Graduate Council Curriculum Committee
January 8, 2020
2:30 p.m., HPA1 room 304

Agenda

1. Welcome and call to order
2. General business
3. Program and Course proposals
4. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee

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

Graduate Council Curriculum Committee
January 8, 2020
2:30 p.m., HPA1 room 304

1. College of Medicine

College of Medicine course additions

1. MDE 8083 Ward Ethics Elective
2. MDE 8304 Nanomedicine Elective
3. MDE 8692 Essentials of Musculoskeletal Care Elective

College of Medicine course revision

1. MDE 8820 Interventional Pain Medicine Elective
    - Revision to name of course requested by faculty - Endoscopic Spine Surgery revised to Interventional Pain Management Elective

2. College of Nursing

College of Nursing course addition

1. NGR 7812 Advanced Study Design and Methods

College of Nursing course revisions

1. NGR 6063L Advanced Skills for the Management of Illness and Injuries
    - Revision of course from lecture to lab
2. NGR 6202L Adult II Primary Care Clinical
    - Revision to pre-reqs and number of clinical hours
3. NGR 6263 Gerontologic Care for APNs
    - Revision to pre-reqs
4. NGR 6263L Gerontologic Care Clinical for NPs
    - Revision to pre-reqs
5. NGR 7115 Philosophical and Ethical Foundations of Nursing Science
    - Revision to course content
6. NGR 7123 Theory in Nursing Science
    - Revision to course content

College of Nursing program revisions

1. Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate

- Revision to admission reqs to add certifications, changing admissions essay questions

2. Adult-Gerontology Primary Care Nurse Practitioner Graduate Certificate
    - Revision to admissions essay questions
3. Family Nurse Practitioner Graduate Certificate
    - Revision to admissions essay questions
4. Nursing PhD
    - To required courses: removed courses NGR 7805, 7806, 7939; added courses NGR 7952, 7916, 7932.
5. Nursing PhD, BSN to PhD Track
    - Removed courses NGR 7805, 7806, 7939; added 2 elective courses; added new required course NGR 7812.
6. Nursing Practice DNP, Adult-Gerontology Acute Care Nurse Practitioner Track
    - Replacing courses NGR 7748L with NGR 6063L
7. Nursing Practice DNP, Adult-Gerontology Primary Care Nurse Practitioner Track
    - Replacing courses NGR 7748L with NGR 6063L
8. Nursing Practice DNP, Advanced Practice Track
    - Replacing courses NGR 7748L with NGR 7779C
9. Nursing Practice DNP, Family Nurse Practitioner Track
    - Replacing courses NGR 7748L with NGR 6063L

3. College of Arts and Humanities

College of Arts and Humanities course additions

1. CRW 6023 Multi-Genre Workshop
2. CRW 6130 Fiction Workshop
3. CRW 6151 Novel Workshop
4. CRW 6235 Nonfiction Workshop
5. CRW 6331 Poetry Workshop
6. ENC 5707 Colloquium in Rhetoric and Composition
7. ENC 6255 International Technical Communication

College of Arts and Humanities course deletion

1. SPN 5920 AP Spanish Language
    - Course not offered in 5 yrs, no longer aligns with curriculum

College of Arts and Humanities course revisions

1. ENG 6813 Interdisciplinary Teaching
    - Course curriculum revised to help students transition into instructional roles.
2. SPW 6315 Early Modern Spanish Theatre
    - Course name change from Golden Age Drama

3. SPW 6825 Colloquium in Don Quixote & Cervantes in the 21st Century
    - Course name change from Seminar to Colloquium

College of Arts and Humanities program revisions

1. Creative Writing MFA
    - Revision to add core course options
2. Emerging Media MFA, Studio Art and Design Track
    - Revision to total number of hours, core & elective courses, and course schedule
3. English, Rhetoric and Composition MA
    - Revision to core courses and created 2 non-thesis options
4. Texts and Technology PhD
    - Revision to update curriculum and admission requirements

4. College of Engineering and Computer Science

College of Engineering and Computer Science course additions

1. CAP 5201 Virtual Reality Engineering
2. CAP 6202 Augmented Reality Engineering
3. CAP 6203 Mixed Reality Project

College of Engineering and Computer Science course revisions

1. EML 5311C Systems Controls
    - Revision to pre-reqs
2. EAS 5211 Aeroelasticity
    - Revision to undergrad pre-reqs

College of Engineering and Computer Science program revisions

1. Engineering Management MSEM, Professional Project & Systems Engineering (PP&SE) Track
    - Revision to track name to include Systems Engineering in the title and adding a Systems Engineering course

5. College of Business Administration

College of Business Administration course additions

1. QMB 6003 Software Tools for Business Analytics
2. QMB 6102 Probability and Statistics for Business Analytics
3. QMB 6357 Microeconomic Analysis for Business Analytics

4. QMB 6911 Capstone Project in Business Analytics

College of Business Administration course deletions

1. SPB 6608 The Sport Industries in the US: Challenges and Opportunities
    - Course replaced in Sport Business Management MSBM by course GEB 6156
2. SPM 6108 Event and Facility Management in Sport Business
    - Course replaced in Sport Business Management MSBM by course GEB 6156

College of Business Administration course revisions

1. QMB 6001 Mathematical Tools for Business Analytics
    - Revision to course number, title, and description
2. QMB 6200 Data Visualization
    - Revision to course pre-fix and number from GEB 6248

College of Business Administration program revisions

1. Management MSM, Business Analytics Track
    - Revision to description, all courses now in required hours, removed specialization
2. Real Estate MSRE
    - Revision to replace 2 courses in finance core
3. Sport Business Management MSBM
    - Replacing courses SPM 6108 & SPB 6608 with GEB 6156 in Sport Business Management core

6. College of Community Innovation and Education

College of Community Innovation and Education course additions

1. PAD 5042 Foundations of Social Justice for Public Service
2. PAD 5043 Policy Advocacy for Social Justice
3. PAD 6826 Urban Policy and Regional Governance
4. PLA 6240 Conflict Resolution Theory
5. PLA 6242 Understanding Human Behavior and Conflict
6. PLA 6244 Advanced Applied Negotiation and Conflict Resolution
7. PLA 6246 Advanced Mediation and Conflict Resolution Practicum

College of Community Innovation and Education course revisions

1. EDS 6130 Educational Supervisory Practices II
    - Revision to pre-reqs
2. PAD 5887 Energy Policy
    - Revision to pre-reqs

3. RED 6336 Teaching Content Area and Disciplinary Literacy
    - Revision to course title, description, offering term
4. RED 6337 Reading in the Secondary School
    - Revision to course description, mode, offering term
5. RED 6746 Literacy Leadership and Coaching
    - Revision to course title, description, offering term
6. RED 6845 Advanced Evaluation and Instruction in Reading
    - Revision to course description, mode, offering term
7. RED 6846 Reading Practicum
    - Revision to course description, mode, offering term

College of Community Innovation and Education program addition

1. Social Justice in Public Service Graduate Certificate

College of Community Innovation and Education program revisions

1. Career and Technical Education MA
    - Revision to reduce total hours by reducing internship hours from 6 to 3 and moving 1 core course to electives
2. Elementary Education MEd
    - Revision to clarify catalog language, list options for specialization
3. Emergency and Crisis Management MECM
    - Revision to switch core course PAD 6207 for PAD 6227 and add elective course options
4. Public Administration MPA
    - Revision to add new elective course options
5. Urban and Regional Planning MS
    - Revision to reduce overall hours by 6 credit hours by removing general electives

7. College of Sciences

College of Sciences course additions

1. BSC 5415 Sensory Ecology
2. CHS 5507 Chemometric Applications in Forensic Science
3. STA 7920 Statistical Colloquium

College of Sciences course continuations

1. ANG 5531 Nutritional Anthropology
2. CHM 5305 Applied Biological Chemistry
3. INR 6062 Peace Studies
4. STA 6246 Linear Models

5. STA 6347 Advanced Statistical Inference II
6. STA 6662 Statistical Methods for Industrial Practice
7. STA 6705 Data Mining Methodology III

College of Sciences course deletions

1. ANG 5167 Maya Hieroglyphs
    - Course not offered since 2011, no longer have faculty to teach it
2. CPO 6075 Comparative Political Economy
    - Course not offered since 2008, no longer have faculty to teach it
3. MAP 6398 Multivariate Splines and Surface Fitting
    - Course no longer offered, topic out of date
4. PUP 6007 Public Policy Analysis
    - Course not offered since 2007, no longer have faculty to teach it
5. PUP 6015 Comparative Public Policy
    - Course not offered since 2009, no longer have faculty to teach it
6. PUP 6201 Urban Environmental Policy
    - Course not offered since 2010, no longer have faculty to teach it
7. SYD 5517 Environment and Society
    - Course not offered in 5 yrs
8. SYD 6418 Issues in Urban Sociology
    - Course not offered in 5 yrs
9. SYP 6565 Elder Abuse and Neglect
    - Course not offered in 5 yrs

College of Sciences course revisions

1. ANG 5486 Quantitative Research in Anthropology
    - Revision to pre-reqs
2. ANG 5525C Human Osteology
    - Revision to pre-reqs
3. ANG 5742 Problems in Forensic Anthropology
    - Revision to pre-reqs
4. ANG 5852 GIS Methods in Anthropology
    - Revision to pre-reqs
5. ANG 5853 Advanced GIS Methods in Anthropology
    - Revision to pre-reqs
6. ANG 6110 Archaeological Theory and Method
    - Revision to pre-reqs
7. ANG 6168 The Ancient Maya
    - Revision to pre-reqs
8. ANG 6520C Advanced Human Osteology
    - Revision to pre-reqs
9. ANG 6701 Public and Applied Anthropology
    - Revision to pre-reqs

10. ANG 6740C Advanced Forensic Anthropology
    - Revision to pre-reqs
11. ANG 6801 Ethnographic Research Methods
    - Revision to pre-reqs
12. ANG 6930 Seminar in Cultural Anthropology
    - Revision to pre-reqs
13. ANG 7075 Advanced Anthropological Topics in Geospatial Analysis
    - Revision to pre-reqs

College of Medicine - Grad Course Addition - MDE 8083 Ward Ethics Elective

2020-2021 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.

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

Proposal Type:	Grad Course Addition
College:*	College of 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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - MDE 8083 Ward Ethics Elective
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Luciana Garbayo, MD
Department Chair Phone Number:*	4072661101
Dept Chair Email*	pep@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* MDE	**Number:*** 8083
Course Title:* Ward Ethics Elective	
30 Character Abbreviation:* Ward Ethics	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* Provide medical students with a learning platform to identify, reflect, discuss, and prepare for everyday ward ethical challenges in their clerkship and residencies.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of M3 year, C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	12 hrs/week
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	28 hrs/week
Total Engagement Hours:*	40 hrs/week
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	M4 students are required to take at least 6 months of electives.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	MD 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 any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

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

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

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

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Proposal Date: August 26th 2019
Course Title: Ward Ethics
Department/Specialty: Medical Education/Medical Ethics
Brief Description (25 words maximum): This elective provides medical students with a learning platform to identify, reflect, discuss and prepare for everyday ward ethical challenges in their clerkships and residencies.

Primary Preceptor Supervising Students: Luciana Garbayo, MD, PhD; Secondary Preceptors: Mariana Dangiolo, MD, Andrea Berry
Office Location: UCF COM 107
Email: Luciana.Garbayo@ucf.edu
Office Phone: 407 266 1147

Please indicate course type (select one):

M4 Clerkship Elective (2 wks)

Location:

- **Location to Report on first day:** UCF COM
- **Reporting Time:** TBA
- **Contact Person** (for information/ scheduling): Luciana Garbayo, Mariana Dangiolo, Andrea Berry
- **What facilities will you use for your clinical rotations: Mixed course - online**
- **Contact Phone and e-mail:** Luciana.garbayo@ucf.edu, mariana.dangiolo@ucf.edu, andrea.berry@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Offered in the Spring, Blocks Spring 2020 schedule 9a 2/3/20 - 2/14/20; 9b2/17/20 -2/28/20; 10a 3/2/20 - 3/13/20; 10b 3/16/20 - 3/27/20

Please select which months you can offer this course to students. We will verify this information on a yearly basis. 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? Recommended cap in 10 students, with the possibility of running the elective twice a year

Prerequisites (check all that apply):
Completion of M2 Completion of M3 Consent of Instructor

Length of program (weeks): 02
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: n/a
Estimated % of time - Outpatient: n/a
Estimated % of time – Indirect contact time (independent study or online course work: 70%
Estimated patient volume: n/a **What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week** n/a **follow-ups/week** n/a
On-call schedule: none
Weekend duties: self-study as required

For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Mixed mode course - activities will be both asynchronous and synchronous: students and faculty shall meet once Face to Face in 2 weeks - for the closing course session and final presentation activity. All further activities shall be carried out online, where students shall respond to each other and to instructors during interval windows (time coordination that allows for reflective responses - maximization of the asynchronous design). Medical students shall participate in mock rounds with typical ward ethics cases; they shall present both assigned cases and their own ethical dilemmas regarding cases and preceptors experienced on the clerkships (core M3 clerkships and sub-internships). Students are expected to prepare in appropriate level of detail readings and ethical analyses for group discussion as well as to provide commentary to colleagues in a safe environment. They shall consider hidden curriculum, moral distress and organizational ethics challenges to their professional identity and wellness, and develop their "virtuous fishbone root causal analysis" and team and shared decision-making strategies for both reverse engineering medical error in ward care and for planning to ways to mitigate a range of ethical challenges as part of their medical education preparation. Additionally, there will be opportunities to explore end of life issues and palliative care.

Describe the expected level of supervision of students by faculty and residents: The students shall be directly supervised by Prof. Luciana Garbayo, MD, PhD, Prof. Mariana Dangiolo, MD and Andrea Berry, PA.

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 has patient-centered reflective professional identity formation mock patient activities, designed to provide medical students with early insights and overall preparation for identifying, reflecting and dealing with ethical challenges in their ward rotation experiences as physicians-in-training.

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 medical student is expected to develop ethical sensitivity in the context of moral disagreement and to learn to recognize moral distress while handling mock patient cases;

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to , as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Medical Ethics, Ward Ethics; Organizational Ethics/Health Care Ethics; Student well-being; Moral Distress; Hidden Curriculum; Theoretical and Empirical Biomedical Ethics; Palliative Care and End-of-Life, with a focus in Geriatrics

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 shall engage in the practices of ethical reasoning, judgment and deliberation under moral diversity through multiple case analyses;

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 shall reflect on communication gaps in ward cases and propose Ethics and shared Decision Making strategies for their revision, inclusive of team ethics considerations;

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 shall discuss the approprietness of medical students behaviors in context the recommendations of AMA Code of Ethics regarding their own real-life ward cases;

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 are expected to demonstrate an understanding of the interface between Medical Ethics and Organizational Ethics, and its extensions to Health Care Ethics and Justice in social context.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects:

In this 2 week period students are expected daily to prepare, present and respond to multiple ward ethics cases representing challenges to the team-doctor-student-patient relationship, inclusive of conflict of interest, managing confidential information, refusal of care, dealing with impaired colleagues, gifts from drug companies, from patients, as well as special ethical issues on clinical specialities, with a particular focus on Geriatrics. Students will be paired for providing swift feedback on assigned close readings but shall present cases individually for the group. By the end of the course, students shall develop a brief reflective essay, considering their wellness, moral distress and how to thrive ethically in their physician training. They shall also provide each other with suggestions and deliberate practices to avoid moral distress and on how to contribute to the development of an ethical environment in wards, in a final document.

