGE ACQUISITION**

**SECTION 0M01**

**FALL 2018**

**Dr. Florin Mihai**

**Meeting Dates: Wednesday-Please consult the schedule**

**Meeting Time: 6-8:50 pm**

**Location: VAB 113**

<b>Contacting the Professor</b>		<b>Contacting the Class</b>	
<b>Office Hrs:</b>	Tuesday and Wednesday: 2:30-4:30 By appointment	<b>Course Web Site:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>
<b>Office:</b>	3 <sup>rd</sup> Floor New Colburn Hall	<b>Online Discussions:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>
<b>Phone</b>	MLL Department		
<b>FAX:</b>	MLL Department		
<b>E-Mail:</b>	<a href="mailto:florin.mihai@ucf.edu">florin.mihai@ucf.edu</a>		
<b>Web:</b>	<a href="http://webcourses.ucf.edu">http://webcourses.ucf.edu</a>		

## Course Description

The main purpose of this course is to help students focus on individual second language (L2) research issues. Students will be working to locate, read, review, and then summarize empirical studies in a given area in an L2 area of their choosing. Students will learn about both quantitative and qualitative research. The information that students learn in this course will help them to function in subsequent MATESOL courses at UCF, primarily Applied Linguistics, Critical Approaches to ESOL, and Issues in Second Language Acquisition. In addition, this course will help those who pursue the thesis option. Students who successfully complete this course will have a solid base of research knowledge that they can then build upon in these subsequent courses.

## Course Objectives

1. Students will learn about research techniques that are appropriate for second language acquisition, including ESL or foreign language classroom settings.
2. Students will learn about quantitative, qualitative and mixed methods research in a second language acquisition context.
3. Students will be able to differentiate between pedagogical and research-based articles in second language acquisition.
4. Students will be able to use APA formatting in summarizing second language acquisition research articles following a given format.
5. Students will write a literature review based on a research topic/question that is logically reached after a careful review of a specific area of second language acquisition research.

## Required Text

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

## Evaluation Procedures

Grade Categories	Description of the requirements	Weight
<b>Attendance and participation</b>	<p>The grade for class participation will be based upon attendance, timely completion of assignments, and active participation in class discussions, group work and other activities. <b><u>Attendance is required.</u> Points will be lowered if more than one class period is missed. Two absences will result in a four-point deduction.</b></p> <p><b>Three absences will result in a zero (0) for class participation. Four absences will result in an F.</b></p>	<b>7% or 7 points</b>
<b>Syllabus Online Quiz</b>	<p>As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Online Quiz by the end of the first week of classes, or as soon as possible after adding the course, but no later than</p>	<b>1% or 1 point</b>

	August 27. Failure to do so will result in a delay in the disbursement of your financial aid.	
<b>APA Citation Online Quiz</b>	<p>Please go to module  <a href="https://ojobo.ucf.edu/view/18535">https://ojobo.ucf.edu/view/18535</a></p> <p>This module explains how to cite and reference your sources using the APA style. Please take the assessment component attached to the module. To access the module, click on the link and login with your NID and your NID password.</p>	<b>1% or 1 point</b>
<b>Literature Review Online Quiz</b>	<p>Please go to module  <a href="https://ojobo.ucf.edu/view/18536">https://ojobo.ucf.edu/view/18536</a></p> <p>This module explains how to conduct a literature review. Please take the assessment component attached to the module. To access the module, click on the link and login with your NID and your NID password.</p>	<b>1% or 1 point</b>
<b>Online postings and discussions</b>	<p>1. You will post a reaction with notes from selected readings on our schedule (one reaction per chapter). Follow these guidelines:</p> <p>a. From each assigned chapter, choose <u>at least</u> one topic/item OR a short quote that you considered important, insightful, or interesting</p> <p>b. For each of these topics/items or quotes, write <i>a response paragraph</i> in which you comment on their importance. <u>Don't repeat</u> what was stated in the text; <i>REACT</i> to it.</p> <p>---</p> <p>2. To get full credit, comment on at least <u>two</u> postings generated by your colleagues.</p>	<b>20% or 20 points</b>
<b>Article Critiques</b>	There will be five article critiques. See detailed description below.	<b>10% or 10 points</b>
<b>Assignments</b>	There will be three assignments. See detailed description below.	<b>25% or 25 points</b>

<b>Presentations</b>	There will be two class presentations. See detailed description below	<b>10% or 10 points</b>
<b>Midterm Exam</b>		<b>10% or 10 points</b>
<b>Final Exam</b>		<b>15% or 15 points</b>

## Course Assignments

<b>Grade Categories</b>	<b>Description of the requirements</b>	<b>Points</b>
<b>Assignment 1:</b> Research topic + APA Style bibliography for 10 possible sources	<ul style="list-style-type: none"> <li>• Double-space your assignment. Check spelling and language. They count.</li> <li>• This assignment should be two pages long.</li> <li>• <b>Page 1:</b> Write your research topic/question. In your own words, explain why you chose this topic/question and why you think it is important. Defend your choice.</li> <li>• <b>Page 2:</b> A reference list of 10 possible peer-reviewed articles (no book chapters or other non-refereed resources) that relate to your research topic/question. Follow the APA guidelines for referencing articles <u>to the letter</u>.</li> </ul>	5 points
<b>Assignment 2:</b> Article summaries	<p><b>Assignment 2a:</b></p> <p>If INDIVIDUALLY: Total of 8 articles, half in 2a, half in 2b</p> <p>If PAIRS: total of 10 articles, half in 2a, half in 2b</p> <p>If THREES: total of 15 articles, eight in 2a, seven in 2b • Double-space your assignment. Check spelling and language. They count.</p> <p>Your assignment should contain the following:</p> <ul style="list-style-type: none"> <li>• <b>First Page:</b> list your research topic/question and group members (if you are working in groups).</li> </ul>	10 points (5 points 2a+5 points 2b)

	<ul style="list-style-type: none"> <li>• <b>Summary:</b> For each article, begin with the APA entry (format) for the article.</li> <li>• In your own words, write a summary of each article. The summary should have the following sections: purpose, method, results, conclusions, and implications.</li> <li>• <b>Annotated Bibliography:</b> The annotated bibliography must include the articles you summarized.</li> <li>• <b>Final Article Evaluation Page:</b> One page in which you rank your articles in terms of perceived usefulness to answering your research topic/question. Include a short paragraph critically discussing your ranking.</li> </ul> <p><b>Assignment 2b:</b></p> <ul style="list-style-type: none"> <li>• Do the same as for #2a.</li> </ul>	
<p><b>Assignment 3:</b> Mini Literature Review</p>	<ul style="list-style-type: none"> <li>• Your literature review will be based on the articles you summarized for 2a and 2b. The resulting product will be similar to a larger research critique paper. An example of a mini lit review will be provided on the website.</li> </ul>	<p>10 points</p>

## Article Critiques

Grade Categories	Description of the requirements	Weight toward final grade
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<p><b>Article Critiques</b></p>	<p>You will be required to critique the articles selected by your classmates for their group presentations. These articles will be posted a week in advance in Discussions under Research Article Presentations. Your critique should contain two sections:</p> <p><b>Section 1 Synopsis</b> (what is the article investigating and findings): 200 words minimum 300 words maximum.</p> <p><b>Section 2 Strengths and weaknesses</b> (strong points and weaknesses of the article): 200 words minimum 300 words maximum.</p> <p><input type="checkbox"/> Please indicate the number of words for each section.</p>	<p>5 points</p>
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## Class Presentations

Grade Categories	Description of the requirements	Weight toward final grade
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<p><b>Research Article Presentation:</b> Group discussion/presentation of one example article</p>	<ul style="list-style-type: none"> <li>• Working in groups, decide who will do what for this assignment.</li> <li>• Locate an article of the research type that you have been assigned (e.g., correlational, descriptive, etc.)</li> <li>• Post a copy of the article in the discussion section.</li> <li>• <u>You MUST do this a full week in advance.</u> EARLIER than a week is even better.</li> <li>• Present article: research question; participants; design/procedure; results; implications. Be prepared to answer questions about your article.</li> <li>• No written assignment. No Powerpoint.</li> <li>• Time limit: presentation &lt;10 min; discussion &lt;10 min</li> </ul>	<p>5 points</p>
<p><b>Bibliography Article Presentation:</b> mini-presentation of one of your articles you selected for 2a or 2b.</p>	<p>Time limit: 3-5 minutes  From your list of articles (assignments 2a and 2b), select one article you thought was the most relevant (if you are working in groups, also one article). Your oral presentation (no Powerpoint) should include:</p> <ol style="list-style-type: none"> <li>1. your research topic/question</li> <li>2. your article information (authors, year, title, journal)</li> <li>3. what the researchers investigated and one most important finding</li> <li>4. one pedagogical implication</li> </ol> <p>If you are working in groups, one person can be the group's spokesperson or you can divide the four points listed above among you.</p>	<p>5 points</p>

## Technology Requirements

Technology	Expectations for Use
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<b>E-mail:</b>	Office hours are listed at the top of the syllabus. If you have questions that can be handled through e-mail, send me an e-mail immediately. I usually respond to e-mail anywhere between 24 and 48 hours.
<b>Webcourses:</b>	You are expected to log in every day for course announcements. Also, if you want to avoid point deduction for late assignments and web-based activities, do not wait until the last minute to post your online assignments.

## Additional Policies

<b>Grading and evaluation</b>	A 100-95; A- 94-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D 69-60; F below 60.
<b>Deadlines</b>	See Calendar
<b>Late, make-up and extra credit work</b>	No late work accepted.
<b>Academic integrity</b>	Plagiarism of any kind will not be tolerated. All students are expected to do their own work and all of the work produced will be expected to be completed in its entirety by the students who turned them in. Any acts of plagiarism will result in an immediate failing grade on the assignment, and possible failure of the course as determined by the MATESOL department. Students are responsible for understanding what constitutes plagiarism.
<b>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</b>	Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.



## **Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere

**Deployed Active Duty  
Military Students**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Calendar

**F2F: Face-to-face (attendance required)**

**WWW: On-line (attendance not required)**

Dates	Topic	Required & Supplemental Reading Assignments	Assignments due
<b>8/22</b> <b>F2F</b>	Introduction; Syllabus  The nature of research  Web-based resources	Chapters 1 and 2	
WWW 8/26			Syllabus Quiz Due 8/26
9/04 WWW			•Web Posting 1: Chapters 3 and 4  •APA Citation Online Quiz Due
<b>9/05</b> <b>F2F</b>	Quality and design of research studies	Chapters 3 and 4	

9/16 WWW			<ul style="list-style-type: none"> <li>• Assignment 1 due</li> </ul>
9/18 WWW			<ul style="list-style-type: none"> <li>• Critique Experimental Research Article Due (1)</li> </ul>
<b>9/19</b> <b>F2F</b>	Quantitative Data Collection	Chapter 5	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through Discussions): Experimental Research</li> </ul>
10/02 WWW			<ul style="list-style-type: none"> <li>• Web Posting 2: Chapters 5 and 9</li> <li>• Critique Correlation Research Article Due (2)</li> </ul>
<b>10/03</b> <b>F2F</b>	Quantitative Data Analysis	Chapter 9	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through Discussions: Correlation Research</li> </ul>
10/07 WWW			<ul style="list-style-type: none"> <li>• Assignment 2a due</li> </ul>
10/14 WWW	Midterm		
10/16 WWW			<ul style="list-style-type: none"> <li>• Web Posting 3: Chapters 7 and 8</li> <li>• Critique Survey Research Article Due (3)</li> </ul>
<b>10/17</b> <b>F2F</b>	Mixed methods Classroom research	Chapters 7 and 8	<ul style="list-style-type: none"> <li>• Research Article Presentation due (by group; submit through</li> </ul>

			Discussions): Survey Research
10/28 WWW			• Assignment 2b due
10/30 WWW			• Critique Case Study Research Due (4)
<b>10/31</b> <b>F2F</b>	Qualitative Data Collection	Chapter 6	• Research Article Presentation due (by group; submit through Discussions): Case Study Research
11/06 WWW			• Web Posting 4: Chapters 6 and 10 • Critique Introspective Research Article Due (5)
<b>11/07</b> <b>F2F</b>	Qualitative Data Analysis	Chapter 10	• Research Article Presentation due (by group; submit through Discussions): Introspective Research • Literature Review Online Quiz
<b>11/28</b> <b>F2F</b>	Student presentations		
12/2 WWW	Assignment 3		• Assignment 3 due



12/5 WWW	Final Exam		
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# Grad Course Revision - College of Business Administration - FIN 7935 Finance Research Forum

2018-2019 Graduate Course Revision

## General Catalog Information

### \*\*Read before you begin\*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

<b>College*</b>	College of Business Administration	
<b>Proposal Type*</b>	Grad Course Revision	
<b>Unit / Department / College*</b>	Department of Finance	
<b>Prefix*</b>	FIN	<b>Code*</b> 7935
<b>Name*</b>	Finance Research Forum	
<b>Full Title*</b>	FIN 7935 Finance Research Forum	
<b>30 Character Abbreviation:</b>	Seminar in Finance	
<b>Course Description*</b>	Research and pedagogical issues in finance, including research presentations by faculty, doctoral students, and invited scholars. May be used in the degree program a maximum of 6 times.	
<b>Credit Hours:</b>	± 2 3	

Class Hours: **± 2 3**

Lab and Field  
Work Hours: 0

Contact Hours: **± 2 3**

Repeat for credit?  Yes  No

If yes, indicate  
the total times the  
course may be  
used in the degree  
program.