Suggested textbooks and articles:

American Medical Association. Code of Medicine: Professional Self-Regulation. Sexual Boundaries, Physician Education and Training, Physician Wellness, Peer review & Disciplinary Action, Physician involvement in Health Care Institutions, Physician Promotion and Marketing Practices, Physician Interactions with Government Agencies. Online Resource. Accessed August 26th 2019 at http://www.ama.-assn.org/delivering-care/ethics/code-medical-ethics-professional-self-regulation

Beauchamp, T; Childress, J. Principles of Biomedical Ethics. 7th Edition, Oxford University Press, 2012.

Blackburn, Simon. Being Good. Oxford University Press, 2001.

Brill, S; Moss, K; Prater, L. Transformation of the Doctor-Patient Relationship: Big Data, Accountable Care and Predictive Health Analytics. HEC Forum, 2019, Jun 17.

Camp, M; Sadler, J. Moral Distress in Medical Student Reflective Writing. AJOB Empir Bioethics, 2019 Jan-Marc; 10(1): 70-78.

Decety,J (Ed.). Empathy. From Bench to Bedside. MIT, 2012.

Dudzinski, D. Navigating Moral Distress using the Moral Distress Map. Journal of Medical Ethics, 2016; 42: 321-324.

Kushner, Thomasine; Thomasma, David. Ward Ethics: Dilemmas for Medical Students and Doctors in Training. Cambridge University Press, 2001.

Lo, Bernard. Resolving Ethical Dilemmas. A Guide for Clinicians. Fifth Edition. Kruger, Lippincott, Willians and Wilkins, 2013.

Monrouxe, L.; Rees, C.; Dennis, I; Wells, S. Professionalism dilemmas, moral distress and the healthcare student: insights from two online UK-wide questionnaire studies. BMJ Open 2015; 5:e007518

Mulder, H. Addressing the Hidden Curriculum in the Clinical Workplace: A Practical Tool for Treinees and Faculty. Med Tech 2019 Jan; 41(1): 36-43.

Oliver, D. Moral distress in Hospital Doctors. BMJ 2018: 360

Rodziewicz, T; Hipskind J. Medical Error Prevention. StatsPerls Publishing, 2019 May 5th.

Sokol, Daniel. Rethinking Ward Rounds. BMJ vol 338 p. 571, March 7th 2009.

Scherer, A; Alt-Epping, B; Nauck, F; Marx, G. Team Members Perspectives on Conflicts in Clinical Ethics Committees. Nurs. Ethics. 2019 April 1st.

How will the student's performance be assessed? The medical student will be evaluated by his/her participation, including presentations, preparedness, collaboration with others, and final essay.

How/when will formative feedback be given?: Click box to agree to the statement below.

Feedback for continuous improvement will be provided throughout the rotation.

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:

Name of Sponsoring Preceptor:
Date:

* Email the completed form to 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 [signature] Date 11-12-19

Curriculum Committee Chair [signature] Date 11-18-19

COM Dean Deborah C Gerdes Date 11.18.19

College of Medicine - Grad Course Addition - MDE 8304 Nanomedicine Elective

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - MDE 8304 Nanomedicine Elective
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Mehdi Razavi, PhD
Department Chair Phone Number:*	4072661101
Dept Chair Email*	pep@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* MDE	**Number:*** 8304
Course Title:* Nanomedicine Elective	
30 Character Abbreviation:* Nanomedicine Elective	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* Introduces students to nanomedicine as a branch of medicine that applies the knowledge and tools of nanotechnology to the disease screening, diagnosis, treatment, and prevention.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of M3 year.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	6
Instruction Time:*	14 hrs/week
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	10 hrs/week
Total Engagement Hours:*	24 hrs/week
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	M4 students are required to take at least 6 months of electives. This is a new option.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	MD students
What is the estimated annual enrollment?*	5

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

☐Approved by M3/M4 ☐Approved by COM Curriculum Committee ☐Approval status/edits relayed to primary preceptor

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 10/27/2019
Course Title: Nanomedicine
Department/Specialty: Internal Medicine/Biomaterials, Nanomedicine
Brief Description (25 words maximum): This elective course introduces to students the Nanomedicine as a branch of medicine that applies the knowledge and tools of nanotechnology to the disease screening, diagnosis, treatment, and prevention.

Primary Preceptor Supervising Students: Mehdi Razavi, PhD
Office Location: Burnett School of Biomedical Sciences (BSBS 350), 6900 Lake Nona Blvd, Orlando, FL 32827
Email: Mehdi.Razavi@ucf.edu
Office Phone: 407-266-0000

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:** Students should contact Kerri Drylie for instructions
- **Reporting Time:** 10AM
- **Contact Person** (for information/ scheduling)**:** Kerri Drylie, Administriave Assistant
- **What facilities will you use for your clinical rotations:** There is no clinical rotation
- **Contact Phone and e-mail:** Kerri.Drylie@ucf.edu

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? 5

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: 24
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 60%
Estimated % of time – Indirect contact time (independent study or online course work: 40%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week n/a **follow-ups/week** n/a
On-call schedule: n/a
Weekend duties: n/a
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Click here to enter text.

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 Nanomedicine.
The nanomedicine course provides a thorough overview of the exciting and emerging discipline of nanomedicine which is already starting to transform the way that medical and healthcare solutions are developed and delivered. The course will focus on the impact that nanotechnology has in the advance of medicine and healthcare including its role in delivery of therapy, tissue engineering and biosensing/diagnosis techniques, and will discuss how to progress this area to meet future needs.

Course Guiding Questions:

1. What are the potential benefits and challenges of nanomedicine?
2. How is nanomedicine currently being used to treat patients?
3. What are the building blocks of nanomedicine? How do they provide unique & distinctive functions in the body?
4. How can we customize nanomedicine solutions for specific diseases?
5. How do we demonstrate that nanomedicine is both safe and effective?

Course Goals:

1. To introduce students to the emerging field of nanomedicine and to give an overview of present and future applications of nanotechnologies and nanomaterials in medicine and healthcare and their limitations

2. To provide an understanding of the scientific and regulatory obstacles to implementation of nanomedicine

3. To provide an environment in which students can can share their ideas in group discussions and learn presentation skills

4. To enable students to make informed decisions about applications of nanotechnologies in their own field of work

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: n/a

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to the use of nanotechnology in medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
The aim of the module is to introduce students to the applications of nanotechnologies in medicine and healthcare, especially in the areas of diagnostics, therapy and regenerative medicine. In additions, students will be exposed to clinical technologies, as well as those still under development. Students will obtain and develop knowledge in the following areas:

1. Introduction to nanomedicine: challenges and opportunities

   Introduction to nanotechnologies for medicine and healthcare – challenges and opportunities
   Nanoparticles in medicine
   Recent developments in the safety of nanomaterials

2. Nanotechnologies for regenerative medicine and tissue engineering

   Nanotechnologies for regenerative medicine and tissue engineering – overview
   Nanomaterials for regeneration of bone and cartilage
   Scaffolds and nanocomposites for tissue engineering
   Using stem cells in tissue engineering
   Electrospinning in tissue engineering

3. Nano-Diagnostics

   Introduction to nano-diagnostics
   Extracellular vesicles in health and disease
   Engineered nanoparticles for cancer diagnostics and therapy
   Nanoparticles for medical imaging
   Case studies

4. Nano-Biosensors
   Requirements of biosensing systems
   Electrochemical sensing methodologies
   Optical sensing methodologies
   Nano-biosensors (devices) – examples from research and industry

5. Nano-Pharmaceuticals

   Nanotechnologies and nanoparticles for drug delivery and therapy
   Approaches to nanoparticle targeting
   Nano–Radiopharmaceuticals
   Polymer-based nanoparticles for drug delivery and therapeutics
   Case study

When combined the course covers all aspects of nanomedicine, including diagnostics, therapeutics, biosensors and nanotechnologies for regenerative medicine and tissue engineering. The course will be valuable to those seeking an introduction to current research and applications in the subject of nanomedicine.

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.
n/a

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.
n/a

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.
n/a

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.
n/a

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 students will be given an assignment which is structured in such a way to help they build content and ideas centered around the use of nanomedicine for a medical problem or disease that they are interested in and also highlights a key concept covered in the class. In the second half of the course, students will work to create a 10- to 15-minute presentation about their assignment. At the end of the course, they will integrate their findings and forecasts to write a term paper that demonstrates their acquired knowledge. The assignment include presentation and term paper make up 40% of their grade. The purpose of this activity is to engage students in professional literature search, paper writing and seminar presentation. In addition to scientific questions, they will be also be trained how to improve their presentation skills. For participation in reviewing and commenting, they will be assigned to a group. As a group, they will review each other's work, make comments, and respond to comments. This ensures that they will also learn how to serve as a reviewer.

Required textbooks and articles: Weekly materials will be provided within the slides and whiteboard. Additionally, students will search UCF library resources and the web as part of their assignments. They will also hold Q/A sessions during the course. Following books are also recommended: 1. Mehdi Razavi, "Stem Cell Biology and Regenerative Medicine", ISBN: 978-1-68108-579-1, Bentham e Books, 2017. https://ebooks.benthamscience.com/book/9781681085784/ Mehdi Razavi*, 2. "Biomaterials for Tissue Engineering", ISBN: 978-1-68108-537-1, Bentham e Books, 2017. https://ebooks.benthamscience.com/book/9781681085364/ Mehdi Razavi*, Avnesh S Thakor, 3. "Nanobiomaterials Science, Development and Evaluation", ISBN: 978-0-08-100963-5, Woodhead Publishing Series in Biomaterials, Page Count: 340, Elsevier, 2017. https://www.elsevier.com/books/nanobiomaterials-science-development-and-evaluation/razavi/978-0-08-100963-5 http://www.sciencedirect.com/science/book/9780081009635

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: 1) Midterm: The midterm is 20% of their grade; 2) Assignment (see Learning Activities section): The assignment is 40% of their grade; 3) Final: The final is 40% of their grade. Also, the final summative grade will be Pass/Fail.

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: Mehdi Razavi
Date: 10/27/2019

* Email the completed form to 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 Klapheke MD Date 11-12-19

Curriculum Committee Chair _____ Date 11-18-19

COM Dean MC Germain II Date 11-18-19

College of Medicine - Grad Course Addition - MDE 8692 Essentials of Musculoskeletal Care Elective

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of 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, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - MDE 8692 Essentials of Musculoskeletal Care Elective
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Nandan Shah, MD
Department Chair Phone Number:*	4072661101
Dept Chair Email*	pep@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* MDE	**Number:*** 8692
Course Title:* Essentials of Musculoskeletal Care Elective	
30 Character Abbreviation:* Musculoskeletal Elective	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* The elective will provide students opportunity to learn initial evaluation, work-up and conservative treatment of various musculoskeletal complaints.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of M3 year.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	6
Instruction Time:*	40/week
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	0
Total Engagement Hours:*	40/week
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	M4 students are required to take at least 6 months of electives. This will be a new option.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	MD 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 any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

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

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- **Information from the official Schedule of Classes**
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- **Explicit, public description of the course**
- **Student learning outcomes**
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- **Assessment and grading procedures**
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  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

☐Approved by M3/M4 ☐Approved by COM Curriculum Committee ☐Approval status/edits relayed to primary preceptor

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 10/14/2019
Course Title: Essentials of Musculoskeletal Care
Department/Specialty: Orthopedic Surgery
Brief Description (25 words maximum): The elective will provide students opportunity to learn initial evaluation, work-up and conservative treatment of various musculoskeletal complaints.

Primary Preceptor Supervising Students: Nandan Shah, MD
Office Location: Orthopedic Associates of Osceola, 604 Oak Commons Blvd, Kissimmee, FL 32824
Email: nshah2@gmail.com (Nandan Shah, MD) & anadoao@cfl.rr.com (Ana Davila - Dr. Shah's Secretary)
Office Phone: 321-402-5051 (Ana Davila), 630-854-7066 (Dr. Shah cell phone)

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:** Orthopedic Associates of Osceola, 604 Oak Commons Blvd, Kissimmee, FL 32824
- **Reporting Time:** 8:00 AM
- **Contact Person** (for information/ scheduling): Ana Davila
- **What facilities will you use for your clinical rotations: Orthopedic Associates of Osceola, St. Cloud Regional Medical Center**
- **Contact Phone and e-mail:** 321-402-5051 and anadoao@cfl.rr.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? 4

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 hours/week
Estimated % of time - Inpatient: 0 hours/week
Estimated % of time - Outpatient: 40 hours/week

Estimated % of time – Indirect contact time (independent study or online course work: Didactics 2-3 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 10-20 New patient visits **follow-ups/week** 20-30 follow up visits
On-call schedule: None
Weekend duties: None
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Students will have opportunity to follow 3 to 4 orthopedic surgeons specializing in various sub-specialties over a 4 week period. Students are expected to learn initial evaluation and focused musculoskeletal exam in office based setting. Students will have didactic sessions twice a week at 7:00 AM on Tuesdays and Wednesdays focusing on differential diagnoses, natural history of various musculoskeletal pathologies, conservative treatment options and surgical indications.

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 Orthopedic Surgery. The focus of this rotation will be to start initial evaluation, examination, and treatment of musculoskeletal complaints in primary care setting. Students are not expected to go to the operating room or learn procedural skills.

- Students should be able to evaluate various causes of neck and back pain at the end of rotation. At the end of rotation, students should have basic understanding of following conditions: Spinal stenosis, cervical myelopathy, cervical radiculopathy, adolescent idiopathic scoliosis, degenerative scoliosis, lumbar spondylolysis, lumbar spondylolisthesis and vertebral compression fractures.
- Students should be able to evaluate various causes of shoulder pain, elbow pain, and wrist pain at the end of rotation. Students should learn basic understanding of following conditions: Adhesive capsulitis, subacromial bursitis, rotator cuff tears, glenoid labral tears, glenohumeral instability, cubital tunnel syndrome, lateral epicondylitis, carpal tunnel syndrome, de Quervain's tenosynovitis, trigger finger, carpometacarpal joint arthritis.
- Students should be able to evaluate various causes of hip pain, knee pain, and ankle pain at the end of rotation. Students should learn basic understanding of following conditions: Avascular necrosis of the hip, slipped capital femoral epiphysis, hip dysplasia, hip arthritis, ACL tear, meniscal tears, knee arthritis, posterior tibial tendon insufficiency, Achilles tendinitis, plantar fasciitis, bunion and hammertoes.