Repeat within  
same semester?  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Prerequisite(s): Admission to Business PhD program and FIN 6406 or equivalent, or C.I.

Corequisite(s): None

Graded S/U?  Yes  No

Split-Level Class:  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the  
course be offered?

Activity Log

Ajai Singh

**+** Even Spring

**+ Occasional**

- Odd Fall
  Even Fall
  Odd Spring
  Even Spring
  Odd Summer  
 Even Summer
  Every Semester
  Occasional

### **Intended Utilization of Course**

The course will be used primarily as:
  Required Course
  Elective Course

### **Justification for Course Revision**

**What is the rationale for revising this course?**

**Rationale for change from 1 credit hour to 2 3 credit hours for the course.**

The 1 credit hour class time is restrictive and does not permit a thorough analysis of the academic research paper(s) being discussed in any given class period. A ~~two-hour~~ **three-hour** class time will provide greater continuity for the discussions to run their due course.

**What majors require or recommend this course for graduation?**


**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion** None

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.



## Administration Use Only

**Catalog Ownership:** Department of Finance

**Course OID** 15416

**Course Type** Finance

**Status**  Active-Visible  Inactive-Hidden

## University of Central Florida

### FIN 7935 -- Seminar in Finance Spring 20XX

#### **1. Overview**

This course will provide guidance to discuss and conduct finance research. We will go over a selective set of academic articles, with an emphasis on the development of the research idea.

This is a 3 credit hour course.

#### **2. Course material**

The course material consists of various academic articles that will be assigned in advance that will be selected by the professor and the class participants.

#### **3. Evaluation**

Presentations 50%

Participation 30%

Referee reports/Paper 20%

#### **4. Presentations**

- Each student will present several papers during the course of the semester. The students are expected to gain an understanding of the central idea of each paper, the data and research methodology, and the conclusions drawn. *Ideally, you should be able to critically evaluate each paper and suggest possible extensions.*
- The students will become familiar with SAS JMP for data visualization and each student will make in-class presentations using data sets used in concurrent or previous class projects. Publicly available data sets may also be used for the visualization exercise.

#### **5. Class participation**

To enhance the learning experience, expectations for attendance, preparation, and participation are high. Participants should carefully and critically read each paper that is assigned before class and think about weaknesses and possible extensions. Hopefully, this will provide the basis for several interesting class discussions, some of which could generate ideas for future research.

## **6. Referee reports**

Students might be assigned papers to review throughout the semester. These reviews should include the following: (i) a brief overview of the paper which clearly states its major contributions, (ii) overall assessment of the paper, including a recommendation of whether it should be published in a top-tier journal, and (iii) a list of detailed comments, including the papers strengths and flaws and possible suggestions for improvements.

## **7. Research paper**

The term paper requirement is intended to get the participants started on research in corporate finance. Ideally, it is the beginning of a research publication. The students should, at a minimum, develop a research hypothesis and explain how it contributes to extant literature.

### **Rationale for change from 1 credit hour to 3 credit hours for the course.**



The 1 credit hour class time is restrictive and does not permit a thorough analyses of the academic research paper(s) being discussed in any given class period. A three-hour class time will provide greater continuity for the discussions to run their due course.

# Grad Course Revision - College of Sciences - AST 5165 Planetary Atmospheres

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College*	College of Sciences	
Proposal Type*	Grad Course Revision	
Unit / Department / College*	Department of Physics	
Prefix*	AST	Code* <del>6xxx</del> 6165
Name*	Planetary Atmospheres	
Full Title*	AST 5165 Planetary Atmospheres	
30 Character Abbreviation:	Planetary Atmospheres	
Course Description*	This course <del>will examine</del> <b>examines</b> the physical and chemical processes that govern the <del>behavior of the atmosphere</del> <b>atmospheres</b> of Earth and <del>the</del> other planets.	
Credit Hours:	3	

**Class Hours:** 3

**Lab and Field  
Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**  Yes  No

**If yes, indicate  
the total times the  
course may be  
used in the degree  
program.**

**Repeat within  
same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** ~~PHY 3220, PHY 3101~~, AST ~~5xxx~~ 5151 Physics of Planetary Processes, PHY 6246 Classical Mechanics, graduate status or senior standing, or C. I.

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List  
undergraduate  
split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

**When will the  
course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

**Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

**Justification for Course Revision**

**What is the rationale for revising this course?**

New course AST ~~5xxx~~ 5151 Physics of Planetary Processes (**PPP**) and existing PHY 6246 Classical Mechanics (**CM**) now have material formerly taught in AST 5165 Planetary Atmospheres. **New They become prerequisites with this action. Both are required for the Planetary Sciences PhD track in Physics, so students will have taken them. This course content will now be taught taught** at a higher level and will depend on ~~that the~~ material **moved to PPP and CM. Atmospheric spectroscopy will depend on radiation transfer taught in PPP. It will include detailed looks at the spectra of common gasses, how the vertical temperature profile in an atmosphere affects the spectrum, and the process of inferring atmospheric properties from measured spectra. Atmospheric dynamics will depend on fluid mechanics now taught in CM, and will include wave-modulated energy and momentum transfer processes like el Nino and superrotating equatorial jets. Atmospheric chemistry will include disequilibrium processes such as photochemistry and vertical mixing/quenching.**

**What majors require or recommend this course for graduation?**

Physics PhD, Planetary Sciences Track

**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**


10+

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion**

**This course has been taught in the UCF Department of Physics in even years since 2008. There are no courses at this level with significant overlap at UCF.**

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**

I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog Ownership:** Department of Physics

**Course OID** 14390

**Course Type** Astronomy

**Status**  Active-Visible  Inactive-Hidden

# UCF Physics: AST 6165 Planetary Atmospheres

## Spring 2020 Schedule (1 January 2020)

Read the listed chapters BEFORE class on the day of their listing. Topical review articles are due each Thursday. Readings here are from Andrews. Additional readings from Pierrehumbert will be assigned on the homework.

Date	Day	#	Topic	Student Presentation	HW	Reading
January						
7	T	1	Introduction			
9	R	2	Global Mean Temperature			1.1 – 1.5
14	T	3	Thermodynamics in Atmospheres		1	2.1 – 2.4
16	R	4	Structure, Pot. Temp.			
21	T	5	Oscillation		2	2.5 – 2.10
23	R	6	Atmospheric Energy			
28	T	7	Moisture Basics		3	3.1 – 3.3
30	R	8	Moisture	Example: Pollution		
February						
4	T	9	Radiative Transfer Review	: Tornadoes	4	3.4 – 3.8
6	R	10	Atmospheric Spectrum Genesis	: Thunderstorms		
11	T	11	Line Broadening in Atmospheres	: Upper atmosphere	5	
13	R	12	Spectra of Common Gasses	: Magnetosphere		
18	T	13	Planetary Spectra	: El Nino	6	
20	R	14	Atmsopheric Properties from Data	: Atmospheric optics		4.1 – 4.4
25	T		Exam review		7	
27	R		Mid-term Exam			
March						
3	T	17	Material Derivative, Governing Eq.	: Hurricanes		4.5 – 4.7.1
5	R	18	Rotating Reference Frames	: Climate change		
7 – 15	— Spring Break					
17	T	19	Geostrophy and Cyclostrophism	: Lightning	8	
19	R	20	Vorticity, Modeling, Vertical Coord.	: Biosignatures		4.9 – 4.10
24	T	21	HW8	: Irradiated flows	9	
26	R	22	Gradient wind, Coriolis, Vort. review	: Giant winds		
31	T	23	Approximations	: Condensing atm	10	4.7.2 – 4.8.2, 5.3
April						
2	R	24	Gravity (Buoyancy) Waves	: Titan		5.1
7	T	25	Gravity (Buoyancy) Waves	: SS magnetosph.	11	5.2
9	R	26	Rossby (Planetary) Waves	: Disk atm		5.4 – 5.7
14	T	27	Thermochemical Equilibrium	: Hydrodyn. escape	12	6.1 – 6.2
16	R	28	Disequilibrium Atmospheric Chemistry	: Giant interiors		6.3 – 6.4
28	T		Final Exam, 1:00 – 3:50			



# UCF Physics: AST 6165 Planetary Atmospheres

## Spring 2020 Syllabus

### 1 Course Vitals

Room:	TBD	Lecture:	TR 1:30 – 2:50
Grading:	ABCDF with +/- modifiers	Credits:	3(3,0)
Dates:	7 January – 16 April 2020	Final:	T 28 April 2020 1:00 – 3:50
Satisfies:	core class in Physics PhD, Planetary Sciences track		
Prerequisites:	AST 5151 Physics of Planetary Processes PHY 6246 Classical Mechanics		
Class URL:	<a href="https://planets.ucf.edu/academics/courses/ast-6165/">https://planets.ucf.edu/academics/courses/ast-6165/</a> and WebCourses		
Textbook:	Andrews, D. G. 2010. <i>An Introduction to Atmospheric Physics</i> , 2 <sup>nd</sup> ed. Cambridge University Press. ISBN-13: 978-0521693189 Pierrehumbert, R. T. 2011. <i>Principles of Planetary Climate</i> Cambridge University Press. ISBN-13: 978-0521865562		
Resource:	Ingersoll, A. P. 2013. <i>Planetary Climates</i> (no assignments) Princeton University Press. ISBN-13: 978-0-691-14505-1		
Job:	Professor		
Name:	Joseph Harrington		
Office:	PSB 441		
Phone:	321-696-9914		
Email:	jh@physics.ucf.edu		
Hours:	MW 3-4		

See separate lecture schedule document.

### 2 Course Description

AST 6165 Planetary Atmospheres presents the basic physics and chemistry of planetary atmospheres. Rather than teaching a category of physics, this course focuses on a class of *objects*, and applies physics and chemistry to interpret its behavior. It also provides exposure to the wide variety of atmospheric studies on worlds of our solar system and others. It is taught in half-lecture, half-seminar style.

### 3 General Objectives

By the end of the course, those who successfully complete it will understand how material in an atmosphere

1. distributes itself,
2. receives, releases, absorbs, redistributes, and loses energy,
3. alters itself physically and chemically,
4. is gained from sources and lost to sinks,
5. moves, and

6. interacts with its boundaries.

In addition, students will broadly sample current topics in planetary atmospheres sufficiently to assimilate all future information about the topic that they encounter.

## 4 Commitment

This is a *challenging* course that covers one of the broadest topics in physics. The small class size will allow us to use the most effective learning methods, including reading and discussing research papers, individual research followed by presentation to the class, and computational exercises. That is to say, the class is as much a graduate seminar as a traditional lecture class. The seminar approach falls apart unless everyone does his or her part for *every* seminar assignment. The credit for doing these parts of the course is thus correspondingly large, and failing to come prepared and to participate fully carries a substantial grade penalty. More importantly, not only will you be penalized, but you and all your classmates will not learn that material as effectively as you might have otherwise. Expect to spend about 6–9 hours studying outside of class per week. Expect to spend substantially more when it is your turn to present. This is an average; different students will spend dramatically more or less to achieve the same grade. If you do not feel you can commit the time and effort in every week of the course, please consider taking the class in a semester when you can do so.

## 5 Format

The topic of planetary atmospheres is so broad that a quantitative introduction to all of it cannot adequately be done in one course. In some departments, the introductory class focuses exclusively on the physics of Earth's lower atmosphere, and does not present the non-terrestrial aspects that concern planetary scientists. The job of a core graduate curriculum is to enable students to become full participants in the scientific community of their program, so our class cannot take this approach. The design of this course is thus a compromise between the two goals of teaching atmospheric physics and chemistry and introducing the breadth of planetary atmospheric studies.

About half the sessions are traditional lectures that follow the textbook closely. These present the basic physics and chemistry of the lower atmosphere, which on Earth corresponds to the region from the surface into the ionosphere.

The remainder of the sessions introduce the “planetary” aspects of atmospheric study. The goal is to create a mental map of the topics and their relationships to one another, one that is sufficiently interconnected that all future information a student receives about planetary atmospheres can assimilate into it. In other words, we wish to lay a foundation for future learning.

The non-lecture time is thus taught as a graduate seminar, with some time spent on the core material but most on planetary topics. *You* will teach this part of the course, by giving 25-minute presentations on a few topics. For each of these, you will choose your own and the class's reading, and will prepare a lecture with visuals. You will also lead the discussion following each presentation. The instructor will provide guidance in the selection of topics and materials.

Homework problems include both the traditional lectures and the planetary topics. Reading assignments from the book accompany those, while research papers and excerpts from other texts go with the planetary lectures. There are a mid-term and a cumulative final exam.

## 6 Grading

The grading criteria are weighted as follows:

Class preparation and participation	10%
Homework average	15%
Mid-term exam	20%
Final exam	30%
Presentation average	25%
Talk content, length, level, organization	35%
Visuals	20%
Speaking and presentation	15%
Knowledge of material, article selection	30%
Solved homework problem, if used in HW	5% extra credit

**No late homework will be accepted and no make-ups will be given, except for exams**, so PLAN AHEAD. This is because we may discuss each graded item in the class after it is due, thus giving away the answers. However, you have one homework drop to cover unexpected absences. This is for our convenience in not giving makeups and is not intended as a form of grading relief. You can choose to spend your drop, but then you have spent your safety net and will take a zero later in the semester if you have to have an unexcused miss.

Following the Physics Missed-Work Policy (see below), if you have a medical, family, or university excuse, you must bring documentation as soon as possible (in advance for university excuses), and certainly within one week of the end of the excusable situation. In general, that item will then not count toward your final grade.

Because many of the problems in this course are challenging even to professionals, your letter grade is determined by the table below (no rounding):

Grade assignment:							
		-		straight			+
A	90	-	93 1/3	93 1/3	-	100	
B	75	-	79.9999	80	-	84.9999	85 - 89.9999
C	60	-	64.9999	65	-	69.9999	70 - 74.9999
D	50	-	53 1/3	53 1/3	-	56 2/3	56 2/3 - 59.9999
F	below 50%						

To encourage co-operation and group participation, there is no curved grading, so it is possible for everyone to get an A. It is also possible for everyone to fail (but I hope not!).

## 7 Computing and Communication

You will need a numerical computing and graphing environment to do some of the problems. An array programming environment such as Python/Numpy, IDL, or Matlab is a much better choice than a spreadsheet for this. If you do not have access to one of these, please see the instructor.

You must check your email several times per week, and you will need to access the web and WebCourses to do and turn in your assignments, and to receive course communications and grades..

*I encourage you to bring your computer and a flash drive to class!* This will allow you to try some numerical things out when we work problems, and to exchange computer files. If you do not have a computer, *I encourage you to get one!* Since the seminar assignments will be

handed in electronically, you must have access to word-processing and possibly presentation software that can produce your assignment in (preferably) Portable Document Format, any OpenOffice.org format, or (if necessary) Microsoft Word or PowerPoint formats. Regular homework assignments must be submitted electronically through WebCourses. Please name files in the form `assignment#-username-itemname.ext`, for example, `hw2-jh.pdf` or `lect16-fred-aurorae.ppt`.

## 8 Academic Honesty

We all follow the UCF Creed, whose first point is Integrity. Specific rules for honest academic conduct are covered in the University's Rules of Conduct (see <http://osc.sdes.ucf.edu/process/roc>). Please collaborate on reading and studying. However, each person must do the written assignments and take each examination alone. The nature of in-class assignments will be clearly stated. When writing, you must cite all sources (including web sites), and in all cases you must rephrase what was said in your own words. Penalties for cheating and plagiarism can include failing that evaluation or the entire course.

Looking at computer files or paper notes of another student is not permitted without that student's explicit permission on a per-case basis. **Looking at or suggesting the content of others' homework answers is expressly prohibited in all cases.**

See also the standard UCF statement on Academic Integrity, below.

## 9 Learning Effectively

Learning is hard work, because the process of learning is that of changing what your brain already knows. This class is designed around specific learning methodologies that will seat the material for the long term. You will learn most effectively if you **read the assignments ahead of the relevant class**. The lectures then give you a second run through the material that will solidify what you have learned from the book. They also serve as a chance to ask questions and hold discussions on points of interest, which will further seat the material. If you have not read the assignment, advanced discussions may go over your head and you will be stuck with your book and the office hours to answer your questions. Our discussions will be quite boring and one-sided in this case. You will spend less total time, will learn the material better, and will enjoy the class more if you read before coming to class. On discussion days, students who have not read the assignment may be asked to leave, read it, and return when prepared.

Likewise, and more importantly, it is critical that you do homework by the due date, as each assignment prepares you for in-class discussion. Since answers will be discussed in class, **no late homework will be accepted**.

Homework is also a prime exam study tool! Read and study the material, then "take" the homework like a test, without book or notes. Check and correct your answers. Then, meet with your study group, figure out what's difficult for each of you, and do problems from the ends of each chapter with each other. It is certainly possible to do less work and hand in satisfactory homework. However, exams count much more than homework.

## 10 Assignment Standards

Mathematics may be handwritten, but must be both neatly organized and very legible. If we have to guess or hunt, it is wrong.

In math problems, present, in order:

- Known expressions.
- Derivation or proof.
- Final expression in simplest form. **Box this.**
- List of input values, **units, and sources** (if not from class materials).
- Final numerical answer. **Box this.**
- Interpretation.

All of these items are graded, even if the problem only asks for the numerical answer.

While many problems will use input values with low precision, use high precision, **4 digits or more**, in calculations. This makes grading easier.

- Plot/calculate with values for the Earth-sun system.
- Use standard planetary variables:  $R$  is radius,  $a$  is orbital semimajor axis,  $\phi$  is latitude,  $T$  is temperature,  $A$  is albedo,  $*$  denotes stellar variables,  $_p$  (or blank) denotes planetary variables, standard symbol denotes the sun or a specific planet.
- Even if a problem does not call for it, **derive an analytic** expression **before** plugging in any values, calculating, or plotting. Then identify the values you use, then calculate/plot. This will facilitate the best learning, enable the most simplifications, give you maximum partial credit if you are wrong, and make the assignments easiest to grade.
- Please explain your solution logic before throwing equations. If it's right, well, it will look like the solution in any case. If it's wrong, it will be much faster to spot where and how you thought incorrectly, and to point that out, rather than trying to divine what you were thinking from the math. This makes it much easier to give out partial credit.

## **11 Relevant Policies**

While I currently intend to follow what is outlined here, this syllabus is a guideline and not a contract. It may be updated at any time, and I may vary from it, either for the entire class or on an individual basis. I may disseminate information about changes either in class, via email or text messaging, or through WebCourses.

### **11.1 Physics Department Missed-Work Policy**

It is Physics Department policy that making up missed work will only be permitted for University-sanctioned activities and bona fide medical or family reasons. Authentic justifying documentation must be provided in every case (in advance for University-sanctioned activities). At the discretion of the instructor, the make-up may take any reasonable and appropriate form including, but not limited to the following: a replacement exam, replacing the missed work with the same score as a later exam, allowing a 'dropped' exam, replacing the missed work with the homework or quiz average.

### **11.2 Disabilities Policy**

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.

### **11.3 Establishing Academic Activity For Financial Aid**

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please be present in class, where attendance will be taken, and/or complete the first homework assignment, by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## **12 Required UCF Policies and Statements**

The following material is required to be included in all UCF syllabi. It is important information that all students should know and follow. It comes from:

<http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php>

It is presented here without modification, not even the correction of grammar and punctuation errors.

### **12.1 UCF Core Syllabus Statements**

See section 8 of UCF Policy 4-403.1, "Required Elements of the Course Syllabus"

## 12.2 Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

### 12.2.1 Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

## 12.3 Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility

Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## 12.4 Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <<http://emergency.ucf.edu/emergencyguide.html>>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

## 12.5 Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."



- Students with special needs related to emergency situations should speak with their instructors outside of class.

## **12.6 Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at:

<http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

## **12.7 Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>

## **12.8 Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

## **12.9 Unauthorized Use of Class Materials**

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

## **12.10 Unauthorized Use of Class Notes**

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

## **12.11 In-Class Recording Policy**



Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

# Grad Course Revision - Nicholson School of Communication and Media - DIG 5487 Media Aesthetics

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

Nicholson School of Communication and Media

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Games and Interactive Media (NSCM)

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

DIG

Code\*

5487

Name\*

Media Aesthetics

Full Title\*

Grad Course Revision - Nicholson School of Communication and Media - DIG 5487 Media Aesthetics

30 Character  
Abbreviation:

Media Aesthetics

**Course Description\*** ~~This course will introduce students to concepts of aesthetics~~ Aesthetics within digital ~~media~~ environments. ~~Here, we will look at aesthetics—our embodied experience of media—as an exchange, a reciprocation among the materiality of human and technological systems.~~ The relationship between technologies, visual elements, and the ~~body's sensual engagement with these forms will be emphasized~~ body. ~~Students will be introduced~~ Introduction to theoretical traditions ~~in aesthetics as well as histories of film and video, conceptual, and interactive art.~~ Through both along with written assignments and ~~time-intensive~~ digital projects, ~~students will become familiarized with how digital media communicate with body and world through experiments in glitch, physical computing, and animation.~~ The course will culminate in a final project in which students will showcase ~~original works of media art in a group~~ including an exhibition.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**  Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** ~~None~~ Graduate standing or C. I.

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

The course will be used primarily as:  Required Course  Elective Course

### **Justification for Course Revision**

What is the rationale for revising this course?

(Formerly titled Principles of Visual Language). Course title is being revised to better reflect academic and industry trends. This will aid in recruitment. In addition, the course content is being revised to include a focus on the relationship between technologies, visual elements, and the body's sensual engagement with those forms.

What majors require or recommend this course for graduation?

DIG

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?


10-20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

N/A

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden



# Nicholson School of Communication and Media

Course Title & Number DIG 5487 Media Aesthetics			
Instructor:	Dr. Eddie Lohmeyer	Section Number:	
Office:	OTC 500, Rm 135	Credit Hours:	3
Phone:		Meeting Days:	
E-Mail:	Edwin.Lohmeyer@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

## I. Course Description (including enrollment requirements prerequisites and co-requisites)

This course will introduce students to concepts of aesthetics within digital media environments. Here, we will look at aesthetics—our embodied experience of media—as an exchange, a reciprocation among the materiality of human and technological systems. The relationship between technologies, visual elements, and the body’s sensual engagement with those forms will be emphasized. Students will be introduced to theoretical traditions in aesthetics as well as histories of film and video, conceptual, and interactive art. Through both written assignments and time-intensive digital projects, students will become familiarized with how digital media communicate with body and world through experiments in glitch, physical computing, and animation. The course will culminate in a final project where students will showcase original works of media art in a group exhibition.

## II. Course Objectives or Student Learning Outcomes

During this course, students will:

- Gain an understanding of the relationship among digital technologies, formal elements, and embodied experience.
- Develop theoretical frameworks for the aesthetics of digital media through the braiding of key phenomenological traditions and art histories.
- Learn skills to conceptualize and produce works of media art suitable for a portfolio or exhibition.
- Lastly, students will consider ways in which critical media production can offer novel modes of academic research and artistic practice.

## III. Required and Optional Texts and Materials

All texts will be provided as PDFs through webcourses.

\*\*\*All course readings will be provided as PDFs downloadable from the course Canvas shell.\*\*\*

Students will need to purchase the following hardware (purchase links are included below):

[Adafruit Circuit Playground Express](#)  
[Flora Wearable Bluefruit LE Module](#)  
[Adafruit Small Alligator Clip Test Lead](#)  
[Lithium Ion Polymer Battery - 3.7v 1200mAh](#)  
[Adafruit Micro Lipo - USB LiIon/LiPoly charger - v1](#)  
[USB cable - USB A to Micro-B - 3 foot long](#)  
[Panel Mount 10K potentiometer \(Breadboard Friendly\) - 10K Linear](#)

Depending on the scope of the projects students plan to undertake, additional materials may be required for purchase throughout the semester (conductive paint, additional sensors, LEDs, etc.). For example:

[Adafruit STEMMA - TSL2561 Digital Lux / Light Sensor](#)  
[Adafruit GEMMA v2 - Miniature wearable electronic platform](#)  
[Adafruit CRICKIT for Circuit Playground Express](#)  
[FLORA - Wearable electronic platform: Arduino-compatible - v3](#)  
[NeoPixel Ring - 24 x 5050 RGB LED with Integrated Drivers](#)  
[Stainless Medium Conductive Thread - 3 ply - 18 meter/60 ft](#)  
[Bare Conductive Touch Board](#)  
[Electric Paint](#)

Students will need to download [Arduino IDE 1.8.5](#) for either PC or MAC. We will also experiment with using [Microsoft MakeCode](#) and use CircuitPython (the python programming language compiled for Circuit Playground).

#### **IV. Course Requirements**

Graduate standing.

#### **V. Method of Evaluation**

Assignments:

Participation (15%): Grade based upon student contributions to class discussions and involvement in production activities that will occur in class.

Exhibition Review (15%): Students will seek out an exhibition related to digital media or interactive art and write a review suitable for publication.

Making Media Strange (20%): Students will choose a particular media artifact—video, website, video game, mp3, etc.—and defamiliarize our habitual perceptions of this object through deconstructive techniques: glitch, modifications, hacks, physical computing, etc.

Formal Intervention (20%): Using a microcontroller, students will design an interactive project that sensually engages with the body through either light, sound, touch, space, color, motion, line, and so on.

Final Project (30%): Students will produce an original work of media art based upon their course interests and exhibit their project in an exhibition opportunity to be decided.

#### **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

## **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**VIII. Course Accessibility Statement** – The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable

## **IX. Campus Safety Statement** –

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the



screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**XI. Final Exam Date and Time**

There is no final exam in this class.