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 orthopedic surgery, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

- Students should be able to obtain relevant history, perform focused physical exams, and order appropriate imaging studies based on various musculoskeletal complaints.

- Students should be able to describe initial conservative or nonoperative care for various musculoskeletal conditions.

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 will be expected to make two presentations in informal group setting on two musculoskeletal topics of their choice. Students will be expected to research a clinical question, and provide summary of available evidence. Students will be expected to discuss/decide their topic of choice a week prior to presentation.

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.

Click here to list how students will demonstrate interpersonal and communication skills. Examples could include the following: 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.

- Click here to list how students will display continuous professional development. Examples could include the following: demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, demonstrate respect for religious beliefs, 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.

- Click here to list how the student will demonstrate an awareness of responsiveness to the larger context of health care and demonstrate that they know how to use available resources. Examples could include the following: 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 be expected to take on increasing role in patient interview, exam, imaging review and formation of evaluation and treatment plan during the course of rotation. Students will have opportunity to interview and examine patients independently, and subsequently see the patient again with supervising surgeon. Interested students can take initiative to learn commonly administered musculoskeletal injections.

Required textbooks and articles: Below are PubMed ID (PMID) of recommended articles for the rotation: 10839557; 10865925; 30252425; 23668446; 26554281; 29365222; 27386723; 27074067; 24444505; 28671425; 25624365; 29621052

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: Students are expected to come prepared for the clinic and didactic sessions. Clinical skills will be evaluated by supervising surgeons. Practice Based Improvement and Systems based practice will be evaluated based on two student presentations. Clinical knowledge will be evaluated through a quiz at the end of rotation. Students will be given a 40 questions quiz at the end of rotation. Quiz will be based on information from didactic sessions. Students will be given 90 minutes to complete the quiz. Students will be expected to score at least 80% on the quiz to pass the course. If student is unable to pass the quiz on first attempt, he/she will have opportunity to take similar quiz a week later. If the student is unable to pass the quiz on second attempt, no credit will be given for the course.

Name of Sponsoring Preceptor: Nandan Shah, MD
Date: 9/4/2019

* Email the completed form to 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 11-12-19

Curriculum Committee Chair _____ Date 11-18-19

COM Dean _____ Date 11.18.19

College of Medicine - Grad Course Revision - MDE 8820 Interventional Pain Medicine Elective

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Medicine

Unit / Department / College:* College of Medicine M.D. Program

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

Prefix:* MDE

Code:* 8820

Course Title:* ~~Interventional~~ **Endoscopic Spine Surgery/Interventional** Pain ~~Medicine~~ **Management** Elective

30 Character Abbreviation:* Pain Medicine Elective

Full Title:* Grad Course Revision - MDE 8820 Interventional Pain Medicine Elective

Course Instructor (Must be Approved Graduate

Faculty/Scholars):

Department Chair Phone Number:* 4072661101

Dept Chair Email* pep@ucf.edu

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

Course Description:* Completion of M3 year. Four-week elective rotation providing clinical experience in an outpatient setting in the field of interventional medicine.

Prerequisite(s):

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	Change to name of course requested by faculty-**Endoscopic Spine Surgery/Interventional Pain Management Elective**

What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: M.D. Program

Course OID

Course Type Medical Electives

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 046457

☐Approved by M3/M4 ☐Approved by COM Curriculum Committee ☐Approval status/edits relayed to primary preceptor

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: October 14, 2019.
Course Title: Endoscopic Spine Surgery/Interventional Pain Management
Department/Specialty: Endoscopic Spine Surgery/PM&R
Brief Description (25 words maximum): This rotation is an introduction to Minimally Invasive treatment modalities for spine pathology with a primary focus on Endoscopic Spinal Surgery and a secondary focus on Interventional Pain Management. The rotation will focus on the fundamentals of Endoscopic spinal surgery and fluoroscopically guided spine injections . The importance of quality measures and understanding the financial landscape of medicine from a private practice perspective. The creation of outcome based care plans will also be taught as well as how to achieve objectives in the face of logistical barriers.

Primary Preceptor Supervising Students: Avi Bhandary, MD
Office Location: Mana Spine, 7984 Forest City Rd, Suite 104, Orlando FL 32810
Email: avibhandarymd@gmail.com
Office Phone: 407-605-5621 | www.manaspine.com

Please indicate course type (select one): X☐M3 Clerkship Selective

☐M4 Clerkship Elective (4 wks) **X** M4 Clerkship Elective (2 wks) X 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:** Mana Spine, 7984 Forest City Rd, Suite 104, Orlando FL 32810
- **Reporting Time:** 8:15AM
- **Contact Person** (for information/ scheduling)**:** Jill Olsen, Office Manager
- **What facilities will you use for your clinical rotations:** Mana Spine, 7984 Forest City Rd, Suite 104, Orlando FL 32810 and Mana Spine, 1502 N Donnelly St, Suit 107, Mt Dora FL 32757
- **Contact Phone and e-mail:** 407-605-5621, admin@manaspine.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 **X** October ☐November **X** December ☐January ☐February **X** 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):
X Completion of M2 ☐Completion of M3 ☐Consent of Instructor
X Completion of Core Clerkship in surgery ☐Other: Click here to enter text.

Length of program (weeks): 2-4 weeks
Estimated total contact hours/week: 35
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 100%
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 Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: None
Weekend duties: None
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Direct supervision by attending

---

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 surgery, PM&R.

- The rotation is hands-on and illustrates the role of the private practice provider in the outpatient clinical setting. During the rotation students will follow a private practice 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 identify and manage provider specific issues and patient care

Learning Objectives: Please group these under the following headings:
Introduction / Instrumentation / Anatomy and Pathology (tissue recognition) / Procedure education / Patient education

Patient care: Click box to agree to statement below
X 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.
X Other: The medical student may be asked to submit a generalized writing assignment.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to anatomy, physiology, surgery and interventional pain medicine, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:

-
- Recognize patho-anatomical pain generator as they relate to primary diagnosis
- Describe therapeutic effects and contraindications of pharmacology used in pain medicine
- Learn the basic anatomy and and pathology of the spine
- Learn basic reading ability of spinal MRIs and fluoroscopy
- Learn the pharmacokinetics of steroids
- Learn fundamentals of Endoscopic Spine surgery
- Learn tissue recognition as it is viewed through an Endoscope
- Discuss spinal cord / epidural space physiology as it pertains to endoscopic spine surgery

- Learn contemporary treatment options for low back pain and radiculopathy
- Learn risks, benefits, limitations, and expected outcomes of standard spinal procedures such as endoscopic discectomy, facet injections, medial branch blocks, radio frequency ablations, epidural steroid injections, sacroiliac joint injections, spinal cord stimulation, peripheral nerve stimulation
- Discuss quality of metrics of care for Endoscopic Spine Surgery, what are our objectives and what is the best way to measure them

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.

- Understand the importance of conceptual thinking in procedural therapy
- Develop the ability to analyze medical journals
- Gain perspective on the business of medicine
- Gain understanding and perspective in 'Minimally invasive treatment modalities'

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.

- Effectively document the patient history and plan of care
- Effectively communicate information with the patient
- Become familiar with interprofessional communication between referral physicians

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 religious beliefs
- 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.
- Consider the importance of quality measures when developing outcome based care plans

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Student will participate in initial and follow up appointments. They will also participate in outpatient interventional pain management and procedures and discuss access and tissue / pathology recognition in Endoscopic Spine Surgery

Required textbooks and articles: Journal articles may be disseminated at Attending's discretion

How will the student's performance be assessed?

How/when will formative feedback be given?: Click box to agree to the statement below.

x 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.

x 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: Avi Bhandary
Date: Click the dropdown arrow choose a date.

* Email the completed form to 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 mKlaphake MD Date 11-12-19

Curriculum Committee Chair _____ Date 11-18-19

COM Dean _____ Date 11-18-19

College of Nursing - Grad Course Addition - NGR 7812 Advanced Study Design and Methods

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:*	Grad Course Addition
College:*	College of Nursing
Unit / Department / College:*	Department of Nursing Systems

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

Full Title:*	NGR 7812 Advanced Study Design and Methods
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Steven Talbert
Department Chair Phone Number:*	407-823-5440
Dept Chair Email*	joellen.edwards@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* NGR	**Number:*** 7812
Course Title:* Advanced Study Design and Methods	
30 Character Abbreviation:* Advanced Study Design	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Identify and discuss evolving trends in advanced research design and methods as they apply to the development of nursing research programs.	
Grading Scheme:* ABCDF	
Prerequisite(s): NGR 7807; NGR 7817; NGR 7815; and NGR 7818 or NGR 7808; or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	After significant deliberation, the curriciulum committe and faculty find that PhD in Nursing students would significantly benefit from additional coursework in methodology. This course will require more specific advanced knowledge related to innovative methodological and analytical techniques than can be provided in basic quantitive and qualitative methods courses. This proposed course provides an opportunity for students to explore cutting edge techniques as they emerge in scientific procedures.
What grad programs/tracks require or recommend this course for graduation?	Nursing PhD and BSN to PhD
What will be the source of students?*	Nursing PhD and BSN to PhD
What is the estimated annual enrollment?*	10

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

Detail Discussion	None

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with**

faculty and with Student Accessibility Services to ensure equal access to educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

NGR 7812: Advanced Study Design and Methods

Department of Nursing Systems, College of Nursing
3.0 Credit Hours

Course Syllabus

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

Course Description

Catalog: Identify and discuss evolving trends in advanced research design and methods as they apply to the development of nursing research programs.

This course captures timely and important topics for advanced research designs and methods. Topical areas may include: 1) advanced research design including mixed methods, 2) innovative technologies including data science, omics and the microbiome, and 3) team science.

3 credit hours (Class Hours: 3; Lab and Field Work Hours: 0; Contact Hours: 3)

Student Learning Outcomes

Upon completion of this course, the student will be able to:

a) Critically appraise advanced research designs and methods.
b) Incorporate advanced methods into a study design related to area of research focus.
c) Describe and discuss cutting edge or novel research methods and designs.

Enrollment Requirements (Pre-requisites/co-requisites)

Prerequisites: NGR 7807; NGR 7817; NGR 7815; and NGR 7818 or NGR 7808

Required Texts and Materials:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). APA. ISBN: 978-1-4338-3215-4.

Course readings will be assigned within Canvas.

Topical areas:

- Biobehavioral science and behavior change
- Emerging areas of science: biophysical measurement, quantitative sciences, informatics, and big data
- e-science
- Health economics
- Mixed methods
- omics (genomics, proteomics, metabolomics) and the microbiome
- Patient reported outcomes
- Team science
- Translational science

Supplementary (Optional) Texts and Materials:

n/a

Grading Methods

Assessment	Percent of Final Grade
Online discussions	40%
Assignments	30%
Final paper linking advanced study design/method with research interest	30%
Total	**100%**

Graduate Course Grading Scale

Grading Scale (%)	
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82*	C+
75-78*	C
70-74*	D
0-69*	F

* Please note that B is the minimum passing grade in graduate courses.

Assignments

Per university policy, students may turn in make-up work (or an equivalent, alternate assignment) in the event of a university-sponsored event, religious observances, or legal obligations (such as jury duty).

All assignments are due on the date and time posted. Exceptions must be discussed with your instructor *in advance* and approved in writing. Reasons for acceptable delays may include illness, serious family emergencies, professional conferences, military obligations, severe weather conditions, and religious holidays.

Course Activities

Discussion Participation/Assignments: Read all postings and actively contribute to discussions. You must include an original post guided by evidence and substantively respond to the required number of postings to receive full credit. You must complete all assignments as directed. Grades for all assignments and discussion postings will be earned based on associated grading rubrics.

Final Paper Grade: Using one of the advanced designs/methods covered in this course, the student will develop a study design that fits with their area of research interest.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF students. A trained writing consultant will work individually with you on anything you're writing (class assignment, personal, or professional), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website, stop by MOD 608, or call 407.823.2197. Locations: Main Library, Rosen Library & Online.

Assignment Submission

All assignments will be submitted via the appropriate assignment or discussion link within Canvas unless otherwise instructed. Methods of evaluation will be based on course assignments and participation in online discussions. Use of APA format is expected throughout the course.

Late Work Policy: Late assignments will be accepted but carry a 1 point penalty for every day beyond the due date. Late final paper submission will receive a 5 point penalty for every day beyond the due date. Assignments will not be accepted if overdue by more than seven days.

Important Dates: See the UCF Academic Calendar for important dates. Course due dates are tentative and may be changed at the discretion of the professor. Major assignment dates can be viewed in Canvas below this course syllabus. Details about weekly readings and activities can be viewed under Modules/Module x: overview.

Religious Observances: For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Rewrite Policy: There are no rewrites in the course. You will have the opportunity to obtain feedback on various draft sections of your final paper. Revisions to your work is expected based

on instructor feedback. Once a deadline has passed, there will be no opportunity to rewrite a draft section or final paper in 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.

Participation

Log into the course several times each week to review course content, announcements, conversations, and discussions. Keep up with the weekly readings and assignments. See course expectations under the Modules tab in Canvas.

This course is web-based, fully on-line and considered a "W" course. Students are expected to complete and participate in all on-line activities and assignments. Practice effective time management and study skills. This includes completing readings and assignments by the due dates. Contribute regularly to the discussion related to each assignment. Full engagement in the discussions will lead to more rich comprehension of the content. Be courteous and considerate with your postings, following Netiquette guidelines. Make every effort to be clear. On-line communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. It is recommended that you log on to the course a minimum of twice a week to keep up with discussions and assignments.

Technical Support Use this link to seek technical assistance for hardware/software issues.

Extra Credit Policy

There is no extra credit in the course.

Grade Dissemination

You can access your scores at any time using the Grade Book function in Webcourses. Please note that scores are unofficial grades.

Policy Statements

Verification of Academic Activity: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Week One activity by the end of the first week of classes or as soon as possible if you are added to the course late. Failure to do so may result in a delay in the disbursement of your financial aid.

Email: Use conversations (canvas email) to send a personal message to the instructor or another student. Check your inbox and discussion tool at least twice per week (more often is better). Two days (Monday through Friday) is considered a reasonable amount of time to receive a reply. Although the instructor may respond outside of regular business hours, this is not an expectation.

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

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

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/

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

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

In-Class Recording Policy

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

Course Accessibility Statement

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- 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 while you are on campus, you may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to 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."
- Consider viewing this video about how to manage an active shooter situation on campus or elsewhere. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

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

LEAP*RN Policy

All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to registering for first semester courses.

All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.

Directions for accessing LEAP*RN:

- Type https://secure.projectconcert.com/ucf into the URL (search) bar
- Login using your NID and NID password just as you would for Webcourses or myUCF
- For specific instructions on LEAP*RN requirements for this course, please check {enter course specific instructions}

College of Nursing - Grad Course Revision - NGR 6063L Advanced Skills for the Management of Illness and Injuries

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

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

Prefix:* NGR

Code:* 6063L

Course Title:* Advanced Skills for the Management of Illness and Injuries

30 Character Abbreviation:* Advanced Skills

Full Title:* Grad Course Revision - NGR 6063L Advanced Skills for the Management of Illness and Injuries

Course Instructor (Must be Approved Graduate

Faculty/Scholars):

Department Chair Phone Number:* 407-823-3768

Dept Chair Email* maureen.covelli@ucf.edu

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

Course Description:* Completion of one clinical course or C.I. Development of theoretical, and clinical skills for the evaluation, diagnosis, and management of illnesses and injuries. May be used in the degree program a maximum of 2 times.