**XII. Course Schedule**

<b>Dates</b>	<b>Topics</b>	<b>Assignments</b>
Week 1	Course Introduction	Syllabus quiz
Week 2	What is Critical Making?	
Week 3	Speculative Design	
Week 4	Activism and Radical Design	
Week 5	Media Archaeology	
Week 6	The Materiality of Self and World	
Week 7	Sensation and Digital Form	Making Media Strange Due
Week 8	Illumination and Colorscapes	
Week 9	Sonic Forces and Affective Rhythms	
Week 10	Haptics and Touch	
Week 11	Haptics and Touch (cont.)	
Week 12	Digital Ecologies	
Week 13	The Strangeness of Non-human Agency	Formal Intervention Due
Week 14	Interconnectivity in the Natural World	Exhibition Review Due
Week 15	Lab day, work on final projects	
Week 16	Final Exam	Final Project Due

### **XIII. Other Policies and Procedures**

**Email and Communication:** Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407. Please don't send questions to me or resubmit assignments as comments within the Assignments section. Even if you are asking a question or need me to respond to something about a specific assignment, it is important to send me a separate email with its subject in the subject line so I don't accidentally miss your message.

**Professionalism Policy:** As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students, racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

**Exams:** Exams are open book, untimed, and evaluate understanding of the readings and other materials. They will consist of a combination of objective (multiple choice, true or false, etc.) and short answer (paragraph-long) questions.

**Late Work, Incompletes, and Rewrites:** Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.



**Extra credit:** Extra credit is not offered in this class.

# Grad Course Revision - Nicholson School of Communication and Media- DIG 6136 Design for Interactive Media

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

Nicholson School of Communication and Media

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Games and Interactive Media (NSCM)

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

DIG

Code\*

6136

Name\* \* Design for **New Interactive** Media

Full Title\* Grad Course Revision - Nicholson School of Communication and Media- DIG 6136 Design for Interactive Media

30 Character  
Abbreviation: \* **Design for Interactive Media**

**Course Description\*** ~~Admission to Emerging Media MFA or Digital Media MA program~~ This studio course gives students tangible experience with the design principles, ~~DIG 5487 methodologies, or C.I. Theories~~ and ~~practices of interactive design processes used for digital interactive media content.~~

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Shameika Daye

+ No

Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**

**Activity Log**

Shameika Daye

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** DIG 5508: Programming for Digital Media, or C. I.

**Corequisite(s):** N/A

**Graded S/U?**

**Activity Log**

Shameika Daye

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Shameika Daye

+ No

 Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List undergraduate split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the course be offered?

#### Activity Log

Shameika Daye

+ Odd Spring

+ Even Spring

Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### Intended Utilization of Course

The course will be used primarily as:

#### Activity Log

Shameika Daye

+ Required Course

Required Course  Elective Course

### Justification for Course Revision

What is the rationale for revising this course?

**(Formerly titled Design for New Media). Course title revision reflects changes in academic and industry practice, and the addition of the prerequisite of Programming for Digital Media is designed to improve the quality of the work students can produce in this class.**

What majors require or recommend this course for graduation?

**DIG**

If not a major requirement, what will be the


source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion **N/A**

## Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check

### Activity Log

Shameika Daye

**+ I have completed all relevant parts of the form.**

I have completed all relevant parts of the form.

Attached

### Activity Log

Shameika Daye

**+ I have attached a course syllabus and rationale.**

I have attached a course syllabus and rationale.

## Administration Use Only

Catalog Ownership:

Course OID 57375

Course Type

Digital Media

Status  Active-Visible  Inactive-Hidden

## PeopleSoft

Academic Group

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID** 043168





# Nicholson School of Communication and Media

DIG6136: Design for Interactive Media			
Instructor:	Matthew Mosher	Section Number:	0061
Office:	OTC500 Room 148	Credit Hours:	3
Phone:	407.823.5175	Meeting Days:	
E-Mail:	matthew.mosher@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	

## WELCOME!

Of primary importance should be each student's engagement with their work, their investment in the labor of making it, their dedication to the evolution of their own sensibility, their concern for craft and conceptual underpinnings, and their perseverance in completing individual projects while allowing each one to serve as a ground for the next. Students should be self-motivated and self-responsible to succeed in this course. Work is cumulative. Be prepared to work hard, collaborate with others, stretch boundaries, and share learning. Conceptual and technical ability will increase in proportion to one's effort.

### I. Course Description

This studio course gives students tangible experience with the design principles, methodologies, and processes used for interactive media.

**Prerequisites:** DIG 6647: History and Theory of Interactive Media, DIG 5XXX: Programming for Digital Media, graduate standing.

#### **Overview:**

This course is devoted to the in-depth investigation and discussion of interactive media. Design is a lens for looking at the changing institutions, technologies, and shifting cultures around us. Understanding these changes requires collaboration, information, and experimental research. When applied these steps produce working prototypes that are powerful tools for exploring solutions to complex problems.

The course is structured to examine how designers and artists interact with a setting and environment, focusing on how traditional 2D, 3D, and time based methods can be integrated with interactive media in order to be engaged with in both the physical and virtual setting.

This will be a project-based experiential learning course. Students will explore the theories and processes of interaction, installation, and experience design as they relate to digital media technologies and how they can be applied to "real-world" applications.

The course is structured as a combination of micro studio and peer instruction using demonstrations and research presentations. The course will engage the students in a design problem, which will conclude with an exhibition of the studio's work. This exploratory studio is aimed at having students brainstorm, design, debug, prototype and document solutions.

## **II. Student Learning Outcomes**

The primary goal of this course is to give students studio based practice working with interactive media technologies. Specific course objectives are:

- Students will demonstrate knowledge of interactive media theory and methods.
- Students will analyze contemporary artists and designers working with interactive media through research presentation.
- Students will evaluate the work of their peers through in class critiques.
- Students will explore ideas and juxtapositions of critical theory and technology for use in their thesis or other future projects. In doing so they will develop their personal design style.
- Students will apply the principles and processes of interaction design through a creative project to make their concepts a reality.
- Students will synthesize the topics of this course with their research in a written extended abstract on their work.

## **III. Required and Optional Texts and Materials**

### **Required Materials:**

- Ed Shanken. *Systems*. MIT Press, 2015.
- PDF articles distributed via Webcourses.
- Printed articles distributed in class.
- A portable USB hard drive, flash drive, or cloud drive to save your work and media files.
- Access to a Max7 license from Cycling74 (<https://cycling74.com/>)
  - Note that this software is only available on campus in OTC500 Room 111

### **Optional Materials:**

- Other materials and supplies as needed for self-directed projects.
- Ed Shanken. *Art and Electronic Media*. Phaidon, 2014.
- Paul Dourish. 2001. *Where the Action Is*, MIT Press, Cambridge, MA.

## **IV. Course Requirements**

### **Communication:**

The best way to contact the instructor is through Webcourses Inbox messaging. Students can send messages with any questions and should expect to receive a response in a reasonable amount of time (1-2 business days). Be sure to check your notification settings as this is how the instructor will communicate with you directly, as well as through Webcourses announcements. Check the announcements before each class.

### **Webcourses:**

This course is not being offered as an online (W) or mediated (M) course this semester but the Webcourses learning management system will be used to post course materials, assignments, and grades.

### **Open Labs:**

If you find yourself needing computer time to work on your assignments NSCAM has several labs available for students to work outside of class hours. The lab schedule will be distributed when available and is also on the individual lab room doors.

**Attendance Policy:**

Learning is an active process therefore you are required to attend every class meeting and be prepared. If it is clear that you have not completed the readings for the week you will be marked absent. We will be introducing new tools and techniques frequently. Knowledge in the class is cumulative and if you miss too many classes you will fall hopelessly behind. If you don't attend and/or you miss a class for unexcused reasons, discuss what you missed with your peers. Absences are only excused for official university business when accompanied by a Program Verification form, or for court imposed legal obligations. Absences in excess of 2 are grounds for failing the course. If you arrive after the class start time or depart before the class end time you will be marked tardy. If you do both you will be marked absent. Attendance contributes to your participation percentage.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all class meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

During this class you will be asked repeatedly to critique the work of your peers and have your own work critiqued. Always be respectful when delivering criticism, and likewise do not get defensive when receiving it. It can be valuable for grant writing or artist bios to write down what is learned during discussions/critiques of your work. During discussions/critiques, students can ask someone else to take notes of the dialogue around your work.

The classroom is a safe space; hate speech, violence, and discrimination will not be tolerated. Students may be exploring personal material in this class, and it is important that the class remain a safe, respectful space for everyone. There are to be no illegal acts performed, no harming of self or others, no exchange of bodily fluids, no damage to the property of the school or classroom (students are responsible for any damage they do), no firearms, and no open flames, on UCF property. If a student is using a material in question please consult with me first.

Respect each person's work. While every attempt will be made to respect all students' beliefs and values, this class is designed to inform, explore, challenge, and expand artistic knowledge in many directions. It is entirely possible that a student will disagree with someone's ideology or find their work tasteless, offensive or ugly. A student who experiences a profound aversion to the ideology or materiality of another student's work is invited to make an appointment with me to discuss it. Each student's concerns are relevant but should not inhibit other students' practice. A student who feels that his or her own work deals with subject matter that others may be sensitive to (sexual or religious, for example) is invited to make an appointment with me to discuss it. I am available in person, often before and after class, during office hours, for scheduled meetings, as well as by webcourses messages.

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Academic Activity Requirement for Federal Financial Aid Dispersal:**

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Syllabus Quiz" on Canvas 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.

**V. Method of Evaluation**

Assessment	Percent of Final Grade
Creative Projects	50%
Research Presentations	15%
Participation	20%
Essays	15%
	100%

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

I do not round.

- A – doing extraordinary work technically and conceptually, breaking preconceived boundaries, participating openly and willingly in class and during critiques, spending time on assignments
- B – attending class regularly, completing assignments, doing competent work technically and wrestling with concepts, pushing some boundaries
- C – doing the minimum that is expected, last-minute execution of assignments, being late for class and absences
- D – not completing projects or readings and multiple absences , bellow average performance
- F – zero effort

**Grade Dissemination**

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned during the semester are unofficial grades. The majority of feedback will be provided verbally during in class critiques.

## Readings

We will be reading selections from Ed Shanken's text *Systems*. This book is a collection of essay related to systems theory and new media art practice. The readings for the week are listed in the course schedule. For each article listed come up with a question and a reflection about their article. Be prepared to discuss these in class the following week. Your contributions to these discussions are part of your participation grade. Page numbers for each author's article are in the book's table of contents, and we are going through them in order.

Pro Tip: *Systems* is part of a series of texts on contemporary art published jointly by MIT Press and the Whitechapel Gallery. If you are interested in an art sub-field, see if they have a book on it. These text are a great introduction to the theories of their area. Some particularly good ones include: *Participation*, *Situation*, and *Dance*.

## Presentations

Over the semester you will be asked to prepare several presentations. The first is a rather casual Introductory Presentation about your own research / creative practice.

The remaining presentations will be on specific artists working with new media. Artist presentations are distributed on a first come first served basis, so send your requests to the professor via webcourses message ASAP. The timing of these presentations is variable, but listed on the Course Schedule. Do not select an artist presentation for a day that you know you are going to be absent.

Presentations should be 25-30 minutes long, and include:

- Biographical information about the artist
  - When were they alive?
  - Where did they go to school?
  - Who have they collaborated with?
  - What awards and recognition have they received?
  - What is the historical and political context of their work? (What was happening in the world during their life that influenced them?)
- 5-20 Images / video clips of their work
  - Include a source/link for each image / clip that you use
  - Only 1 image/clip per slide, no clip should be longer than 5 minutes
  - For each work include the title, materials/technologies, date, etc.
  - Explain what the project is, how it works, and why it is significant
- Discuss their relationship and contribution to the field of New Media.
- Give a critique of their work (Describe > Analyze > Interpret > Evaluate)

## Scaffolding Assignments

There are a few design scaffolding assignments throughout the course. These assignments are extremely low stakes; you get credit just for completing them. They serve as stepping-stones along the path to your creative project, and will greatly improve the quality of your final work (which is high stakes). These scaffolding assignments are a great place to take risks, try new things, and fail, fail, fail.

## VI. Make-Up Exam Policy

### **Late Work Policy:**

There are no make-ups for in-class writing, projects, or exams. Late work is not accepted. Exceptions can only be made in extreme circumstances and will be accepted, with proper documentation, at the discretion of the instructor. Accommodations will be made for students that are required to be absent while representing the University at Authorized University Events in accordance with UCF Policy # 4-401. This course will require work and research outside of

class time. The projects will be impossible to complete unless you work consistently outside of class time. Plan your time.

**Extra Credit Policy:**

Extra credit assignment may or may not be assigned to the class at the professor's discretion. Therefore, always submit your assignment and be sure that it is your best work.

**Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**VII. Academic Integrity**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**VIII. Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**IX. Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

### **X. Deployed Active Duty Military Students Statement**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### **XI. Final Critique Date and Time – DAY, X December 20XX, TIME**

### **XII. Course Schedule**

All dates, assignments, and elements of this syllabus are the will of the instructor and can be changed at any time. If any changes are made, students will be notified in class or on Webcourses. Course calendar, schedule, and due dates available on Webcourses and supersede dates in this document. Academic Calendar Available at:  
<http://calendar.ucf.edu/2016/fall>

Drop/Swap Deadline:	XX August 20XX
Withdrawal Deadline:	XX October 20XX
Grade Forgiveness Deadline:	XX December 20XX
Holidays:	
Labor Day	XX September 20XX
Veterans Day	XX November 20XX
Thanksgiving	XX-XX November 20XX

### **Religious Observances**

Students are expected to notify their instructor at minimum of a week (7 days) in advance if they intend to miss class to observe a holy day of their religious faith.

WEEK	TOPICS	ACTIVITY	Artist Presentations	Reading	Project
1	Intro	Syllabus, introduction presentations, select Artists, Brainstorming discussion, Presentation: Storyboards		Systems 1: Fritjof Capra, N. Katherine Hayles, Gregory Bateson	Select Artists, set up coding environment
2	Needs Finding	Demo – working with audio Reading Discussion 1	Laurie Anderson Paul Sermon		Scaffolding: Storyboards
3	Design Principles	<b>Concept Critique</b> Presentation: Design Principles		Systems 2: Heinz Von Foerster, Humberto Maturana, Donella H. Meadows	Scaffolding: Song Sequencer
4	Interaction Types	Demo - Moving Images Reading Discussion 2	Golan Levin Tine Bech	(PDFs) <i>What do Prototypes Prototype? and Experience Prototyping</i>	Scaffolding: Motion based video splicer
5	Prototyping	Demo - Libraries Reading Discussion P	Everyware Daniel Rozen	Systems 3: Roy Ascott, Gordon Pask, Usman Haque	<i>Work on your prototypes</i>
6	Alternative Inputs	Demo - Gesture Input Reading Discussion 3	Jim Campbell Rafael Lorenzo-hemmer		<i>Work on your prototypes</i>
7	Fail Fast, Fail Often	<b>In progress critique</b> Presentation: Related Work / Field Survey		Systems 4: Francis Halsall, Manfred Mohr, Sonia Landy Sherridan	Scaffolding: Gesture Inputs
8	Design Q&A	Demo - AMA Reading Discussion 4	Ken Rinaldo Stellarc	Systems 5: Brian Eno, Ken Rinaldo, Benjamin Bogart, Ubermorgen, Mitchell Whitelaw	<i>Work on your creative project</i>
9	Design Process	Introduce final essay Reading Discussion 5 Work Time	Trevor Paglan Wafaa Bilal		<i>Work on your creative project</i>
10	SPRING BREAK				
11	Design Process	Work day	Andrea Polli Ann Hamilton		<i>Work on your creative project</i>
12	Design Evaluation	<b>Pre final Critique</b>			<i>Work on your creative project</i>
13	Documentation	Documenting your work discussion Work Time			<b>GaIM Showcase</b>  Find a conference fitting for your work



14	Professional Practice	Applying for calls Demo: Video editing	Scott Snibe Sabrina Raaf	Systems 6: R. Buckminster Fuller, James Lovelock, Pierre Bourdieu, Nicholas Luhmann, Christian Katti	<i>Work on your extended abstract</i>
15	Professional Practice	Reading Discussion 6 GaIM showcase debrief			Documentation Videos Extended Abstract
16	Conclusions	<b>Final Presentations</b>			

Tentative course schedule subject to revision.

Artist Presentations occur in class the week listed.



Readings will be discussed in the class following the week they are listed.

# Grad Course Revision - Nicholson School of Communication and Media - DIG 6551 Theory and Practice of Interactive Storytelling

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

Nicholson School of Communication and Media

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Games and Interactive Media (NSCM)

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

DIG

Code\*

6551

Name\* **Applied Theory and Practice of** Interactive **Story Storytelling**

Full Title\* Grad Course Revision - Nicholson School of Communication and Media - DIG 6551 Theory and Practice of Interactive Storytelling

30 Character  
Abbreviation: **Theory and Practice of Interactive Storytelling**

**Course Description\*** ~~Concepts Analysis and specific skills for creating scripts and programs for creation of~~ interactive digital stories within and across platforms. What makes stories compelling, how to exploit the particular affordances of media ~~story experiences~~ through authors communicate.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**

**Activity Log**

Shameika Daye

+ No

Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**

**Activity Log**

Shameika Daye

+ No

Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** ~~Film and digital media majors, DIG 6432, or C-1 Graduate standing.~~

**Corequisite(s):** N/A

**Graded S/U?**

**Activity Log**

Shameika Daye

+ No

Yes  No

**Split-Level Class:**

**Activity Log**

Shameika Daye

No

 Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

List  
undergraduate  
split-level course:

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the course be offered?

#### Activity Log

Shameika Daye

Odd Spring

Even Spring

Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer

Even Summer  Every Semester  Occasional

### Intended Utilization of Course

The course will be used primarily as:

#### Activity Log

Shameika Daye

Required Course

Required Course  Elective Course

### Justification for Course Revision

What is the rationale for revising this course?

**(Formerly titled Applied Interactive Story) Course title revision reflects changes in academic and industry practice, as well as its current focus on both theory and practice, and will aid in recruitment. The course is being revised to combine theory and practice in the study and production of multiple interactive narratives, in part because Transmedia Story Creation is being moved to an elective and this course will need to cover both theory and practice.**

What majors require or recommend this course for graduation?

**DIG**


If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? **10-20**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion **N/A**

### Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check

#### Activity Log

Shameika Daye

**+ I have completed all relevant parts of the form.**

I have completed all relevant parts of the form.

Attached

#### Activity Log

Shameika Daye

**+ I have attached a course syllabus and rationale.**

I have attached a course syllabus and rationale.

### Administration Use Only

Catalog Ownership: **Dean's Office**

Course OID 57386

Course Type **Digital Media**

Status  Active-Visible  Inactive-Hidden

### PeopleSoft

**Academic Group**

**Career**

**Print in Catalog**

**Effective Date**

**Lab Fee**

**CRSE\_ID** 043044



# Nicholson School of Communication and Media

<b>DIG 6551: Theory and Practice of Interactive Storytelling TBA</b>			
Instructor:	Natalie Underberg-Goode	Section Number:	
Office:	OTC 500, Room 155	Credit Hours:	3
Phone:	407 823-1140	Meeting Days:	TBA (mixed mode)
E-Mail:	Natalie.Underberg-Goode@ucf.edu	Class Meeting Hours:	TBA (mixed mode)
Office Hours:	TBA	Class Location:	TBA
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

## **I. Course Description (including enrollment requirements prerequisites and co-requisites)**

In this course, students will learn how to analyze and create interactive stories within and across multiple platforms. We will consider what makes stories compelling and how authors can exploit the particular affordances of the media through which they seek to communicate ideas. **Prerequisites:** graduate standing.

## **II. Course Objectives or Student Learning Outcomes**

In this course students will learn:

- How to design digital and interactive narrative
- How to understand the role of platform affordances and constraints in the design process
- How to create interactive stories in multiple platforms
- How to analyze and critique interactive narrative
- How to exhibit and produce scholarship about interactive narrative

## **III. Required and Optional Texts and Materials**

Miller, Carolyn Handler. *Digital Storytelling: A Creator's Guide to Interactive Entertainment*. New York: Focal Press, 2014.

Other readings will be assigned and will be provided by the instructor via PDF.

#### **IV. Course Requirements**

Syllabus Quiz	5%
Interactive Story Assignments (3)	30% (10% each)
Interactive Narrative Analysis (3)	30% (10% each)
Mini-Conference Paper or Interactive Narrative	35%

#### **V. Method of Evaluation**

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

#### **VI. Make-Up Exam Policy**

Make-up exams and assignments will be given only in the case of a documented personal or family emergency, and then only after real-time (not email) discussion with the instructor (in-person or phone).

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.



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- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**XI. Final Exam Date and Time**

There is no final exam in this class. Class will meet during final exam period for class presentations.

**XII. Course Schedule**

DATE	TOPICS	EXAMS/ASSIGNMENTS	READING
Week 1	Module 1: Introduction	Syllabus Quiz due TBA	



	to Interactive Narrative		
Weeks 2-4	Module 2: Interactive Narrative History and Theory and Introduction to Narrative Design	Interactive Narrative Analysis 1 due TBA (analyze traditional narrative and its interactive narrative adaptation)	Miller Chapter 1, 4, 11  Excerpt from Montfort, <i>Twisty Little Passages</i> (PDF)
Weeks 5-7	Module 3: Hypertext Narrative	Interactive Story Assignment 1 due TBA (hypertext story using Twine)	Miller Chapter 6, 7, 16  Friedhoff, "Untangling Twine" (PDF)
Weeks 8-10	Module 4: Visual Storytelling and Visual Novel Games	Interactive Narrative Analysis 2 due TBA (visual novel game analysis)  Interactive Story Assignment 2 due TBA (visual novel game story using TyranoBuilder)	Miller Chapter 15  Galbraith, "Bishojo Games" (PDF)
Weeks 11-13	Module 5: Spatial, Mobile and Transmedia Narratives	Interactive Narrative Analysis 3 due TBA (spatial/mobile/transmedia narrative analysis)  Interactive Story Assignment 3 due TBA (mobile story using ARIS)	Miller Chapter 10, 17  Excerpt from Farnham, <i>The Mobile Story</i> (PDF)  Ryan, "Transmedia Storytelling" (PDF)
Weeks 14-16	Module 6: Sharing Interactive Stories: Scholarship and Exhibitions	Mini-Conference Paper or Interactive Narrative Exhibition	Parker, "An Art World for Art Games" (PDF)

# Grad Course Revision - Nicholson School of Communication and Media - DIG 6647 History and Theory of Dynamic Media

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

Nicholson School of Communication and Media

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Games and Interactive Media (NSCM)

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

DIG

Code\*

6647

Name\*

History and Theory of Dynamic Media

Full Title\*

Grad Course Revision - Nicholson School of Communication and Media - DIG 6647 History and Theory of Dynamic Media

30 Character  
Abbreviation:

History and Theory of Dynamic Media

**Course Description\*** ~~(Previously titled Science and Technology of Dynamic Media). This seminar course examines contemporary~~ Contemporary interactive media theory; and ~~surveys the~~ history of convergence between computing, fine arts, and narrative media. Through hands on ~~projects students explore the principles behind~~ interactive media production, synthesis; and ~~evaluation~~ evaluation-oriented projects.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**  Yes  No

If yes, indicate the total times the course may be used in the degree program.

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** ~~Games and Interactive Media, Film, Communications Communication, or SVAD majors DIG 5508 Programming for Digital Media, or C-I graduate~~ Graduate standing.

**Corequisite(s):** None

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### Term of Offering

When will the course be offered?  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  Even Summer  Every Semester  Occasional

### Intended Utilization of Course

The course will be used primarily as:  Required Course  Elective Course

### Justification for Course Revision

What is the rationale for revising this course? Title is changed to better reflect academic and industry trends, and to clarify the course content. This aids recruitment.

What majors require or recommend this course for graduation? DIG MA


If not a major requirement, what will be the source of students?

What is the estimated annual enrollment? 10-20

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion N/A

### Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check  I have completed all relevant parts of the form.

Attached  I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden



# Nicholson School of Communication and Media

<b>DIG6647: History and Theory of Interactive Media</b>			
Instructor:	Matthew Mosher	Section Number:	0061
Office:	OTC500 Room 148	Credit Hours:	3
Phone:	407.823.5175	Meeting Days:	
E-Mail:	matthew.mosher@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	

## **WELCOME!**

Of primary importance should be each student's engagement with their work, their investment in the labor of making it, their dedication to the evolution of their own sensibility, their concern for craft and conceptual underpinnings, and their perseverance in completing individual projects while allowing each one to serve as a ground for the next. Students should be self-motivated and self-responsible to succeed in this course. Work is cumulative. Be prepared to work hard, collaborate with others, stretch boundaries, and share learning. Conceptual and technical ability will increase in proportion to one's effort.

### **I. Course Description**

This seminar course examines contemporary interactive media theory, and surveys the history of convergence between computing, fine arts, and narrative media. Through hands on projects students explore the principles behind interactive media production, synthesis, and evaluation.

**Prerequisites:** Games and Interactive Media, Film, Communications, or SVAD majors, or C.I.

#### **Overview:**

This course provides students with a foundation for critically understanding the history and theory of interactive media. We will examine computation and media technologies from several different perspectives including computer science, communications, art, cognitive science, cultural and literary studies. Specific topics include, but are not limited to: artificial intelligence, the internet, digital art, narrative, embodiment, and human-computer interaction. This is *a lot* of material to cover, so we will be moving quickly, covering one topic in depth each week before moving on to the next topic.

In addition to building your foundational knowledge of interactive media, this course will also allow you to improve your writing and presentation skills. The midterm exam will require you to synthesize information from the readings into concise, well-structured essays. Each student will also be asked to lead at least one class discussion to give you the opportunity to acquire specialized knowledge of a topic/reading.