Prerequisite(s): Admission to the Doctor of Nursing Practice program or a Nurse Practitioner certificate track.

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	2
Instruction Time:*	0
Lab/Studio/Field Work Hours:*	~~2~~ 6
Out-of-Class Hours:*	0
Total Engagement Hours:*	~~2~~ 6

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

Repeat for credit?	○ Yes ○ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	This request is to change NGR 6063C (2, 1) to NGR6063L (0, 2) to increase the number of clinical/lab hours from 60 clock hours to 120 clock hours and eliminate the lecture portion of the course. Nurse practitioner students in both acute and primary care need advanced skills which they don't always have the opportunity to perform or demonstrate at all clinical sites. Students and faculty need dedicated lab time to accomplish teaching and learning these skills. This request is to change NUR 6063C from 2 credits lecture/one credit lab to NUR 3063L with two credits for lab only. There will be no lecture; the time is spent in lab. **This course will be newly required for all students in all BSN to DNP programs.**
What grad programs/tracks require or recommend this course for graduation?	**BSN to DNP: Adult/Gerontology Acute Care Nurse Practitioner, BSN to DNP: Adult/Gerontology Primary Care Nurse Practitioner, BSN to DNP: Family Nurse Practitioner**
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	**35**

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~~ No conflicts. This proposal was approved at the CON MSN/DNP Curriculum Committee, at the Nursing Practice Department level, and at the CON Faculty Assembly meeting.**

Course Syllabus Policy

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

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

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

~~Assessment and grading procedures~~

Course Materials and Resources

Core policy statements

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

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: College of Nursing

Course OID

Course Type Nursing: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

UNIVERSITY OF CENTRAL FLORIDA

NGR 6063L Advanced Skills for the Management of Illness and Injuries

Department of Nursing Practice, College of Nursing

COURSE SYLLABUS

Instructor:	X	Term:	X
Office:	X	Class Meeting Days:	WWW/ See lab schedule below
Phone:	(407) 823-XXX (Office) (407) XXX-XXXX (Personal Cell)	Class Meeting Hours:	WWW/ See lab schedule below
E-Mail:	X@ucf.edu	Class Location:	WWW
Website:	See Canvas Information Below	Lab Location:	TBD
Office Hours:	X; by Appt; Call (407) 823-2744 to schedule		

I. University Course Catalog Description

Development of pathological, theoretical, and clinical skills for the evaluation, diagnosis, intervention, and management of illnesses and injuries.

II. Course Overview

The focus of this didactic and laboratory course is on the skills necessary to correctly evaluate and diagnose, properly intervene, and manage illness or injury. Health promotion, injury prevention, primary health care management and appropriate coding for reimbursement of the illness or injury are included. The laboratory portion will include opportunity for a hands-on application to the topics.

III. Student Learning Outcomes

Upon completion of this course, the student will be able to implement common advanced practice clinical procedures and:

1. Describe the pathophysiologic and theoretical basis for the performance of each procedure;

2. Apply physical assessment and diagnostic reasoning skills to the implementation of common advanced clinical procedures;

3. Develop a short and long-term management plan of care for clients requiring advanced clinical procedures;

4. Perform advanced clinical procedures following evidenced based standards of care;

5. Demonstrate ability to manage client with common acute injuries;

6. Implement selected advanced practice skills based on client assessment findings;

7. Describe the process for coding and billing of procedures.

IV. Course Co/Prerequisites (or CI)

NGR 5141: Pathophysiological Bases for Advanced Nursing Practice
NGR 5638: Health Promotion

Course Corequisites

None.

V. Course Credits

Two (0 didactic, 2 laboratory)

VI. Required Texts and Materials

Roberts, J.M. (2019). *Roberts and Hedges' clinical procedures in emergency medicine and acute care (7th ed.)*. Toronto, CA: Elsevier.

James, D.M. (2001). *Field guide to urgent and ambulatory care procedures*. New York, NY: Wolters-Kluwer.

VII. Supplementary (Optional) Texts and Materials

X

VIII. Basis for Final Grade

On-Line Assessments (Three Assessments)	60
Final Check Skills Check Off	20
Attendance at All Live Lab Sessions	20
Total	**100 points**

Grading System:

96-100	A
92-95	A-
87-91	B+
83-86	B
79-82	C+**
75-78	C**
70-74	D**
69 or below	F**

*** - Students enrolled in the DNP AGACNP program are required to attend the DNP Intensives (see the DNP Student Handbook for more information on this requirement). Failure to attend the DNP Intensive will result in a deduction of 50 points from the students' final grade in the course, which results in a grade of F, which is not acceptable for progression in the AGACNP DNP Program.**

**** - Not acceptable for progression in the Adult-Gerontology Acute Care Nurse Practitioner Professional Certificate or DNP Program.**

Academic Progression: **A combined average of 75% must be earned on all quizzes/ examinations/ On-Line assessments to successfully pass this course. Any student with a combined quiz/exam/ On-Line assessment average less than 75% will not have any other course assignments calculated in the final grade and cannot progress in the DNP Program at UCF.**

IX. Grade Dissemination

You can access your scores/grades at any time using the Grade Book function of Webcourses. Please note that scores returned mid-semester are unofficial grades.

X. Course Policies: Grades

Late Work Policy: It is not advisable to miss an assessment. The makeup assessment may be different than the original exam and could consist of multiple choice, matching, and/or essay style questioning. Students must discuss alternative testing arrangements with the instructor *prior to the opening day and*

time of the assessment or will receive a 0 score. All makeup assessments are taken at the instructor's discretion and are administered live on the Orlando campus. Late work of any kind is not accepted. Circumstances regarding late submissions of assignments are assessed on an individual basis and must be arranged with the instructor *before* the due date of the assignment.

Extra Credit Policy: Any extra credit that may be offered is subject to the 75% examination pass rule. Therefore, any extra credit earned cannot be applied towards the students' overall exam average if that overall exam average is < 75%.

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 within one year or the "I" will automatically be recorded as an "F" on your transcript.

XI. Course Policies: Technology and Media

Email: We will use course email or Knightsmail to communicate during this course. Therefore, students will need a functioning computer with Internet access and should check the course Canvas section and course/Knights email account on a daily basis.

Webcourses: All course related materials will be found through the designated Canvas for this course (see below).

XII. Course Policies: Student Expectations

Attendance Policy: Regular course activity and attendance at all lab sessions DNP intensives (DNP students) is required for success in this course. All course communications should use professional language and appropriate referencing when referring to published works.

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.

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. 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: Accessible to graduate students in the College of Nursing online. 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.

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. Web course assignments will be set for Turnitin checks.

Accommodations for Active Military Personnel: Students who are active military personnel who are deployed for duty or have any special needs should contact the instructor immediately. These students will work closely with the course instructor so that reasonable accommodations are made to ensure all student work and required activities can be completed during the course of the semester, appropriate extensions are provided, or incomplete grade contracts are completed as soon as possible.

Emergency Procedures and Campus Safety: Although this course meets in an online environment, students should pay close attention to any emergency notifications originating from the course instructor, UCF, the UCF Police Department, or College of Nursing. Students are encouraged to be aware of their surroundings and familiar with actions to take in various types of emergencies. More information on UCF's emergency preparedness plans and procedures can be found on the Web site of the UCF Office of Emergency Management: http://emergency.ucf.edu/plans.html.

Exam Proctor Policy: In this course you will take your tests remotely and they will be proctored by a service called Examity®. A Test Taker-Guide will be provided on how to use Examity®. Please log in as soon as possible to set up your profile. You will not be able to schedule exams until your profile is complete.

Examity® system requirements are:

- Desktop computer or laptop (not tablet)
- Webcam and microphone (built-in or external)
- Connection to network with sufficient internet speed: at least 2 Mbps download speed and 2 Mbps upload
- Operating systems: Windows XP or newer, Mac OS X 10.8 (Mountain Lion) – or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later, Internet Explorer v8 or later, Microsoft Edge, Apple Safari v6 or later
- In your Examity Dashboard, please run the Computer Requirements Check to ensure your system is ready to test

If you have any questions or concerns, contact Examity's technical support team 24/7 via email at support@examity.com or phone at (855)-392-6489.

XIII. Important Dates to Remember

See the Course Schedule (below) for information related to assignment due dates.

XIV. Units of Instruction

See the Course Schedule (below) for a listing of the course's Units of Instruction.

XV. Schedule

Date	Content	Assignments
1-2	• 12 lead ECG	
3	• Spirometry/PFT	
4-5	• Injury and Wound Assessment • Secondary/ Delayed Primary Intention Local Wound Management • Safe Selection and Administration of Localized Anesthetic and Hemostatic Agents	
6	• Safe and Appropriate Prescribing of Topical, Oral, IM, and IV ATBx and Analgesics, and Vacicnations for Wounds/ Bites/ Injuries	

7	• Ethical and Legal Procedures in Obtaining Informed Consent for Management of Wounds/ Bites/ Injuries • Wound Debridement • Elliptical Excisions and Tissue Margin Microscopy Analysis • Punch Biopsy	
8	• Abscess I&D • Interpretation for Injury Complications Using Radiologic Studies	
9	• CXR	
10	• Suturing Simple Lacerations • Assessment of Closed Injuries and Removal of Sutures • Dermabond® Approximation and Management • Manipulation of Stapling Devices/ Removal of Staples	

11	• Digital Nerve Blocks • Safe Aspiration of Synovial Fluid and Introduction of Instruments into Intraarticular Spaces • Safe Administration of Anesthetics, Steroids, and other Agents into Intraarticular Spaces • Trephination of Subungual Hematoma • Removal of Fish Hooks and Management of Nail Avulsion Injuries • Ingrown Toenail Excision (Onychocryptosis)	
12	Final Exam & Skills Check Off	

Lab Schedule:

Date	Content	Location
X/X/XXXX	• 12 lead ECG • Spirometry/PFT	
X/X/XXXX	• Injury and Wound Assessment • Secondary/ Delayed Primary Intention Local Wound Management	
X/X/XXXX	• Safe Selection and Administration of Localized Anesthetic and Hemostatic Agents • Wound Debridement	
X/X/XXXX	• Elliptical Excisions and Tissue Margin Microscopy Analysis • Punch Biopsy	
X/X/XXXX	• Suturing Simple Lacerations • Assessment of Closed Injuries and Removal of Sutures • Dermabond® Approximation and Management • Manipulation of Stapling Devices/ Removal of Staples	

X/X/XXXX	• Digital Nerve Blocks • Safe Aspiration of Synovial Fluid and Introduction of Instruments into Intraarticular Spaces • Safe Administration of Anesthetics, Steroids, and other Agents into Intraarticular Spaces • Trephination of Subungual Hematoma • Removal of Fish Hooks and Management of Nail Avulsion Injuries • Ingrown Toenail Excision (Onychocryptosis)	
X/X/XXXX	Skills Check Off	

Description of Assignments

On-Line Assessments: There are three on-line assessments in this course. These assessments are closed-note, closed-book, closed-computer. No resources of any kind can be used on the assessments. Each assessment consists of 20 questions and are proctored through Examity (see above).

Final Skills Assessment: Students will be required to perform one of the skills taught in the lab competently and safely. Selection of the skill will be random.

Attendance at All Live Lab Sessions: Students are required to attend all live lab sessions in the course. Those who fail to attend any of the sessions will receive zero credit on this portion of the course grade.

Academic Integrity and Student Misconduct (Adopted from UCF's *Golden Rule* Handbook, Section 5.008)

UCF-5.008
Rules of Conduct

The following defined and described actions include, but are not limited to, conduct for which disciplinary action may be taken at the University of Central Florida. Students are responsible for the observation of all University policies and regulations. Each student is expected to abide by these rules of conduct, and administrators are expected to enforce them. These Rules of Conduct should be read broadly and are not designed to define prohibited conduct in exhaustive terms. Additional rules and regulations may be revised during the year; announcements will be made on adoption of the changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas. Students are prohibited from engaging in:

(1) Academic Misconduct

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

In the event of any academic misconduct, the student may:

1. **Receive no (0) credit on the assignment/exam;**
2. **Not be given the opportunity to complete the assignment/exam for credit;**
3. **Receive a grade of F in the course;**
4. **Be referred to the appropriate UCF College of Nursing administrative body for disciplinary action;**

5. **Be referred to the UCF Office of Students Rights and Responsibilities for disciplinary action.**

American Nurses Association

The *Code of Ethics* for Nurses 2001

II. Voted on and accepted by the ANA House of Delegates on June 30, 2001

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

The *Code of Ethics for Nurses* is available for sale from American Nurses Publishing at 1-800-637-0323 or www.nursesbooks.org

College of Nursing - Grad Course Revision - NGR 6202L Adult II Primary Care Clinical

2020-2021 Graduate Course Revision

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

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

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

Prefix:* NGR

Code:* 6202L

Course Title:* Adult II Primary Care Clinical

30 Character Abbreviation:* Adult II Primary Care Clinical

Full Title:* Grad Course Revision - NGR 6202L Adult II Primary Care Clinical

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

Dept Chair Email* maureen.covelli@ucf.edu

Department Chair Phone Number:* 407-823-3768

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

Course Description:* Development of theoretical and clinical skills for evaluation, diagnosis, and management of the complex and long-term needs of adults. May be used in the degree program a maximum of 2 times.

Prerequisite(s): Admission to the DNP program and completion of NGR 6201 and NGR 6201L or NGR 6240L.

Corequisite(s): ~~NGR 6202.~~

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?	○ Yes ○ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	This proposal is requesting an addition of NGR6240L as a prerequisite course because NGR6240L is being used in place of NGR6201L. Graduate Nurse Practitioner students must have a foundation of material from NGR6201 Adult I Primary Care and NGR6240L Adult I Clinical for APNs in order to be successful Adult II Clinical. The Adult II Clinical curricula builds on the knowledge and successful completion of NGR6201 and NGR6240L. In addition, the proposal is requesting to change NGR6202L from 2 credits of clincial to 3 credits of clinical to increase the clinical clock hours from 120 to 180.
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	

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

Detail Discussion	N/A

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: College of Nursing

Course OID

Course Type Nursing: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

/

NGR6202L: Adult II

Nursing Practice, College of Nursing
2 Credit Hours

Instructor:	Tara Patel, DNP, APRN	Term:	Summer 2019
Office Location:	NA	Class Meeting Days:	On-Line Only
Office Hours:	By appointment	Class Meeting Time:	See above
Phone:		Class Location:	Varies; See Below and Check Syllabus
Email:	tara.patel@ucf.edu	Course Modality:	Web/Clinical

Faculty Site Visit: Arranged between student and Clinical Instructor

I. Course Description

Development of theoretical and clinical skills for evaluation, diagnosis, and management of the complex and long-term needs of adults.

Purpose: This course is designed to provide you with the opportunity to continue to develop advanced history taking and physical examination skills, as well as diagnostic reasoning skills when caring for older adult patients. This course also will provide you an opportunity to develop and evaluate treatment plans of adult patients with common episodic illnesses, chronic health conditions along with the opportunity to conduct wellness examinations.

Teaching/Learning Strategies (included but not limited to):

- Discussions
- Learning modules/Assignments
- Clinical Rotation

II. Student Learning Outcomes

In these objectives the term family is used to describe relationships which are biologic, defined by law, and/or identified as familial by the family members**.**

1. Apply evidence-based guidelines in the provision of primary care to adults with complex and long-term health care problems and their families.
2. Implement advanced practice nursing strategies to achieve desired health outcomes for adults with complex and long term health care problems and their families
3. Perform comprehensive and targeted patient histories and physical examinations of a minimum of 3-4 adults per half-clinical day.
4. Differentiate between normal and abnormal history and physical examination findings.

5. Develop individualized treatment plans for the primary care of the adult client with complex and long-term problems according to their health risks, lifestyle, and socio-cultural characteristics.
6. Present a concise, organized summary of the adult client's health assessment findings, significant family data, diagnostic conclusions and plan of care to preceptor
7. Use Evidence-based guidelines to select and evaluate diagnostic tests.
8. Modify assessments, diagnosis(es) and plans of care for the adult client complex and long-term health problems after consultation with the preceptor and other expert resources.
9. Incorporate health promotion and health maintenance in primary health care practices
10. Implement plan of care in collaboration with the client, family (as appropriate), and preceptor.
11. Incorporate patient education and counseling, written prescriptions, referrals, and diagnostic testing requisitions in patient management plans
12. Demonstrate effective interdisciplinary approaches to the delivery of family-oriented primary health care in community settings.
13. Accurately document the provision of primary health care for adults
14. Perform advanced practice psychomotor skills under the supervision of the preceptor.
15. Seek additional learning opportunities that facilitate development of advanced practice clinical competency.

III. Enrollment Requirements

Admission to MSN or DNP Program in the Adult Gerontology Practitioner track; successful completion of all prior AGNP Curriculum.

IV. Course Activities

The course consists of a clinical rotation with preceptor, labs, discussions and other activities. These are available for view and/or download from the Webcourses site. Students should read through each assigned assignment carefully, prior to completing the activity.

It is also suggested that you review materials from your didactic course in preparation for course assignments.

Please use the "Three Before Me" rule for this course.

1. **Try it yourself; think it through**
2. **Check your book or syllabus thoroughly**
3. **Ask a peer**

If after using the "Three Before Me" rule, you are unable to find the answer to your question, please email your clinical instructor with the question.

Introduction

Each student **must** post an introduction during the first week of class. This assignment is not graded. However, posting an introduction is a university requirement associated with the allocation of student funds.

Start a single thread with your last name and the Word *Introduction* (e.g. Eckhoff Introduction). The beginning of the post should include the following:

- A brief description of your nursing background, especially pertaining to adults
- Practice Name, Address and Phone Number of your preceptor's practice site
- Name, Credentials, Email Address and Phone Number of your Preceptor
- Projected Clinical Rotation schedule for the semester

Continue to **update** schedule by replying to your *introductory discussion thread* throughout the semester. We should always know when you are at the clinical site. If your schedule changes, do **NOT** delete a post. Simply add a new reply with your amended schedule and send your clinical instructor an email with your updated schedule as well.

Clinical Report Submission

The components of the clinical report include a SOAP note uniquely created for the patient encounter and a description of significant clinical considerations.

- Each student must submit a minimum of two (2) SOAP notes during the course (Focused and Comprehensive). These must be submitted in Webcourses **under the appropriate assignment**. Faculty may require rewriting of SOAP notes or additional SOAP notes may be required. Please see Rewrite Policy.
- Each SOAP note should be clear, concise, complete, and submitted by the date indicated on the clinical course schedule.
- The SOAP note should provide all data needed for another provider to follow you, know relevant assessment data, know what has been done, and continue the plan of care. The SOAP note may be longer than those you would write in the practice because they are being used for teaching and learning not simply documentation of care.
- The SOAP note should be on *commonly occurring problems*, not zebras. If the situation or problem sends most of the staff to their resources and has them saying things like “I have to look this up" and "I never saw this before" it is probably a zebra.
- Each SOAP note is to be uniquely written. No template or other document allowing cut and paste of content into the SOAP note is to be used. Reusing SOAP notes from previous semester is considered plagiarism.
- **Do not put any identifying data about the client in the SOAP note. In general, this means no client, preceptor, or practice names and the use of initials different from the client's initials.**

- Each SOAP posting must be from a clinical experience this semester and the topics should reflect the current clinical specialty and course.
- Be sure the **Subjective** contains only subjective data, the **Objective** only objective data, the **Assessments** (diagnoses or symptoms) are all supported by the subjective and objective data. The **Plan** should be clearly related to the assessments and the specific client situation. This includes clear indication of all laboratory and diagnostic tests being done either at or after the visit, health promotion and disease prevention activities, referrals, consultations, and patient education.
- The SOAP should be clear and concise, no more than 3 pages, excluding discussion and evidence based guidelines cited. Single spacing is appropriate for the body of the note with clear headings provided. Use Times New Roman font size 12 in Microsoft Word. No title page is needed but, include your name in the beginning of the SOAP Note.

Content of SOAP note (will differ depending upon type of visit):

Date of visit

Biographical Data

Patient's initial **(different from actual patient/NO NAMES)**

Gender, age

Race, ethnicity, and language spoken

Marital status

Insurance

Informant reliability

Subjective Data

Chief Complaint (CC)

History of Present Illness (HPI) (OLDCARTS)

Past Medical History (PMH)

Family Medical History (FMH)

Social Health History (SHH)

Medications

Review of Systems (ROS)

Note: focus on information that is pertinent to the CC and HPI

Objective Date

Physical findings

Confirmed laboratory findings

Assessment

Diagnosis; if more than one, number so that the diagnoses match the plan below

ICD-10 diagnosis code

Plan

Diagnostic

Pharmacologic
Non-pharmacologic
Education/teaching/counseling
Health promotion/anticipatory guidance (i.e. mammograms, PSA, smoking cessation, weight reduction, etc.)
Return to clinic (RTC) date
Time spent with patient

CPT code (level & type) of visit, such as – 99201, 99213

- Discuss any difficulties you encountered with this case including how you might have approached this problem differently than your preceptor.
- Briefly identify and discuss in one to two paragraphs any significant clinical considerations regarding this client and their care such as ethical concerns, the impact of culture, facilitators and barriers to care, epidemiology, financial restraints or concerns regarding implementation of care, health promotion, and/or access to care as applicable to this case.
- Cite the evidence based guideline(s) you used to determine the most appropriate management of this patient.

On Line Group Discussions

There are three (3) graded on-line group discussions in this course. View the schedule for due dates and times. Students are expected to be actively engaged using substantive content that is supported by evidence based resources which are cited with APA conventions. Each Discussion will have a rubric. Please see each Webcourse Discussion for the rubric specific to the Discussion.

Electronic Patient Logs (LEAP*RN)

LEAP*RN Policy

All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to registering for first semester courses. If you are a student from another major, who is taking a College of Nursing Course, this policy does not apply to you.

All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.

Directions for accessing LEAP*RN:

- Type https://secure.projectconcert.com/ucf into the URL (search) bar
- Login using your NID and NID password just as you would for Webcourses or myUCF

For this course:
Students are required to enter **all** clinical hours for each clinical day. These hours must be approved by the preceptor on a weekly basis. Failure to have hours approved weekly will result in a **ZERO for the Electronic Patient Log Entry portion of the grade.**

Students are required to enter **all** patients seen on each clinical day. This should include no fewer than 3 patients per half day up to Midterm and no fewer than 4 per half day after Midterm. Clinical Faculty may adjust patient volume expectations based upon clinical site, patient availability. LEAP*RN patient log entries will be reviewed throughout the semester by clinical faculty. **The student must enter all patient encounters within 7 days of the actual clinical day to receive full credit.** This includes completing all required fields on the LEAP*RN screen, providing details on medication(s) prescribed, and providing clinical notes to better describe the patient experience.
Failure to consistently submit electronic patient submissions within 7 days will result in a ZERO for the Electronic Patient Log Entry portion of the grade.

Course Paperwork Requirements

Midterm Requirements

- **Electronic Patient Log Entries (LEAP*RN)**
  Verify all entries are complete
- **Documents Required:**
  The Following Documents need to be completed **ONLINE** (LEAP*RN). NO UPLOADS PLEASE. You may need to assist your preceptor with their part of this process.
  - Midterm Self Evaluation Form
  - Midterm Preceptor Evaluation Form; completed by preceptor **AND** reviewed by student ONLINE
  - Midterm Clinical Hours Log; approved ONLINE by preceptor
  - Faculty Evaluation of Student. **(If you have not had your Faculty Evaluation done by the Midterm due date, please submit in the End of Course Requirements and make a note in Webcourses)**

Once all documents are complete in LEAP*RN and you have reviewed them, make a text entry, in the Webcourse Midterm Requirements Assignment area.
The text entry should read: "All Midterm Course Requirements have been met and documents have been completed in LEAP*RN".
Please see below for penalties associated with "**Late or Incomplete Midterm Requirements".**

End of Course Requirements

- **Electronic Patient Log Entries (LEAP*RN)**

Verify all entries are complete

- **Documents Required:**
  The Following Documents need to be completed **ONLINE** (LEAP*RN). NO UPLOADS PLEASE. You may need to assist your preceptor with their part of this process.
    - Final Self Evaluation Form
    - Final Preceptor Evaluation Form; completed by preceptor **AND** reviewed by student ONLINE
    - Final Clinical Hours Log; approved ONLINE by preceptor
    - Faculty Evaluation of Student. **(Only if your Faculty Evaluation was not done prior to the Midterm Requirement due date.)**

Once all documents are complete in LEAP*RN and you have reviewed them, make a text entry, in the Webcourse Final Requirements Assignment area.
The text entry should read: "All Final Course Requirements have been met and documents have been completed in LEAP*RN".
Please see below for penalties associated with "**Late or Incomplete End of Course Requirements".**

Clinical Faculty Evaluation of Student

Students must earn an 83% or higher on their clinical evaluations from clinical faculty, in consultation with their preceptor, in order to successfully pass this course. If a student is assessed as "not competent" or "unsafe" in their clinical site and their evaluations reflect this, the student will not receive full credit and will receive an unsuccessful grade in this course, even if all forms are submitted on time.

Students will be evalutated using the course clinical evaluation tool. Students must score an 83% or higher during their 1st faculty site evaluation. Failure to achieve and 83% or higher will result in a conference between the clinical faculty, program director, clinical coordinator and the student. A clinical improvement plan with specific goals will be drafted using the Academic Improvement Advising Form. This form will allow the student to participate in the clinical improvement plan with specific goals and timeframes. The student will be required to participate in a second onsite evaluation with the clinical faculty and conference to assess achievement of the clinical improvement goals. Failure to achieve an 83% or higher on the second clinical evaluation or failure to meet clinical improvement goals will result in the assignment of a zero score for the Clinical Faculty Evaluation element of the course grade. A student requiring a second visit will have a maximum available score of 90% for the Clinical Faculty Evaluation grade.

i. Important Dates

All due dates of assignments are tentative and can be changed at the discretion of the instructors. Other important dates to know:

Classes Begin	Mon	05/13/19
Drop/Swap Deadline	Thurs	05/16/19
Introduction (Discussion 1)	**Fri**	**05/17/19**
Add Deadline	Fri	05/17/19
Mandatory On-Campus Lab	**Thurs**	**05/23/19**
Memoridal Day	Mon	05/27/19
Independence Day	Thurs	07/04/19
Withdrawal Deadline	Fri	07/05/19
Classes End	Fri	08/02/19

- **Religious Observances**

  For religious obsrevances, 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 a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars, " and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

- **Assignment Submission**

  Unless otherwise instructed, all assignments should be submitted to Webcourses.

- ***Final Exam***

  There is no final examination in this course. However, there are End of Course Requirements due by Monday, July 29, 2019.

- ***Evaluation Data/Course Data/Student Perception of Instruction Data:***

  De-identified data, including student comments, gathered within courses may be used for evaluation, research studies, presentations and/or publications without any identifiers. This may include, but not be limited to, simulation and/or standardized patient evaluation data, course evaluation and/or student perception of instruction comments. These data are routinely collected in a de-identifiable format and cannot be linked to individual students.

I. Assessment and Grading Procedures

All assignments are due by 11:30 p.m. on due date, unless otherwise noted.

Basis for Final Grade

Assessment	Due Date	Percent of Final Grade
Introduction Discussion	**Must post introduction in Webcourses (required, but no points toward final grade); see schedule for due date and time**	0%
SOAP Notes a. Comprehensive	a. Monday, 6/17/19	30%

b. Episodic	b.Monday, 7/15/19	
Online Group Discussions/Supplemental Assignments	See Schedule for Date and Time	20%
Electronic Log Entries	See Schedule for Date and Time	15%
Document Requirements (Midterm and End of Course Requirements)	See Schedule for Date and Time	5%
Faculty Evaluations	See Schedule for Date and Time	30%
Total		**100%**

i. Grading Methods

Graduate Course Grading Scale

Grading Scale (%)	Grade
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82	C+ *
75-78	C*
70-74	D*
0-69	F*

*** Not acceptable for progression in the DNP program. A "B" or better is required in all graduate courses in order to stay in the program.**

Final grades of 0.5 or higher will be rounded up. For example, 95.5 will be rounded to a 96; however, 95.49 will not.

ii. Grade Dissemination

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.

iii. Make-up Assignments

Make-up work (or an equivalent, alternate assignment) may be available for university-sponsored events, religious observances, legal obligations (such as jury duty), military obligation, severe weather conditions and/or another emergency. A request to the instructor must occur in advance and proof may be required by the instructor. An alternate assignment, including alternate format, may occur.

iv. Attendance/Participation

Clinical Attendance and Participation:

Clinical Attendance:
It is expected that students will negotiate their clinical practice time with the preceptor for the duration of the entire semester. Clinical hours should be scheduled throughout the entire semester. It should take you 10 – 11 weeks to complete your clinical rotation hours.

Students must post clinical schedules on the Introduction/Clinical Schedules discussion board. Any updates to your schedule must be communicated through the schedule discussion board. Each schedule update should be in the form of a new discussion post – do not edit prior posts.

Students are expected to be present within the clinical site, as reflected on the schedule provided to clinical faculty. Changes in the schedule should not occur unless there is an EMERGENCY and they must be coordinated with the clinical preceptor and provided to the clinical faculty PRIOR to the student being present in the clinical site. While a need to cancel due to illness, family emergency, and changes in the preceptor's schedule is recognized, repeated cancelations or changes in schedule could be a reason for an unsatisfactory grade for the clinical course.