Presentations in the course will be interactive and will take shape based on student interests, experience, and our collective responses to the readings. The Games and Interactive Media program is intended to produce the future visionaries of new media and provide you with the skills to be innovative leaders, so I am very open to suggestions for new class activities or readings.

## **II. Student Learning Outcomes**

The primary goal of this course is to give students rich exposure to the history and theory behind new media technologies.

- Students will read, synthesize, and articulate the history and theory behind digital, dynamic, and new media.
- Students will establish how their research fits within contemporary and historical contexts.
- Students will lead in class discussions based on assigned readings.
- Students will produce creative projects that incorporate ideas and juxtapositions of critical theory and technology for use in your thesis or other future projects.
- Students will write an annotated bibliography summarizing prominent literature in the field of interactive media.

## **III. Required and Optional Texts and Materials**

### **Required Materials:**

- Noah Wardrip-Fruin and Nick Montfort (Ed.). 2003. *The New Media Reader*, MIT Press, Cambridge, MA.
- PDF articles distributed via Webcourses.
- Printed articles distributed in class.
- A portable USB hard drive, flash drive, or cloud drive to save your work and media files.

### **Optional Materials:**

- A Max7 license from Cycling74 (<https://cycling74.com/>)
  - Note that this software is only available on campus in OTC500 Room 111
- Other materials and supplies as needed for self-directed projects.
- Linda Candy (Ed.). 2014. *Interactive Experience in the Digital Age*, Springer, Switzerland.
- John Dewey. 1934. *Art as Experience*, Perigee, New York, NY.
- Paul Dourish. 2001. *Where the Action Is*, MIT Press, Cambridge, MA.

## **IV. Course Requirements**

### **Communication:**

The best way to contact the instructor is through Webcourses Inbox messaging. Students can send messages with any questions and should expect to receive a response in a reasonable amount of time (1-2 business days). Be sure to check your notification settings as this is how the instructor will communicate with you directly, as well as through Webcourses announcements. Check the announcements before each class.

### **Webcourses:**

This course is not being offered as an online (W) or mediated (M) course this semester but the Webcourses learning management system will be used to post course materials, assignments, and grades.



**Open Labs:**

If you find yourself needing computer time to work on your assignments NSCAM has several labs available for students to work outside of class hours. The lab schedule will be distributed when available and is also on the individual lab room doors.

**Attendance Policy:**

Learning is an active process therefore you are required to attend every class meeting and be prepared. If it is clear that you have not completed the readings for the week you will be marked absent. We will be introducing new tools and techniques frequently. Knowledge in the class is cumulative and if you miss too many classes you will fall hopelessly behind. If you don't attend and/or you miss a class for unexcused reasons, discuss what you missed with your peers. Absences are only excused for official university business when accompanied by a Program Verification form, or for court imposed legal obligations. Absences in excess of 2 are grounds for failing the course. If you arrive after the class start time or depart before the class end time you will be marked tardy. If you do both you will be marked absent. Attendance contributes to your participation percentage.

**Professionalism Policy:**

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* must be silenced during all class meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

During this class you will be asked repeatedly to critique the work of your peers and have your own work critiqued. Always be respectful when delivering criticism, and likewise do not get defensive when receiving it. It can be valuable for grant writing or artist bios to write down what is learned during discussions/critiques of your work. During discussions/critiques, students can ask someone else to take notes of the dialogue around your work.

The classroom is a safe space; hate speech, violence, and discrimination will not be tolerated. Students may be exploring personal material in this class, and it is important that the class remain a safe, respectful space for everyone. There are to be no illegal acts performed, no harming of self or others, no exchange of bodily fluids, no damage to the property of the school or classroom (students are responsible for any damage they do), no firearms, and no open flames, on UCF property. If a student is using a material in question please consult with me first.

Respect each person's work. While every attempt will be made to respect all students' beliefs and values, this class is designed to inform, explore, challenge, and expand artistic knowledge in many directions. It is entirely possible that a student will disagree with someone's ideology or find their work tasteless, offensive or ugly. A student who experiences a profound aversion to the ideology or materiality of another student's work is invited to make an appointment with me to discuss it. Each student's concerns are relevant but should not inhibit other students' practice. A student who feels that his or her own work deals with subject matter that others may be sensitive to (sexual or religious, for example) is invited to make an appointment with me to discuss it. I am available in person, often before and after class, during office hours, for scheduled meetings, as well as by webcourses messages.

**University Writing Center:**

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing

(in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

**Academic Activity Requirement for Federal Financial Aid Dispersal:**

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Syllabus Quiz" on Canvas 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.

**V. Method of Evaluation**

Assessment	Percent of Final Grade
Creative Projects	30%
Reading Leads	25%
Participation	20%
Exam	15%
Essays	10%
	100%

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

I do not round.

A – doing extraordinary work technically and conceptually, breaking preconceived boundaries, participating openly and willingly in class and during critiques, spending time on assignments

B – attending class regularly, completing assignments, doing competent work technically and wrestling with concepts, pushing some boundaries

C – doing the minimum that is expected, last-minute execution of assignments, being late for class and absences

D – not completing projects or readings and multiple absences , bellow average performance

F – zero effort

**Grade Dissemination**

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses. Please note that

scores returned during the semester are unofficial grades. The majority of feedback will be provided verbally during in class critiques.

## **VI. Make-Up Exam Policy**

### **Late Work Policy:**

There are no make-ups for in-class writing, projects, or exams. Late work is not accepted. Exceptions can only be made in extreme circumstances and will be accepted, with proper documentation, at the discretion of the instructor. Accommodations will be made for students that are required to be absent while representing the University at Authorized University Events in accordance with UCF Policy # 4-401. This course will require work and research outside of class time. The projects will be impossible to complete unless you work consistently outside of class time. Plan your time.

### **Extra Credit Policy:**

Extra credit assignment may or may not be assigned to the class at the professor's discretion. Therefore, always submit your assignment and be sure that it is your best work.

### **Grades of "Incomplete":**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

## **VII. Academic Integrity**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

## **VIII. Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

## **IX. Campus Safety Statement**

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html>
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement**

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**XI. Final Critique Date and Time – DAY, X December 20XX, TIME**

**XII. Course Schedule**

All dates, assignments, and elements of this syllabus are the will of the instructor and can be changed at any time. If any changes are made, students will be notified in class or on Webcourses. Course calendar, schedule, and due dates available on Webcourses and supersede dates in this document. Academic Calendar Available at:  
<http://calendar.ucf.edu/2016/fall>

Drop/Swap Deadline:	XX August 20XX
Withdrawal Deadline:	XX October 20XX
Grade Forgiveness Deadline:	XX December 20XX
Holidays:	
Labor Day	XX September 20XX
Veterans Day	XX November 20XX
Thanksgiving	XX-XX November 20XX

**Religious Observances**

Students are expected to notify their instructor at minimum of a week (7 days) in advance if they intend to miss class to observe a holy day of their religious faith.

Week	Topics and Readings
1	<b>Introductions: Syllabus and Course Topics</b> <b>Introduce Annotated Bibliography</b> <b>Due: Introduction Presentations</b>
2	<b>Defining New Media</b> <ul style="list-style-type: none"> <li>• <i>Introduction: New Media From Borges to HTML</i>, Lev Manovich, NMR pp. 16-23, 2003 (The “What is New Media? Eight Propositions” section only)</li> <li>• <i>The Medium is the Message</i>, Marshall McLuhan, NMR Ch 13. pp. 203-209, 1964</li> <li>• (PDF) <i>From Participation to Interaction</i>, Soke Dinkla, 1996</li> </ul> <b>Presentation: History of Computing and the Arts</b>
3	<b>Early Visions of Computing</b> <ul style="list-style-type: none"> <li>• <i>As We May Think</i>, Vannevar Bush, NMR Ch. 2 pp. 35-47, 1945</li> <li>• (PDF) <i>The Computer for the 21<sup>st</sup> Century</i>. Mark Weiser, 1991</li> </ul> <b>Demo: Sound Sequencers</b> <b>Due: CITI Training IRB Certificate</b>
4	<b>Culture and Politics of New Media</b> <ul style="list-style-type: none"> <li>• From <i>Theater of the Oppressed</i>, Augusto Boal, NMR Ch. 22 pp. 339-352, 1974</li> <li>• <i>Mythinformation</i>, Langdon Winner, NMR Ch. 40 pp. 587-598, 1986</li> </ul> <b>Demo: Sound activated Video</b> <b>Due: Sound sequencers</b>
5	<b>Computing as a Personal, Collective, and Expressive Medium</b> <ul style="list-style-type: none"> <li>• From <i>A Thousand Plateaus</i>, Gilles Deleuze and Felix Guattari, NMR Ch. 27 pp. 405-409, 1980</li> <li>• <i>A Cyborg Manifesto</i>, Donna Haraway, NMR Ch. 35 pp. 515-541, 1985</li> <li>• (PDF) <i>Transmetropolitan</i>, Vol 2 Book I, Warren Ellis, 2009</li> </ul> <b>Demo: Video activated Sound</b> <b>Due: Sound Activated Video</b>
6	<b>New Media &amp; Art I: Foundations of Art and Design</b> <ul style="list-style-type: none"> <li>• <i>Four Selections by Experiments in Art &amp; Technology</i>, NMR Ch. 14 pp. 211-226, 1961-1972</li> <li>• “Happenings” in the New York Scene, Allan Kaprow, NMR Ch. 6 pp. 83-88, 1961</li> <li>• <i>Responsive Environments</i>, Myron Kruger, NMR Ch.25 pp. 377-389, 1977</li> </ul> <b>Presentation: Randomization</b> <b>Introduce Creative Project I: Chance Operations</b> <b>Due: Video activated Sound</b>
7	<b>New Media &amp; Art II: Computational Art</b> <ul style="list-style-type: none"> <li>• -The Construction of Change, Roy Ascott, NMR Ch. 10 pp. 128-130, 1964. (Art and Didactics &amp; Science and a Discipline for art sections only. If you are struggling with ideas for your creative project also read A Groundcourse for Art.)</li> <li>• (PDF) <i>The Cybernetic Stance</i>, Roy Ascott, Leonardo 1968.</li> <li>• (PDF) <i>The Work of Art in the Age of Mechanical Reproduction</i>, Walter Benjamin, 1936</li> </ul> <b>Work time fore creative project</b>
8	<b>Critique Creative Project I</b>
9	<b>Human-Computer Interaction</b> <ul style="list-style-type: none"> <li>• (PDF) <i>Tangible Bits</i>, Hiroshi Ishii and Brygg Ullmer, CHI 1997</li> <li>• (PDF) <i>Being in the World</i>, Paul Dourish, MIT Press, 2001</li> <li>• (PDF) <i>Move to Get Moved</i>, Caroline Hummels et al, Pers Ubiquit Comput, 2007</li> </ul> <b>Presentation: Interactive Artists I</b> <b>Introduce Creative Project 2: Extensions of the Body</b>
10	<b>Evaluating New Media &amp; Art</b> <ul style="list-style-type: none"> <li>• (UCFL PDF) <i>The Role of Emotions in Art Evaluation</i>, Chek Tien Tan and Sam Ferguson, Springer, 2014</li> <li>• (UCFL PDF) <i>Blending Art Events and HCI Research</i>, Derek Reily et al, Springer, 2014</li> </ul>



	<b>Work time for creative project</b>
11	<b>Critique Creative Project 2</b>
12	<b>EXAM</b> <b>Due: Annotated Bibliography</b>
13	<b>Narrative and New Literature Forms</b> <ul style="list-style-type: none"> <li>• <i>-The Garden of Forking Paths</i>, Jorge Luis Borges, NMR Ch. 1 pp. 30-34, 1941</li> <li>• <i>Six Selections by the Oulipo</i>, The Oulipo, NMR Ch. 12 pp. 147 – 189, 1961-1981</li> <li>• <i>Nonlinearity and Literary Theory</i>, Espen J. Aarseth, NMR Ch. 52 pp. 762-780, 1994</li> <li>• (PDF) <i>Tangible Viewpoints</i>, Ali Mazalek et al, Multimedia, 2002</li> </ul> <b>Introduce Creative Project 3: The Subversive Web</b> <b>Presentation: Interactive Artists 2</b>
14	<b>Hypertext and the Web</b> <ul style="list-style-type: none"> <li>• <i>You Say You Want a Revolution? Hypertext and the Laws of Media</i>, Stuart Maoulthrop, NMR Ch 48 pp. 691, 1991.</li> <li>• <i>Nomadic Power and Cultural Resistance</i>, Critical Art Ensemble, NMR Ch. 53 pp. 783-790, 1994.</li> </ul> <b>Watch: The Yes Men</b> <b>Demo: Working with the Web</b>
15	<b>Artificial Intelligence &amp; Machine Learning</b> <ul style="list-style-type: none"> <li>• <i>Computing Machinery and Intelligence</i>, Alan Turing, NMR Ch. 3 pp. 49-64, 1950</li> <li>• <i>From Computer Power and Human Reason</i>, Joseph Weizenbaum, NMR Ch. 24 pp. 367-375, 1976</li> <li>• (PDF) <i>Machine Learning as Meta-Instrument: Human-Machine Partnerships Shaping Expressive Instrumental Creation</i>, Rebecca Friebink. 2017.</li> </ul> <b>Demo: Machine Learning</b>
16	<b>Final Critique Creative Project 3</b>

# Grad Course Revision - Nicholson School of Communication and Media - DIG 6825 Research Methods for Interactive Media

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College

Nicholson School of Communication and Media

Proposal Type

Grad Course Revision

Unit / Department  
/ College\*

Department of Games and Interactive Media (NSCM)

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix\*

DIG

Code\*

6825

Name\*

Research Methods for Interactive Media

Full Title\*

Grad Course Revision - Nicholson School of Communication and Media - DIG 6825 Research Methods for Interactive Media

30 Character  
Abbreviation:

Research Methods for Interactive Media

**Course Description\*** ~~This course will acquaint students with Scholarly and creative~~ research design and methods for interactive media, ~~and is intended for both scholarly and creative researchers.~~ ~~We will explore topics including designing~~ **Topics:** research questions, ~~conducting reviews of the~~ literature ~~reviews,~~ ~~approaches to~~ qualitative, quantitative, and mixed methods ~~research,~~ and ~~how to research the story~~ world ~~of your interactive media project~~ research.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:** 3

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** ~~None~~ Graduate standing.