If the clinical faculty has confirmed a site visit you must be present that date. Failure to do so will mandate an additional clinical date for the site visit in addition to the dates or times scheduled. Clinical Faculty have

Clinical Expectations:
If documentation in the patient record is **NOT** possible at the clinical site, students must write at least **ONE** SOAP note each day. These can be reviewed by the preceptor, even if it will not be part of the patient record. The SOAP note will be reviewed by the clinical faculty. Please email your climnical faculty to ask how they would like for you to submit your SOAP note to them. If the clinical faculty feels that you are completing your SOAP notes with accuracy and thoroughness, they can suspend you completing them after you have completed no less than 10.

A minimum of 120 hours will be completed at your clinical site this semester.

Dress Code for Nurse Practitioner Students

- All students must be dressed professionally when in clinical settings, whether on or off-campus. This includes both labs and preceptor sites as well as professional meetings.
- The UCF College of Nursing photo identification stating **nurse practitioner student** must be worn during all clinical activities.
- A clean, wrinkle-free official UCF white lab coat with the College of Nursing logo must be worn at all clinical functions whether on campus or in clinical settings.
- Business attire must be worn under lab coats; scrub suits are allowed in acute care settings only.
- Students must also comply with dress code policies of the clinical sites where they are being precepted.
- Nails must be trimmed; artificial nails and nail polish are not permitted.
- One pair of stud-type earrings (one earring per ear lobe only and no larger than than ¼" in diameter) may be worn; no gauge-type earrings. No other visible piercings, including clear piercings are allowed, including tongue and nasal piercings.

- One plain wedding band may be worn; one wristwatch with a second hand is required.
- Visible tattoos must be covered.
- Make-up, if used, must be discrete.
- Hair must professionally appropriate; appropriately secured away from face and patient contact; of a naturally occurring color
- Facial hair for men must be clean and neatly trimmed. (Some agencies do not allow personnel, including students, to wear any facial hair.)
- Perfumes, colognes, after-shave or scented fabric soaps/softeners should not be worn.
- Chewing gum during clinical and on-campus labs is not permitted.
- Smoking of any kind is not acceptable when in clinical settings. In addition, clothing and hair that retain smoke odors are not acceptable in clinical settings

When you go to the clinical site be sure you have:

- A good stethoscope
- Reflex hammer
- Ruler
- Black Ink pen and notebook
- Resources in print or digital form: Health Promotion of adults across the lifespan, drug prescribing guide, health assessment guide, and text or protocol book covering primary care of adults. These can all be on a handheld device or in print.

- **Substitute Preceptor:** In the **RARE** instance that your primary preceptor is not present on site, and you are able to work with another provider, instead of rescheduling the clinical day, you are required to inform your clinical faculty and complete a Substitute Preceptor Planning Form. The form can be either faxed to the CON at 407-823-5675 or emailed to the clinical coordinator at dawn.eckhoff@ucf.edu prior to starting the clinical day. You **MUST** obtain a "yes" from your clinical faculty **PRIOR** to seeing any patients at the clinical site.
- **Laptop Usage**: Per university policy and classroom etiquette, mobile phones, and all other electronic devices **must be silenced** during all classroom and lab lectures and discussion. This is true for your clinical site as well. Those not heeding this rule will be asked to leave the classroom/lab/clinical rotation immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings, lab days and clinical days.

a. Late Work Policy

Extenuating circumstances, as described in University policies (eg: religious holidays, jury duty, unanticipated illness or death of immediate family members), will be accepted. Advance notification of conflicts is expected when possible. Students are required to notify the faculty in advance of anticipated conflicts (eg: religious holidays, jury duty). Notification of unanticipated illness or death will be expected as soon as is reasonably possible.
Clinical documentation submitted late will incur a 10% penalty per day late. With the acceptance of the documentation at the discretion of the clinical faculty. Students assume full responsibility and consequences for not meeting published deadlines, failing to submit required assignments and/or insufficient effort.

Late Discussion Posts

Late discussion responses will **not** be accepted for grading.

Late Electronic Patient Submissions
Electronic patient submissions allow faculty to evaluate the level and types of visits in which students participate during clinical encounters. They are the only way, other than direct observation, in which faculty can assess progression in clinical. As such, failure to consistently submit electronic patient submissions (within 7 days of the visit) will earn a ZERO for the Electronic Patient Log Entry portion of the grade. This means that the highest grade the student can achieve in the clinical course is an 85%.

Late or Incomplete Mid-Semester Requirements

- If by the **due date** the student has not submitted required documentation or obtained permission from their clinical faculty for a later deadline, the student will receive an unsatisfactory midterm evaluation and the student will need to **stop** clinical work for the clinical course.
- The student will have **one-week** to submit the required documentation. If required documentation is not submitted within the time-frame, the student will be **permanently removed** from the clinical course and will receive an **unsatisfactory grade** in the course.
- Once the text entry has been made identifying that all requirements are complete, the documents will be reviewed by the clinical faculty. If the documents are incomplete or incorrect in any fashion resulting in a 2nd review from the clinical faculty, a deduction of points will be made as follows: For one document, the student will receive a maximum of 23 points in this assessment area. For two documents, the student will receive 22 points in this assessment area. If three or more documents, the student will receive an automatic 83% for this assignment.

Late or Incomplete End of Course Requirements

- If by the **due date** the student has not submitted required documentation or obtained permission from their clinical faculty for a later deadline, the student may submit the requirements within 3 days for a reduced grade.
- The penalty for the late submission will be 3 points per day.
- After the 3rd day, the student will receive a zero for this assignment.
- Once the text entry has been made identifying that all requirements are complete, the documents will be reviewed by your clinical faculty. If the documents are incomplete or incorrect in any fashion resulting in a 2nd review from your clinical faculty, a deduction of points will be made as follows: For one document, the student will receive a maximum of 23 points in this assessment area. For two documents, the student will receive 22 points in this assessment area. If three or more documents, the student will receive an automatic 83% for this assignment.

b. 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.

c. Rewrite Policy:
Rewrites may be required on any of the Clinical Report Submissions to demonstrate student learning and application of instructor comments. Students must comply with the instructor request of a rewrite, to be eligible to obtain a score for the submission. Additionally, the instructor may require additional Clinical Report Submissions if evaluation of written or clinical visits indicate insufficient skills in observed or documented history-taking, physical assessment, diagnostic reasoning and treatment plan skills. Students must achieve a final grade of 83% or higher on the first submission of each Clinical Report Submission. Failure to achieve an 83% or higher on a 1st submission of each Clinical Report Submission will result in a mandated 2nd submission. The 2nd submission must be a unique note on a different patient and will have a maximum achievable score of 90%. The 2nd submission will be due within 7 days of the request of the Clinical Faculty. Failure to achieve an 83% on the 2nd submission will result in a zero for the assignment.

d. Essay Commentary Policy:
Any commentary on essays will be delivered in written format within Webcourses.

e. Group Work Policy:
Group work is not expected in this course. Only assignments discussed as group work should be completed in this manner.

f. Extra Credit:
No extra credit is offered in this course.

g. Grade Dissemination:
In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be released to third parties including posting grades by name, SSN, or UCFID. Graded assignments will be returned students individually in Webcourses or via Webcourses email. Grades will be submitted in Webcourses@UCF and follow student data classification and security standards.

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.

II. Course Materials and Resources

Recommended Texts and Materials

Student Selected Decision Support Materials for use at clinical site

Instructor Recommendations:

- Textbooks from prior and current nurse practitioner courses
- Current Clinical Protocol book of your choice in print or electronic form
- Journals and Professional Publications
- The most recent publications of clinical guidelines developed by consensus of experts

- Electronic applications that provide evidence-based decision support such as Epocrates, Monthly Prescribing Reference, Dynamed Plus, CDC Vaccine Schedule, and AHRQ ePSS (USPSTF population-specific guidelines)

Technology and Media

i. This class is offered in an online format. It is essential you be able to do the following:

- View the learning modules.
- Send email (with and without an attachment).
- Post messages to the discussion boards (with and without an attachment).
- Post an attachment to the "Assignments" section.
- Check your grades.
- Conduct a thorough online literature search using the UCF Library system (e.g., locating full articles).

For technical help, your best resource is Online@UCF Support. Please contact them for hardware/software issues.

Activity:
Student activity will be monitored though Webcourses. During the first week of class, you must post online to verify attendance for university requirements.

Professionalism Policy:
All course communications should use professional language and appropriate referencing when referring to published works.

III. Policy Statements

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

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

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

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

Plagiarism:
"In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers" (Council of Writing Program Administrators, 2003).

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 quota-tion 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" (Council of Writing Program Administrators, 2003).

Responses to Academic Dishonesty, Plagiarism, or Cheating
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. Please see the above "Academic Integrity."

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 (Including When Meeting Online)
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.

In this course, we meet online. Unless otherwise specified, calculators, tape recorders, or other audio and technology devices are not permitted.

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.

Turinitin.com
In this course, we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as 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. Assignments utilizing turnitin.com will be announced. Assignments of concern may also be processed in this manner.

Copyrighted Materials
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 for your use only. Where possible, 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.

Email
Please use email through Webcourses for all communication with the instructor. You can expect a response within two (2) business days (weekends and holidays not included). Emails may not be answered during weekends or holidays.

Student Expectations:
Activity:
Student activity will be monitored though Webcourses. During the first week of class, you must post online to verify attendance for university requirements.

Professionalism Policy:
All course communications should use professional language and appropriate referencing when referring to published works.

Honor Code

- Demonstrate honesty and integrity in all interactions with colleagues, faculty, and staff.
- Demonstrate respect and patience in all interactions respecting diversity and dignity of each individual.

Dress Code

- All students must be dressed professionally when in clinical settings, whether on or off-campus. This includes both labs and preceptor sites as well as professional meetings.
- The UCF College of Nursing photo identification stating **nurse practitioner student** must be worn during all clinical activities.
- A clean, wrinkle-free official UCF white lab coat with the College of Nursing logo must be worn at all clinical functions whether on campus or in clinical settings.
- Business attire must be worn under lab coats; scrub suits under lab coats are allowed in acute care settings only.
- Students must also comply with dress code policies of the clinical sites where they are being precepted.
- Nails must be trimmed; artificial nails and nail polish are not permitted.
- One pair of stud-type earrings (one earring per ear lobe only and no larger than ¼" in diameter) may be worn; no gauge-type earrings. No other visible piercings, including clear piercings, tongue and nasal piercings are allowed.
- One plain wedding band may be worn; one wristwatch with a second hand is required.
- Visible tattoos must be covered.
- Make-up, if used, must be discrete.
- Hair must professionally appropriate; appropriately secured away from face and patient contact; of a naturally occurring color.
- Headgear that is not worn for religious purposes is not allowed.

- Facial hair for men must be clean and neatly trimmed. (Some agencies do not allow personnel, including students, to wear any facial hair.)
- Perfumes, colognes, after-shave or scented fabric soaps/softeners should not be worn.
- Chewing gum during clinical and on-campus labs is not permitted.
- Smoking of any kind is not acceptable when in clinical settings. In addition, clothing and hair that retain smoke odors are not acceptable in clinical settings.

Professional Clothing

- Pressed slacks or skirt as appropriate for gender.
- Neat, clean shirt or top.
- Men should wear dress shirts with collar.
- For women, low cut, midriff, strapless or see-through blouses, shirts or dresses are not acceptable. Undergarments should not be visible.
- T-shirts with slogans or pictures are not allowed.
- Jeans, shorts, miniskirts and athletic shoes are ***not*** considered professional clothing.
- Closed toe shoes are required in clinical care sites (no sandals or open-toed shoes permitted).
- Shoes should be clean with heels no greater than 2 inches.

Cell Phone Usage

- The use of cell phones is prohibited during sessions, unless otherwise determined by the instructor or simulation center staff member. All use of cell phones should be conducted outside of the simulation area. The use of cell phones for the purpose of video recording or taking of pictures is prohibited. Students observed using cell phones during sessions will be removed from the simulation area immediately.

Parking:
If any events occur at the College of Medicine, students are to park in the designated green student parking areas suggested by the College of Medicine. At no time should students park in the visitor spaces.

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

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

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

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

Due Date	**Assignment**
Friday, 5/17/19	Discussion 1: Introduction /Clinical Schedules **Fulfills Mandatory University Attendance Requirement**
Monday, 5/27/19	Memorial Day Holiday
Initial Post Due: 6/10/19 Response Posts Due: 6/14/19	Discussion 2: Primary Case Topics
Monday, 6/17/19	Clinial Report Submission #1 Comprehensive Visit
Initial Post Due: 6/27/19 Response Posts Due: 7/01/19	Discussion 3: Clinical Report Discussion
Thursday, 7/4/19	4th of July; Independence Day Holiday
Initial Post Due: 7/8/19 Response Posts Due: 7/12/19	Discussion 4: Clinical Discussion/Dilemmas
Monday, 7/15/19	Clinical Report Submission #2 Episodic Visit
Initial Post Due: 7/22/19 Response Posts Due: 7/26/19	Discussion 5: Clinical Reflections
Electronic Patient Log Entries (LEAP*RN)	• Ongoing • Consult Syllabus under Electronic Patient Log Entries
Electronic Course Paperwork Requirements	• Midterm Due 6/17/19 • End of Course Due 07/29/19

College of Nursing - Grad Course Revision - NGR 6263 Gerontologic Care for APNs

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

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

Prefix:* NGR

Code:* 6263

Course Title:* Gerontologic Care for APNs

30 Character Abbreviation:* Gerontologic Care for APNs

Full Title:* Grad Course Revision - NGR 6263 Gerontologic Care for APNs

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

Dept Chair Email* maureen.covelli@ucf.edu

Department Chair Phone Number:* 407-823-3768

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

Course Description:* Development of the theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities. May be used in the degree program a maximum of 2 times.

Prerequisite(s): Admission to the Doctor of Nursing Practice program, Adult/Gerontology Clinical Nurse Specialist, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; and completion of NGR 5003, NGR 5003L, NGR 6201, and NGR 6240L, or C.I.

Corequisite(s): NGR 6263L, or NGR 6264L.