**Corequisite(s):** N/A

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and



complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

### **Term of Offering**

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

### **Intended Utilization of Course**

**The course will be used primarily as:**  Required Course  Elective Course

### **Justification for Course Revision**

**What is the rationale for revising this course?** (Formerly titled Digital Media Research Methods). Course title revision reflects change in academic and industry practice. Course has also been revised to focus on both scholarly and creative research, as it will prepare students for both the Studio Concentration and Thesis tracks.

**What majors require or recommend this course for graduation?** DIG


**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

**Detail Discussion** N/A

### **Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden



## Nicholson School of Communication and Media

Course Title & Number Term			
Instructor:	Dr. Natalie Underberg-Goode	Section Number:	00W1
Office:	OTC 500, Room 155	Credit Hours:	3
Phone:	407 823-1140	Meeting Days:	
E-Mail:	Natalie.Underberg-Goode@ucf.edu	Class Meeting Hours:	
Office Hours:		Class Location:	
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

### I. Course Description (including enrollment requirements prerequisites and co-requisites)

This course will acquaint students with research design and methods for interactive media, and is intended for both scholarly and creative researchers. We will explore topics including designing research questions, conducting reviews of the literature, approaches to qualitative, quantitative, and mixed methods research, and how to research the world of your interactive media project.

### II. Course Objectives or Student Learning Outcomes

- How to develop research questions and approaches
- How to conduct reviews of the literature
- How to research the world of an interactive project
- How to design and conduct qualitative, quantitative, and mixed methods research
- How to use visual and digital research methods, including researching through making
- How to evaluate the effectiveness or impact of your interactive media project
- How to design and conduct human subjects research

### III. Required and Optional Texts and Materials

Collins, Hilary. *Creative Research: The Theory and Practice of Research for the Creative Industries*. Bloomsbury Press, 2010.

Creswell, J. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications, 2018 [5th edition].

Gubrium, A. and K. Harper. *Participatory Visual and Digital Methods*. Walnut Creek, CA: Left Coast Press, 2013.

#### **IV. Course Requirements**

Graduate standing.

#### **V. Method of Evaluation**

##### **Grading**

Syllabus quiz	2%
Research methods assignments (4 at 12% each)	48%
Research project	10%
<b>Total:</b>	<b>50%</b>
	<b>100%</b>

##### **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

#### **VI. Make-Up Exam Policy**

Make-up exams will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor.

**VII. Academic Integrity** – Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the

highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

**VIII. Course Accessibility Statement** – The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable

**IX. Campus Safety Statement** –

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**X. Deployed Active Duty Military Students Statement** – If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**XI. Final Exam Date and Time**

There are no exams in this class, but we will meet during finals period for our final class meeting.

**XII. Course Schedule**

<b>Module (Dates)</b>	<b>Topic(s) and Reading*</b>	<b>Exams/Assignments Due</b>
Module 1	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Introduction to Research Methods</li> </ul> <p><b>Reading</b> Collins, "Context" (pp. 8-24)</p> <p>Creswell, Chapter 1</p>	Syllabus quiz due
Module 2	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Researching the World of Your Project</li> </ul> <p><b>Reading</b> Collins pp. 104-111 of Part Three</p>	Research Methods Assignment 1 and response due TBA (creative research for interactive media assignment)
Module 3	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Theory, Literature, and Research Questions</li> </ul> <p><b>Reading</b> Creswell, Chapter 2</p>	Research Methods Assignment 2 and response due TBA (Literature review and research questions assignment)
Module 4	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Quantitative, Qualitative, and Mixed Methods Research</li> </ul> <p><b>Reading</b> Collins pp. 128-137 of Part Three and pp. 168-179 of Part Four</p> <p>Creswell, Chapters 8-10</p>	Research Methods Assignment 3 and response due TBA (Qualitative, Quantitative, or Mixed Methods mini-project)
Module 5	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Visual and Digital Approaches and Critical Making</li> </ul> <p><b>Readings</b> Collins pp. 138-141 and pp. 154-161 of Part Three</p> <p>Excerpt from Gubrium and Harper, Participatory Visual and Digital Methods (PDF)</p>	Research Methods Assignment 4 and response due TBA (participatory research or critical making project)

	Ratto, Matt, "Critical Making" (PDF)	
<b>Module 6</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Ethics, Data Management, and Project Evaluation</li> </ul> <p><b>Readings</b> Collins pp. 82-86 of Part Two  Creswell Chapters 4</p>	Final research project due TBA (present in class during finals period)

\*NOTE: Readings are due at the start of the module during which they are listed.

\*\*NOTE: Assignments, with the exception of the syllabus quiz, are due 11:59pm on the due date listed. The syllabus quiz is due 5pm on its due date.

### **XIII. Other Policies and Procedures**

**Email and Communication:** Students can email at any time. Emails typically receive a response within one business day (this does not include weekends or holidays). Please remember that it is your responsibility to ensure that you receive and read announcements, which we send through Webcourses. The Online at UCF helpline can help you if you have any questions or concerns about this. They can be reached at 407 823-0407.

**Professionalism Policy:** As this is an online course, students will be participating in virtual discussions throughout the semester. While the professor will be moderating, please remember to use the discussion boards professionally and respectfully. Harassment of fellow students, racist and sexist attacks, and trolling will not be tolerated. Students who continually engage in harmful and disruptive behaviors will be asked to leave the class. If you experience problems with another student in the class, please report it for further assistance.

**Late Work, Incompletes, and Rewrites:** Late work and incompletes will only be permitted in the case of a family or personal emergency, and then only after real-time (not via email) discussion with the instructor. Requests for rewrites of assignments must be made within two weeks of receiving a grade, and then only after real-time (not via email) discussion with the instructor.



**Extra credit:** Extra credit is not offered in this class.

# Grad Course Revision - Rosen College of Hospitality Management - HMG 6347 Advanced Vacation Ownership Resort Planning

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	Rosen College of Hospitality Management
Proposal Type	Grad Course Revision
Unit / Department / College*	Department of Foodservices and Lodging Management

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	HMG	Code*	6347
Name*	<del>Advanced Vacation Ownership Contemporary Issues in the</del> Resort <del>Planning Industry</del>		
Full Title*	Grad Course Revision - Rosen College of Hospitality Management - HMG 6347 Advanced Vacation Ownership Resort Planning		
30 Character Abbreviation:			



**Course Description\*** In-depth study of the tools and techniques available for project feasibility and investment. Occasional

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:** 0

**Contact Hours:**

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate level standing

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

**Intended Utilization of Course**

**The course will be used primarily as:**  Required Course  Elective Course

**Justification for Course Revision**

**What is the rationale for revising this course?**

The courses follow an immersive learning structure wherein students are presented with a contemporary issue/business problem to resolve related to the topical area. Historically, the course enrollment averages 10 students (min 7, max 16) over the recent eight years. Student feedback reveals that the reputation (or explanation) of the course project attracts students to the course and that the title and description are insufficiently explanatory. Therefore, a modification to the course title and description are requested. The requested change aims to be more descriptive and relevant while providing a contemporary, versatile platform for future terms.

**What majors require or recommend this course for graduation?**

**If not a major requirement, what will be the source of students?**


**What is the estimated annual enrollment?** 10

**Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.**

**Detail Discussion**

Course modification has been discussed with members of the UCF RCHM Department of Foodservice & Lodging Management, the Director of Graduate Studies and the College GPCC

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

### Administration Use Only

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden



## COURSE SYLLABUS

Instructor:	Amy Gregory	Term:	Spring 2016
Office:	253	Class Meeting Days:	Thursdays
Phone:	407-903-8176	Class Meeting Hours:	6:00-8:50pm
E-Mail:	Amy.Gregory@UCF.edu	Class Location:	RSH 213
Office Hours:	Mondays 9:30am – 12:30pm; Thursdays 12 – 3pm; Tuesdays OR Wednesdays 9:30 – 11:30 by appt		

### I. Welcome!

I am excited to have you in this class. I'm looking forward to a fun and productive semester with a lot of learning based on academic and practical application. Throughout the semester you will build on textbook foundations, be exposed to industry professionals, and demonstrate your knowledge with regular practical exercises, theoretical discussions and academic papers.

### II. University Course Catalog Description

Applied industry-driven, immersive learning techniques to address contemporary issues in resort development/(re)design, operations, or divestment.

### III. Course Overview

Students enrolled in this course will interface with an array of industry experts throughout the sixteen week period of this course. The net result is that the student will be exposed to theoretical models followed by tactical models for each of the five modules (i.e., resort development, sales & marketing, financing, resort operations, and homeowners' associations). At the conclusion of the course, the student will have a comprehensive knowledge of theoretical principles and practical approaches applied within the industry.

As prospective entrants into the hospitality industry as practitioners or academics, students must have knowledge of the multi-billion dollar shared ownership industry segment. This course presumes an existing knowledge of timeshare fundamentals, but allows for students to refresh their knowledge at the start of the semester. The course delves into the five core disciplines that must operate synergistically for a successful vacation ownership resort endeavor. Students will have the opportunity to choose from a practical/applied or theoretical/research perspective from which their course deliverables will be derived.

### IV. Course Objectives: At the completion of this course, the student will be able to:

1. Understand the history of the timeshare industry, the components of the business model, and related resort development implications.
2. Understand and be able to analyze the effectiveness of the various disciplines employed in vacation ownership resorts.
3. Be familiar with current industry trends via exploration of popular industry publications, interaction with industry practitioners & review of industry reports.
4. Summarize existing academic research in the vacation ownership segment and identify opportunities for research based upon a gap between industry and academic articles.
5. Familiarize yourself with a real industry problem and propose solutions based upon practical and/or theoretical evidence.
6. Apply the critical measurements of the vacation ownership industry to determine feasibility of resort success.

### V. Course Prerequisites

Graduate level standing

### VI. Course Credits

3 credit hours

## VII. Required Texts and Materials

2014 ARDA Industry Resource Manual (available in the library and bookstore)

## VIII. Basis for Final Grade

The following table details the specific assessment items as well as the related percentage of final grade.

Component	Percent of Final Grade
Personal Effort (Attendance/Participation)	10%
Midterm	20%
Individual Assignments	30%
Materia Games (2 points each)	10%
Discussion Postings (4 points each)	20%
Term Project	40%
TOTAL	100%

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+
> 66	D

## IX. Grade Dissemination

Grades will be posted using UCF's online grading application. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

## X. Course Policies: Grades

**Late Work Policy:** Grades for late projects will be decremented 10% per delayed day with no credit given after 5 days.

**Extra Credit Policy:** There is no extra credit offered in this course. Personal effort points can be earned through participation in non-graded assignments related to the course. No other extra credit will be offered during the semester. Please plan accordingly.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Rewrite Policy:** The coursework for this class does not conform to a rewrite policy. Progressive assignments allow the student opportunities to rewrite and improve their final submission for the term project.

## XI. Course Policies: Technology and Media

**Email:** Email is the best way to reach me outside of class time. I check email several times a day (weekdays and weekends). You can expect a response from me within 24 hours. My email address is: [amy.gregory@ucf.edu](mailto:amy.gregory@ucf.edu). To improve response time, please include the course reference, your last name and the issue in the subject line. For example:

From: asmith@knights.ucf.edu  
To: Amy.Gregory@UCF.edu  
Subj: HFT6347 Smith Assignment for 12 Jan

Please be sure that your current/active email is registered with myucf as this is my primary form of communication to you outside of class time. I will send a test email in the beginning of the semester to ensure everyone is being communicated with, and so that any issues can be identified and remedied.

**Classroom Devices:** Although it should not be necessary for you to record the class meetings, I have no issue if you choose to do so. Please note however that no special accommodation by the instructor or modification of classmate behavior will be made to ensure quality of recording.