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?	○ Yes ○ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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	◉ Required Course ○ Elective Course

used primarily as:	Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	This proposal is requesting an addition of NGR6201 and NGR6240L as prerequisite courses. Graduate Nurse Practitioner students must have a foundation of material from NGR6201 Adult I Primary Care and NGR6240L Adult I Primary Care Clinical in order to be successful in a speciality course like Gerontologic Nursing. The Gerontologic Nursing curricula builds on the knowledge and successful completion of NGR6201 and NGR6240L.
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	

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

Detail Discussion	N/A

Course Syllabus Policy

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

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

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

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: College of Nursing

Course OID

Course Type Nursing: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

/

NGR6263L: Gerontologic Care Clinical for APN's

Nursing Practice, College of Nursing

2 Credit Hours

Instructor:	Dawn O. Eckhoff, PhD, APRN, CPNP-BC	Term:	Fall 2019
Office Location:	University Tower Rm. 431	Class Meeting Days:	NA
Office Hours:	By appointment	Class Meeting Time:	NA
Phone:	407-823-4940	Class Location:	NA
Email:	dawn.eckhoff@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Jodi Duncan, MSN, APRN	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	Jodi.Duncan@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Julie Howard, MSN, APRN, FNP-BC	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	julie.howard@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Kathe Hypes, DNP, APRN, GNP-BC	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	kathe.hypes@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Ngozi Odoh, PhD, APRN-BC	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA

Email:	Ngozi.odoh@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Lyndsey Sutherland, DNP, APRN	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	lyndsey.sutherland@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Dana Theisen, DNP, APRN, ANP-C	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	dana.theisen@ucf.edu	Course Modality:	Web/Clinical
Instructor:	Eve Wittlin-Young, MSN, APRN, NP-C	Term:	Fall 2019
Office Location:	NA	Class Meeting Days:	Site Visits by Appointment
Office Hours:	Virtual/By Appointment	Class Meeting Time:	NA
Phone:		Class Location:	NA
Email:	Eve.WittlinYoung@ucf.edu	Course Modality:	Web/Clinical

Mandatory Lab Day: Thursday, October 10 – on-line module; mandatory participation in telehealth simulation on campus (5 hours of clinical time)

******For Information and Instructions on LEAP*RN, please check the Module labeled LEAP*RN. There are also tutorials on the LEAP*RN site!**
You should check for the answer to your question in these two places and ask a classmate prior to contatcting your clinical instructor.***

Faculty Site Visit: Arranged between student and Clinical Instructor

I. Course Description

Application of theory and skills for evaluation, diagnosis, and management of the health needs of older adults**.**

Purpose: This course will provide you with the opportunity to further develop advanced history and physical examination skills as well as diagnostic reasoning skills and will provide you an opportunity to develop and evaluate treatment plans of clients with more complex, chronic health conditions.

Teaching/Learning Strategies (included but not limited to):

- Discussions
- Learning modules/Assignments
- Presentations
- Skills Lab
- Clinical Rotation

II. Student Learning Outcomes

In these objectives the term family is used to describe relationships which are biologic, defined by law, and/or identified as familial by the family members**.**

1. Apply evidence-based principles in the provision of primary care to older adults and their families.
2. Develop advanced practice nursing strategies to achieve desired health outcomes for older adults and their families.
3. Perform comprehensive and targeted patient histories and physical examinations of a minimum of 2 older adults per half day of clinical.
4. Identify normal and abnormal findings from history and physical examination findings.
5. Develop treatment plans appropriate for the primary care of the older adult according to the person's
6. health risks, lifestyle, and socio-cultural characteristics.
7. Orally present a concise, organized summary of the older adult's health assessment findings, significant family data, diagnostic conclusions, and plan of care to preceptor.
8. Select and evaluate diagnostic tests according to evidence-based guideline
9. Modify assessments, diagnosis(es) and plans of care for the individual after consultation with the preceptor
10. Incorporate health promotion and health maintenance in primary health care practices.
11. Implement plan of care in collaboration with the older adult, family, and preceptor.
12. Incorporate patient education and counseling, written prescriptions, referrals, and diagnostic testing requisitions in patient management plan.
13. Demonstrate effective interdisciplinary approaches to the delivery of geriatric primary health care in community settings.
14. Accurately document the provision of primary health care for older adults.
15. Seek learning opportunities; develop competency with assessment, diagnosis and treatment for health promotion and protection in healthy individuals and treatment of acute and chronic health problems in the older adult.

III. Enrollment Requirements

Admission to the Doctor of Nursing Practice program, Adult/Gerontology Clinical Nurse Specialist, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; completion of NGR 5003, NGR 5003L, NGR 6240L; Co-requisite: NGR 6263

IV. Course Activities

The course consists of a clinical rotation with preceptor, labs, discussions and other activities. These are available for view and/or download from the Webcourses site. **Students should read through each assigned assignment carefully, prior to due date and prior to completing the activity.**

It is also suggested that you review materials from your didactic course in preparation for course assignments.

Please use the "Three Before Me" rule for this course.

1. **Try it yourself; think it through**
2. **Check your book or syllabus thoroughly**
3. **Ask a peer**

If after using the "Three Before Me" rule, you are unable to find the answer to your question, please email your clinical instructor with the question.

Introduction

Each student must post an introduction during the first week of class. This assignment is not graded. However, posting an introduction is a university requirement associated with the allocation of student funds.

Start a single thread with your last name and the Word *Introduction* (e.g. Eckhoff Introduction). The beginning of the post should include the following:

- Post the Practice Name, Address and Phone Number of your preceptor's practice site
- Post the Name, Credentials, Email Address and Phone Number of your Preceptor
- Post your Projected Clinical Rotation schedule for the semester

Continue to update schedule by replying to your *introductory discussion thread* throughout the semester. We should always know when you are at the clinical site. If your schedule changes, do **NOT** delete a post. Simply add a new reply with your amended schedule and send your clinical instructor an email with your updated schedule as well.

Skills Lab- Telehealth Simulation Experience

Students will participate in a **MANDATORY** on campus **Lab Day:** Thursday, October 10: Activities will include: on-line module with a quiz and written assignment (See Syllabus for co-requisite NGR 6263); mandatory participation in telehealth simulation with a gerontologic focus on campus (5 hours of clinical time).

Clinical Report Submission (SOAP Note)

The components of the clinical report include a SOAP note uniquely created for the patient encounter and a description of significant clinical considerations. Please be certain to complete

and submit the correct note under the assignment listed for it. A SOAP note completed for the wrong assignement will receive a zero and not be permitted a redo.

- Each student must submit a minimum of two (2) SOAP notes during the course (Focused Note Chronic Condition and Comprehensive Adult Exam on patient with two or more chronic conditions). These must be submitted in Webcourses under the appropriate assignment. Faculty may require rewriting of SOAP notes or additional SOAP notes may be required. Please see Rewrite Policy.
- Each SOAP note should be clear, concise, complete, and submitted by the date indicated on the clinical course schedule.
- The SOAP note should provide all data needed for another provider to follow you, know relevant assessment data, know what has been done, and continue the plan of care. The SOAP note may be longer than those you would write in the practice because they are being used for teaching and learning not simply documentation of care.
- SOAP note should be on *commonly occurring problems*, not zebras. If the situation or problem sends most of the staff to their resources and has them saying things like "I have to look this up" and "I never saw this before" it is probably a zebra.
- Each SOAP note is to be uniquely written. No template or other document allowing cut and paste of content into the SOAP note is to be used. Reusing SOAP notes from previous semester is considered plagiarism.
- **Do not put any identifying data on the client in the SOAP. In general, this means no client, preceptor, or practice names and the use of initials different from the client's initials.**
- Each SOAP posting must be from a clinical experience this semester and the topics should reflect the current clinical specialty and course.
- Be sure the **Subjective** contains only subjective data, the **Objective** only objective data, the **Assessments** (diagnoses or symptoms) are all supported by the subjective and objective data. The **Plan** should be clearly related to the assessments and the specific client situation. This includes clear indication of all laboratory and diagnostic tests being done either at or after the visit, health promotion and disease prevention activities, referrals, consultations, and patient education.
- The SOAP should be clear and concise, no more than 3 pages, excluding discussion and evidence based guidelines cited. Single spacing is appropriate for the body of the note with clear headings provided. Use Times New Roman font size 12 in MS Word. No title page is needed but be sure to include your name.

Suggested Content of SOAP note:

Date of visit

Biographical Data

Patient's initial **(different from actual patient/NO NAMES)**

Gender, age

Race, ethnicity, and language spoken
Marital status
Insurance
Informant reliability

Subjective Data
Chief Complaint (CC)
History of Present Illness (HPI) (OLDCARTS)
Past Medical History (PMH)
Family Medical History (FMH)
Social Health History (SHH)
Medications including allergy history
Review of Systems (ROS)
Note: focus on information that is pertinent to the CC and HPI

Objective Date
Physical findings
Confirmed laboratory findings

Assessment
Diagnosis; if more than one, number so that the diagnoses match the plan below
ICD-10 diagnosis code

Plan
Diagnostic
Pharmacologic
Non-pharmacologic
Education/teaching/counseling
Health promotion/anticipatory guidance (i.e. mammograms, PSA, smoking cessation, weight reduction, etc.)
Return to clinic (RTC) date
Time spent with patient

CPT code (level & type) of visit, such as – 99201, 99213

- Discuss any difficulties you encountered with this case including how you might have approached this problem differently than your preceptor.
- Briefly identify and discuss in one to two paragraphs any significant clinical considerations regarding this client and their care such as ethical concerns, the impact of culture, facilitators and barriers to care, epidemiology, financial restraints or concerns regarding implementation of care, health promotion, and/or access to care as applicable to this case.
- Cite the evidence based guideline(s) you used to determine the most appropriate management of this patient.

On Line Group Discussions/Reflections

There are three (3) **graded** on-line group discussions in this course. View the schedule for due dates and times. Students are expected to be actively engaged using substantive content that is supported by evidence based resources which are cited with APA conventions. Each Discussion/Reflection will have a rubric. Please see discussion assignment for rubrics that are specific to each Discussion/Reflection.

Electronic Patient Logs (LEAP*RN)

LEAP*RN Policy:

All students are required to have a subscription to LEAP*RN.
The first time you access LEAP*RN, you will be prompted to pay your subscription fee.
Directions for accessing LEAP*RN:

- Type this into the URL (search) bar to access LEAP*RN
  - secure.projectconcert.com/ucf
- You should see a login page just as you would for Webcourses
- Use your Webcourses Login and Password (NID and password)
- Please see the Module in Webcourses Labeled "LEAP*RN" for specific instructions on how to complete requirements for specific assignments.

For this course:
Students are required to enter **all** clinical hours for each clinical day. These hours must be approved by the preceptor on a weekly basis. Failure to have hours approved weekly will result in a **ZERO for the Electronic Patient Log Entry portion of the grade.**

Students are required to enter **all** patients they see on each clinical day. This should include no fewer than 3 patients per half day up to Midterm and no fewer than 4 per half day after Midterm. Clinical Faculty may adjust patient volume expectations based upon clinical site patient availability. LEAP*RN patient log entries will be reviewed throughout the semester by clinical faculty. **The student must enter all patient encounters within 7 days of the actual clinical day to receive full credit.** This includes completing all required fields on the LEAP*RN screen, providing details on medication(s) prescribed, and providing clinical notes to better describe the patient experience. Remember, you are building your portfolio for a future job. You may access LEAP*RN after you graduate and print your logs and procedures for interviews and future employers.
Failure to consistently submit electronic patient submissions within 7 days will result in a ZERO for the Electronic Patient Log Entry portion of the grade.

Course Paperwork Requirements

Midterm Requirements

- **Electronic Patient Log Entries (LEAP*RN)**

Verify all entries are complete

- **Documents Required:**
  The Following Documents need to be completed **ONLINE** (LEAP*RN). NO UPLOADS PLEASE. You may need to assist your preceptor with their part of this process. If your preceptor is unable to log-in, please have him or her contact LEAP*RN at support@projectconcert.com. Make certain that they are specific regarding their issue.
    - Midterm Self Evaluation Form
    - Midterm Preceptor Evaluation Form; completed by preceptor **AND** reviewed by student ONLINE
    - Midterm Clinical Hours Log; approved ONLINE by preceptor
    - Faculty Evaluation of Student. **(If you have not had your Faculty Evaluation done by the Midterm due date, please submit in the End of Course Requirements and make a note in Webcourses)**

Once all documents are complete in LEAP*RN and you have reviewed them, make a text entry, in the Webcourse Midterm Requirements Assignment area.
The text entry should read: "All Midterm Course Requirements have been met and documents have been completed in LEAP*RN".

End of Course Requirements

- **Electronic Patient Log Entries (LEAP*RN)**
  Verify all entries are complete
- **Documents Required:**
  The Following Documents need to be completed **ONLINE** (LEAP*RN). NO UPLOADS PLEASE. You may need to assist your preceptor with their part of this process.
    - Final Self Evaluation Form
    - Final Preceptor Evaluation Form; completed by preceptor **AND** reviewed by student ONLINE
    - Final Clinical Hours Log; approved ONLINE by preceptor
    - Faculty Evaluation of Student. **(Only if your Faculty Evaluation was not done prior to the Midterm Requirement due date.)**

Once all documents are complete in LEAP*RN and you have reviewed them, make a text entry, in the Webcourse Final Requirements Assignment area.
The text entry should read: "All Final Course Requirements have been met and documents have been completed in LEAP*RN".

Faculty Evaluation of Student

Students must earn an 83% or higher on their clinical evaluations from their clinical faculty, in consultation with their preceptor, in order to successfully pass this course. If a student is

assessed as "not competent" or "unsafe" in their clinical site and their evaluations reflect this, the student will not receive full credit and will receive an unsuccessful grade in this course, even if all forms are submitted on time.

Students will be evalutated using the course clinical evaluation tool. Students must score an 83% or higher during their 1st faculty site evaluation. Failure to achieve and 83% or higher will result in a conference between the clinical faculty, program director, clinical coordinator and the student. A clinical improvement plan with specific goals will be drafted using the Academic Improvement Advising Form. This form will allow the student to participate in the clinical improvement plan with specific goals and timeframes. The student will be required to participate in a second onsite evaluation with the clinical faculty and conference to assess achievement of the clinical improvement goals. Failure to achieve an 83% or higher on the second clinical evaluation or failure to meet clinical improvement goals will result in the assignment of a zero score for the Clinical Faculty Evaluation element of the course grade. A student requiring a second visit will have a maximum available score of 90% for the Clinical Faculty Evaluation grade.

Important Dates

All due dates of assignments are tentative and can be changed at the discretion of the instructors. Other important dates to know:

Classes Begin	Monday	08/26/19
Drop/Swap Deadline	Thursday	08/29/19
Introduction (Discussion 1)	**Friday**	**08/30/19**
Add Deadline	Friday	08/30/19
Labor Day	Monday	09/02/19
Mandatory On-Campus Lab	**Thursday**	**10/10/19**
Withdrawal Deadline	Friday	10/01/19
Veteran's Day	Monday	11/11/19
Thanksgiving Break	Wednesday-Friday	11/27-30/19
Classes End	Wednesday	12/4/19

Religious Observances

For religious obsrevances, 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 a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars, " and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Assignment Submission

Unless otherwise instructed, all assignments should be submitted to Webcourses.

Final Exam

There is no final examination in this course. However, there are End of Course Requirements due by Tuesday, December 3, 2019.

- ***Evaluation Data/Course Data/Student Perception of Instruction Data:***
  De-identified data, including student comments, gathered within courses may be used for evaluation, research studies, presentations and/or publications without any identifiers. This may include, but not be limited to, simulation and/or standardized patient evaluation data, course evaluation and/or student perception of instruction comments. These data are routinely collected in a de-identifiable format and cannot be linked to individual students.

V. Assessment and Grading Procedures

All assignments are due by 11:30 p.m. on due date, unless otherwise noted.