## XII. Course Policies: Student Expectations

**Disability Access:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students 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.

**Attendance Policy:** Class attendance and participation are a component of your overall grade. I expect that you will be in class and actively participating. If you cannot make it to class for some reason, I appreciate the courtesy of an email. If you are not present, you cannot make up or earn participation credits. Class time will be comprised of instructor lectures, active discussion, and guest presentations. For your benefit, as well as the benefit of your classmates, your attendance and participation are expected.

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197. I strongly encourage you to take advantage of this service since poor written communication can impact the intended message and impede an accurate assessment of the information communicated.

**Important Dates to Remember:** Please consult the below course schedule and webcourses for specific information regarding project due dates. UCF's calendar (<http://www.registrar.sdes.ucf.edu/calendar/academic>) should be used for university-wide academic deadlines and schedules.

### XIII. Semester Assignments

**Examinations:** Students are required to take all examinations at the scheduled time. There will be one midterm examination during the semester. No make-up exams will be given, with the exception of a very serious documented situation. If a student encounters such a serious problem, he/she must request consideration from the professor for a make-up examination as soon as possible after the event occurs. All situations will be subject to proof of acceptable documentation from the student to the instructor. The instructor reserves the right to refuse to grant any make up exams including but not limited to the final exam. If an exam is not taken, the student will receive a zero for that part of the grade.

**Term Assignments:** Students will have the opportunity to develop their individual knowledge through the use of an online discussions and individual assignments. These assignments will be distributed via web courses. These are individual learning projects and students are expected to do their own work.

Discussion Postings & Responses: To demonstrate their understanding, or to surface questions, students will post one comment in the form of a reflection, suggestion, or clarifying question, and respond to two other students' postings. Postings must relate, in some fashion, to the assigned reading and will be graded according to completion (C = 1 pt) of the posting, description of the topic (D = 1.5 pts), or enhancement of the material through additional sources (E = 2 pts).

Written Assignments: Written assignments that are turned in must adhere to the Executive Summary style format for practical applications, i.e., industry trends or industry solution. This is a standard, business memo format used for proposals, recommendations, field notes, and procedural write ups within the hospitality industry. Students should be familiar with the format and will be expected to adhere to the format when submitting written homework assignments. The outline, examples, and the rubric are included on this course page in web courses under supplementary materials.

Written assignments for the research track should adhere to Creswell's research proposal format or an academic literature review format (APA style) for research trends.

All assignments must be turned in on assigned due dates. Late assignments will receive a reduction in grade of 10% per day, for each day the assignment is late. Assignments that are five or more days late will not be accepted. If an assignment is not submitted, the student will receive a zero for that part of his/her overall grade.

Students are expected to read industry trade publications, blogs, and websites and incorporate the content into their questions, discussions and assignments.

**Tentative Course Schedule:**

Dates	Topic
12-Jan	Introduction & History of Timeshare - Module 1
14-Jan	
19-Jan	Resorts, Products, Services & Amenities - Module 2 (Discussion 1)
21-Jan	
26-Jan	Marketing & Public Relations - Module 3 (Discussion 2)
28-Jan	
2-Feb	Sales & Sales Management - Module 4 (Discussion 3)
4-Feb	
9-Feb	Contracts & Regulatory Environment - Module 5 & 6 (Discussion 4)
11-Feb	
16-Feb	Site Visit
18-Feb	
23-Feb	Present project & Exec Summary to Students after MidTerm Exam
25-Feb	
1-Mar	Resort Management & HOAs (Discussion 5)
3-Mar	
8-Mar	Students should have proposal concept with supporting model/theory/data
10-Mar	Industry in class to discuss business model & project
15-Mar	Objective & Background Completed & Initial Recommendations proposed - Phase 2
17-Mar	
22-Mar	Refine project
24-Mar	
29-Mar	Objective, Background, Description, Recommendations completed & Risks identified - Phase 3
31-Mar	
5-Apr	Refine project
7-Apr	
12-Apr	Students submit final project
14-Apr	
19-Apr	No Class Meeting
21-Apr	
28-Apr	Class Dinner Thursday 6-9pm



## Manuel Rivera

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**From:** Joe Hutchinson  
**Sent:** Wednesday, November 14, 2018 1:50 PM  
**To:** Manuel Rivera  
**Cc:** Amy Gregory  
**Subject:** Approval of Changes to HMG 6529 and HMG 6347  
**Attachments:** Requested change in course description and title 103018.doc

Manuel,

As we discussed, the attached changes to HMG 6529 and HMG 6347 were initiated by Amy Gregory and approved by the FLM department faculty at our last faculty meeting on Friday, November 2, 2018. Amy has input these proposed changes into Curriculog and they are now awaiting your approval. Please let me know if you have any questions.

Best regards,

Joe

**Joe C. Hutchinson**

Chair and Associate Professor  
UCF Rosen College of Hospitality Management  
Department of Foodservice & Lodging Management  
9907 Universal Blvd.  
Orlando, FL 32819  
Office: 407.903.8156  
Cell: 228.383.1988  
[www.hospitality.ucf.edu](http://www.hospitality.ucf.edu)



**To:** Members of the Department of Foodservice & Lodging Management  
**CC:** Alan Fyall – UCF RCHM Graduate Program Director  
**From:** Amy M. Gregory  
**Date:** October 28, 2018  
**Re:** Requested change in course title and description

Ladies and Gentlemen:

The purpose of this memo is to share a requested change in course title/description for two graduate level timeshare courses. The proposed change has been discussed with both Alan Fyall (UCF RCHM Graduate Program Director) and our Department Chair, Joe Hutchinson. Before entering the request in Curriculum, I would like to receive your feedback and approval on the request. This is a timely matter due to the RCHM GPCC meeting on November 6 and subsequent institutional AY2019-20 catalog updates.

**Background:** There are two graduate level timeshare courses; each taught once annually on a rotating basis, i.e., HMG6529 in even years and HMG6347 in odd years. The courses follow an immersive learning structure wherein students are presented with a contemporary issue/business problem to resolve related to the topical area. Historically, the course enrollment averages 10 students (min 7, max 16) over the recent eight years. Student feedback reveals that the reputation (or explanation) of the course project attracts students to the course and that the title and description are insufficiently explanatory. Therefore, a modification to the course title and description are requested. The requested change aims to be more descriptive and relevant while providing a contemporary, versatile platform for future terms.

	<b>Current</b>	<b>Proposed</b>
<b>Course Details</b>	HMG6347	No Change
<b>Course Title</b>	Advanced Vacation Ownership Resort Planning	Contemporary Issues in the Resort Industry
<b>Course Description</b>	In-depth study of the tools and techniques available for project feasibility and investment. Occasional	Applied industry-driven, immersive learning techniques to address contemporary issues in resort development/(re)design, operations, or divestment.
<b>Course Details</b>	HMG6529	No change
<b>Course Title</b>	Vacation Ownership Sales Management	Contemporary Issues in Resort Sales Management
<b>Course Description</b>	Application and analysis of competitive sales management strategies via critical thinking models, decision-making simulations, and field operation procedures commonly used to manage the sales process. Occasional.	No change



Thank you. I look forward to addressing your questions in our Department Meeting on November 2.

# Grad Course Revision - Rosen College of Hospitality Management - HMG 6529 Strategies in Resort Sales Management

2018-2019 Graduate Course Revision

## General Catalog Information

### **\*\*Read before you begin\*\***

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. FILL IN all fields required marked with an \*. You will not be able to launch the proposal without completing required fields.
3. LAUNCH proposal by clicking  in the top left corner.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College	Rosen College of Hospitality Management
Proposal Type	Grad Course Revision
Unit / Department / College*	Department of Foodservices and Lodging Management

Please use the Import feature to import the course information. Do not type the course prefix and code.

Prefix*	HMG	Code*	6529
Name*	<del>Vacation Ownership</del> Strategies Contemporary Issues in Resort Sales Management		
Full Title*	Grad Course Revision - Rosen College of Hospitality Management - HMG 6529 Strategies in Resort Sales Management		
30 Character Abbreviation:			

**Course Description\*** NO CHANGE-Application and analysis of competitive sales management strategies via **the use of** critical thinking models, decision-making simulations, and field operation procedures commonly used to manage the sales process. Occasional.

**Credit Hours:** 3

**Class Hours:** 3

**Lab and Field Work Hours:**

**Contact Hours:**

**Repeat for credit?**  Yes  No

**If yes, indicate the total times the course may be used in the degree program.**

**Repeat within same semester?**  Yes  No

**NOTE:** For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

**Prerequisite(s):** Graduate level standing

**Corequisite(s):**

**Graded S/U?**  Yes  No

**Split-Level Class:**  Yes  No

If offering a split-level class, complete this section even if it had been approved earlier for individual delivery.

**List undergraduate split-level course:**

**NOTE:** Both the graduate and the undergraduate split-level syllabi must be approved through the established university process for approving courses so that there are two separate and complete syllabi for each course. The graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor. Attach both undergraduate and graduate syllabi to this form.

**Term of Offering**

**When will the course be offered?**  Odd Fall  Even Fall  Odd Spring  Even Spring  Odd Summer  
 Even Summer  Every Semester  Occasional

**Intended Utilization of Course**

**The course will be used primarily as:**  Required Course  Elective Course

**Justification for Course Revision**

**What is the rationale for revising this course?**

The course follows an immersive learning structure wherein students are presented with a contemporary issue/business problem to resolve related to the topical area. Historically, the course enrollment averages 10 students (min 7, max 16) over the recent eight years. Student feedback reveals that the reputation (or explanation) of the course project attracts students to the course and that the title is insufficiently explanatory. Therefore, a modification to the course title is requested. The requested change aims to be more descriptive and relevant while providing a contemporary, versatile platform for future terms.

**What majors require or recommend this course for graduation?**

**If not a major requirement, what will be the source of students?**

**What is the estimated annual enrollment?**

**Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.**

**Detail Discussion**

The course change has been discussed and reviewed with the RCHM Department of Foodservice & Lodging Management, the Director of Graduate Studies and the UCF RCHM GPCC before submission in Curriculog.

**Attachment List**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

**Check**  I have completed all relevant parts of the form.

**Attached**  I have attached a course syllabus and rationale.

**Administration Use Only**

**Catalog  
Ownership:**

**Course OID**

**Course Type**

**Status**  Active-Visible  Inactive-Hidden

## Manuel Rivera

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**From:** Joe Hutchinson  
**Sent:** Wednesday, November 14, 2018 1:50 PM  
**To:** Manuel Rivera  
**Cc:** Amy Gregory  
**Subject:** Approval of Changes to HMG 6529 and HMG 6347  
**Attachments:** Requested change in course description and title 103018.doc

Manuel,

As we discussed, the attached changes to HMG 6529 and HMG 6347 were initiated by Amy Gregory and approved by the FLM department faculty at our last faculty meeting on Friday, November 2, 2018. Amy has input these proposed changes into Curriculog and they are now awaiting your approval. Please let me know if you have any questions.

Best regards,

Joe

**Joe C. Hutchinson**

Chair and Associate Professor  
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**To:** Members of the Department of Foodservice & Lodging Management  
**CC:** Alan Fyall – UCF RCHM Graduate Program Director  
**From:** Amy M. Gregory  
**Date:** October 28, 2018  
**Re:** Requested change in course title and description

Ladies and Gentlemen:

The purpose of this memo is to share a requested change in course title/description for two graduate level timeshare courses. The proposed change has been discussed with both Alan Fyall (UCF RCHM Graduate Program Director) and our Department Chair, Joe Hutchinson. Before entering the request in Curriculum, I would like to receive your feedback and approval on the request. This is a timely matter due to the RCHM GPCC meeting on November 6 and subsequent institutional AY2019-20 catalog updates.

**Background:** There are two graduate level timeshare courses; each taught once annually on a rotating basis, i.e., HMG6529 in even years and HMG6347 in odd years. The courses follow an immersive learning structure wherein students are presented with a contemporary issue/business problem to resolve related to the topical area. Historically, the course enrollment averages 10 students (min 7, max 16) over the recent eight years. Student feedback reveals that the reputation (or explanation) of the course project attracts students to the course and that the title and description are insufficiently explanatory. Therefore, a modification to the course title and description are requested. The requested change aims to be more descriptive and relevant while providing a contemporary, versatile platform for future terms.

	<b>Current</b>	<b>Proposed</b>
<b>Course Details</b>	HMG6347	No Change
<b>Course Title</b>	Advanced Vacation Ownership Resort Planning	Contemporary Issues in the Resort Industry
<b>Course Description</b>	In-depth study of the tools and techniques available for project feasibility and investment. Occasional	Applied industry-driven, immersive learning techniques to address contemporary issues in resort development/(re)design, operations, or divestment.
<b>Course Details</b>	HMG6529	No change
<b>Course Title</b>	Vacation Ownership Sales Management	Contemporary Issues in Resort Sales Management
<b>Course Description</b>	Application and analysis of competitive sales management strategies via critical thinking models, decision-making simulations, and field operation procedures commonly used to manage the sales process. Occasional.	No change

Thank you. I look forward to addressing your questions in our Department Meeting on November 2.