Basis for Final Grade

Assessment	Due Date	Percent of Final Grade
Introduction Discussion	**Must post introduction in Webcourses (required, but no points toward final grade); see schedule for due date and time**	0%
SOAP Notes a. Focused b. Comprehensive	 a. Sunday, 09/29/19 b. Sunday, 11/10/19	30%
Online Group Discussions	See Schedule for Date and Time	10%
Electronic Log Entries	See Schedule for Date and Time	20%
Document Requirements (Midterm and End of Course Requirements)	See Schedule for Date and Time	5%
Faculty Evaluations	See Schedule for Date and Time	35%
Total		**100%**

Grading Methods

Grading Scale (%)	Grade
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82	C+ *
75-78	C*
70-74	D*

0-69	F*

Graduate Course Grading Scale

*** Not acceptable for progression in the DNP program. A "B" or better is required in all graduate courses in order to stay in the program.**

Final grades of 0.5 or higher will be rounded up. For example, 95.5 will be rounded to a 96; however, 95.49 will not.

- **Grade Dissemination**

  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.

- **Make-up Assignments**

  Make-up work (or an equivalent, alternate assignment) may be available for university-sponsored events, religious observances, legal obligations (such as jury duty), military obligation, severe weather conditions and/or another emergency. A request to the instructor must occur in advance and proof may be required by the instructor. An alternate assignment, including alternate format, may occur.

- **Attendance/Participation**

  Clinical Attendance and Participation:

  Clinical Attendance:

  It is expected that students will negotiate their clinical practice time with the preceptor for the duration of the entire semester. Clinical hours should be scheduled throughout the entire semester. It should take you 12 – 14 weeks to complete your clinical rotation hours.

  Students must post clinical schedules on the Introduction/Clinical Schedules discussion board. Any updates to your schedule must be communicated through the schedule discussion board. **Each schedule update should be in the form of a new discussion post – do not edit prior posts**.

  Students are expected to be present within the clinical site, as reflected on the schedule provided to clinical faculty. Changes in the schedule should not occur unless there is an EMERGENCY and they must be coordinated with the clinical preceptor and provided to the clinical faculty PRIOR to the student being present in the clinical site. While a need to cancel due to illness, family emergency, and changes in the preceptor's schedule is recognized, repeated cancelations or changes in schedule could be a reason for an unsatisfactory grade for the clinical course.

If the clinical faculty has confirmed a site visit you must be present that date. Failure to do so will mandate an additional clinical date for the site visit in addition to the dates or times scheduled. Clinical Faculty have

Clinical Expectations:
If documentation in the patient record is **NOT** possible at the clinical site, students must write at least **ONE** SOAP note each day. These can be reviewed by the preceptor, even if it will not be part of the patient record. The SOAP note will be reviewed by the clinical faculty. Please email your climnical faculty to ask how they would like for you to submit your SOAP note to them. If the clinical faculty feels that you are completing your SOAP notes with accuracy and thoroughness, they can suspend you completing them after you have completed no less than 10.

A minimum of 115 hours will be completed at your clinical site this semester. The remaining five (5) hours will be completed through participation in the on-campus telehealth standardized patient experience.

To claim these hours in LEAP*RN you will need to do the following:

1) Choose October 10th as the date, start time will be 0800 and 1300 end time at 100 (5 hours)
2) Choose your supervisor (this will be your Clinical Instructor)
3) Choose the practice site as the UCF College of Nursing
4) Choose your Clinical Instructor as your preceptor

This should not be completed until after OCTOBER 10th.

When you go to the clinical site be sure you have:

- A good stethoscope
- Reflex hammer
- Ruler
- Black Ink pen and notebook
- Resources in print or digital form: Health Promotion of adults across the lifespan, drug prescribing guide, health assessment guide, and text or protocol book covering primary care of adults. These can all be on a handheld device or in print.

- **Substitute Preceptor:** In the **RARE** instance that your primary preceptor is not present on site, and you are able to work with another provider, instead of rescheduling the clinical day, you are required to inform your clinical faculty and complete a Substitute Preceptor Planning Form. The form can be either faxed to the CON at 407-823-5675 or emailed to the clinical coordinator at dawn.eckhoff@ucf.edu prior to starting the clinical day. You **MUST** obtain a "yes" from your clinical faculty **PRIOR** to seeing any patients at the clinical site.
- **Laptop Usage**: Per university policy and classroom etiquette, mobile phones, and all other electronic devices **must be silenced** during all classroom and lab lectures and discussion. This is true for your clinical site as well. Those not heeding this rule will be asked to

leave the classroom/lab/clinical rotation immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings, lab days and clinical days.

a. Late Work Policy

Extenuating circumstances, as described in University policies (eg: religious holidays, jury duty, unanticipated illness or death of immediate family members), will be accepted. Advance notification of conflicts is expected when possible. Students are required to notify the faculty in advance of anticipated conflicts (eg: religious holidays, jury duty). Notification of unanticipated illness or death will be expected as soon as is reasonably possible.
Clinical documentation submitted late will incur a 10% penalty per day late. With the acceptance of the documentation at the discretion of the clinical faculty. Students assume full responsibility and consequences for not meeting published deadlines, failing to submit required assignments and/or insufficient effort.

Late Discussion Posts

Late discussion responses will **not** be accepted for grading.

Late Electronic Patient Submissions

Electronic patient submissions allow faculty to evaluate the level and types of visits in which students participate during clinical encounters. They are the only way, other than direct observation, in which faculty can assess progression in clinical. As such, failure to consistently submit electronic patient submissions (within 7 days of the visit) will earn a ZERO for the Electronic Patient Log Entry portion of the grade. This means that the highest grade the student can achieve in the clinical course is an 85%.

Late or Incomplete Mid-Semester Requirements

- If by the **due date** the student has not submitted required documentation or obtained permission from their clinical faculty for a later deadline, the student will receive an unsatisfactory midterm evaluation and the student will need to **stop** clinical work for the clinical course.
- The student will have **one-week** to submit the required documentation. If required documentation is not submitted within the time-frame, the student will be **permanently removed** from the clinical course and will receive an **unsatisfactory grade** in the course.
- Once the text entry has been made identifying that all requirements are complete, the documents will be reviewed by the clinical faculty. If the documents are incomplete or incorrect in any fashion resulting in a 2nd review from the clinical faculty, a deduction of points will be made as follows: For one document, the student will receive a maximum of 23 points in this assessment area. For two documents, the student will receive 22 points in this assessment area. If three or more documents, the student will receive an automatic 83% for this assignment.

Late or Incomplete End of Course Requirements

- If by the **due date** the student has not submitted required documentation or obtained permission from their clinical faculty for a later deadline, the student may submit the requirements within 3 days for a reduced grade.
- The penalty for the late submission will be 3 points per day.

- After the 3rd day, the student will receive a zero for this assignment.
- Once the text entry has been made identifying that all requirements are complete, the documents will be reviewed by your clinical faculty. If the documents are incomplete or incorrect in any fashion resulting in a 2nd review from your clinical faculty, a deduction of points will be made as follows: For one document, the student will receive a maximum of 23 points in this assessment area. For two documents, the student will receive 22 points in this assessment area. If three or more documents, the student will receive an automatic 83% for this assignment.

b. 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.

c. Rewrite Policy:
Rewrites may be required on any of the Clinical Report Submissions to demonstrate student learning and application of instructor comments. Students must comply with the instructor request of a rewrite, to be eligible to obtain a score for the submission. Additionally, the instructor may require additional Clinical Report Submissions if evaluation of written or clinical visits indicate insufficient skills in observed or documented history-taking, physical assessment, diagnostic reasoning and treatment plan skills. Students must achieve a final grade of 83% or higher on the first submission of each Clinical Report Submission. Failure to achieve an 83% or higher on a 1st submission of each Clinical Report Submission will result in a mandated 2nd submission. The 2nd submission must be a unique note on a different patient and will have a maximum achievable score of 90%. The 2nd submission will be due within 7 days of the request of the Clinical Faculty. Failure to achieve an 83% on the 2nd submission will result in a zero for the assignment.

d. Essay Commentary Policy:
Any commentary on essays will be delivered in written format within Webcourses.

e. Group Work Policy:
Group work is not expected in this course. Only assignments discussed as group work should be completed in this manner.

f. Extra Credit:
No extra credit is offered in this course.

g. Grade Dissemination:
In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be released to third parties including posting grades by name, SSN, or UCFID. Graded assignments will be returned students individually in Webcourses or via Webcourses email. Grades will be submitted in Webcourses@UCF and follow student data classification and security standards.

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.

VI. Course Materials and Resources

Recommended Texts and Materials

Student Selected Decision Support Materials for use at clinical site

Instructor Recommendations:

- Textbooks from prior and current nurse practitioner courses
- Current Clinical Protocol book of your choice in print or electronic form
- Journals and Professional Publications
- The most recent publications of clinical guidelines developed by consensus of experts
- Electronic applications that provide evidence-based decision support such as Epocrates, Monthly Prescribing Reference, Dynamed Plus, CDC Vaccine Schedule, and AHRQ ePSS (USPSTF population-specific guidelines)

Technology and Media

This class is offered in an online format. It is essential you be able to do the following:

- View the learning modules.
- Send email (with and without an attachment).
- Post messages to the discussion boards (with and without an attachment).
- Post an attachment to the "Assignments" section.
- Check your grades.
- Conduct a thorough online literature search using the UCF Library system (e.g., locating full articles).

For technical help, your best resource is Online@UCF Support. Please contact them for hardware/software issues.

Activity:
Student activity will be monitored though Webcourses. During the first week of class, you must post online to verify attendance for university requirements.

Professionalism Policy:
All course communications should use professional language and appropriate referencing when referring to published works.

VII. Policy Statements

i. 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" (Council of Writing Program Administrators, 2003).

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 quota-tion 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" (Council of Writing Program Administrators, 2003).

Responses to Academic Dishonesty, Plagiarism, or Cheating
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. Please see the above "Academic Integrity."

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/.

ii. **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.

iii. **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.

iv. **In-Class Recording Policy (Including When Meeting Online)**

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.

In this course, we meet online. Unless otherwise specified, calculators, tape recorders, or other audio and technology devices are not permitted.

v. **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.

vi. **Turinitin.com**

In this course, we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed, as 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. Assignments utilizing turnitin.com will be announced. Assignments of concern may also be processed in this manner.

vii. **Copyrighted Materials**

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 for your use only. Where possible, all copyright materials are credited to the copyright holder.

viii. **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.

ix. **Email**

Please use email through Webcourses for all communication with the instructor. You can expect a response within two (2) business days (weekends and holidays not included). Emails may not be answered during weekends or holidays.

x. **Student Expectations**:

Activity:

Student activity will be monitored though Webcourses. During the first week of class, you must post online to verify attendance for university requirements.

Professionalism Policy:

All course communications should use professional language and appropriate referencing when referring to published works.

xi. **Code of Conduct for Physical Examination Teaching Associates (PETAs) and Standardized Patients (SP) practice and Episodic Assessment and Written Note and Comprehensive Head-to-Toe Physical Examination and Written Note days:**

Absentee/Tardiness

- Students must contact the instructor or course coordinator if they are not able to attend class.
- Students must arrive no later than ten (10) minutes prior to their session to allow for check-in (or sooner if written in instructor directions).
- Students will not be allowed to see their scheduled patient if they show up five (5) minutes after the start time of the encounter.

Honor Code

- Demonstrate honesty and integrity in all interactions with colleagues, faculty, and staff.
- Demonstrate respect and patience in all interactions respecting diversity and dignity of each individual.

Dress Code

- All students must be dressed professionally when in clinical settings, whether on or off-campus. This includes both labs and preceptor sites as well as professional meetings.
- The UCF College of Nursing photo identification stating **nurse practitioner student** must be worn during all clinical activities.
- A clean, wrinkle-free official UCF white lab coat with the College of Nursing logo must be worn at all clinical functions whether on campus or in clinical settings.
- Business attire must be worn under lab coats; scrub suits under lab coats are allowed in acute care settings only.
- Students must also comply with dress code policies of the clinical sites where they are being precepted.
- Nails must be trimmed; artificial nails and nail polish are not permitted.
- One pair of stud-type earrings (one earring per ear lobe only and no larger than ¼" in diameter) may be worn; no gauge-type earrings. No other visible piercings, including clear piercings, tongue and nasal piercings are allowed.
- One plain wedding band may be worn; one wristwatch with a second hand is required.
- Visible tattoos must be covered.
- Make-up, if used, must be discrete.
- Hair must professionally appropriate; appropriately secured away from face and patient contact; of a naturally occurring color.
- Headgear that is not worn for religious purposes is not allowed.
- Facial hair for men must be clean and neatly trimmed. (Some agencies do not allow personnel, including students, to wear any facial hair.)
- Perfumes, colognes, after-shave or scented fabric soaps/softeners should not be worn.
- Chewing gum during clinical and on-campus labs is not permitted.
- Smoking of any kind is not acceptable when in clinical settings. In addition, clothing and hair that retain smoke odors are not acceptable in clinical settings.

Professional Clothing

- Pressed slacks or skirt as appropriate for gender.
- Neat, clean shirt or top.
- Men should wear dress shirts with collar.
- For women, low cut, midriff, strapless or see-through blouses, shirts or dresses are not acceptable. Undergarments should not be visible.
- T-shirts with slogans or pictures are not allowed.
- Jeans, shorts, miniskirts and athletic shoes are ***not*** considered professional clothing.
- Closed toe shoes are required in clinical care sites (no sandals or open-toed shoes permitted).
- Shoes should be clean with heels no greater than 2 inches.

Cell Phone Usage

- The use of cell phones is prohibited during simulation sessions, unless otherwise determined by the instructor or simulation center staff member. All use of cell phones should be conducted outside of the simulation area. The use of cell phones for the purpose of video recording or

taking of pictures is prohibited. Students observed using cell phones during sessions will be removed from the simulation area immediately.

- Cell phones may be used in the clinical setting only for direct application to the clinical experience. They may not be used for the purposes of completing work for other courses or personal use.

Parking:
If any events occur at the College of Medicine, students are to park in the designated green student parking areas suggested by the College of Medicine. At no time should students park in the visitor spaces.

xii. **Evaluation Data/Course Data/Student Perception of Instruction Data:**
De-identified data, including student comments, gathered within courses may be used for evaluation, research studies, presentations and/or publications without any identifiers. This may include, but not be limited to, simulation and/or standardized patient evaluation data, course evaluation and/or sbasistudent perception of instruction comments. These data are routinely collected in a de-identifiable format and cannot be linked to individual students.

xiii. **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.

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

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

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

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

xv. 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.

ALL SUBMISSION ARE DUE BY 11:30pm ON THE DATE SPECIFIED UNLESS OTHERWISE NOTED.

VIII. Schedule

Due Date	**Assignment**
Friday, 8/30/19	Discussion 1: Introduction /Clinical Schedules **Fulfills Mandatory University Attendance Requirement**
Monday, 9/02/19	Labor Day Holiday
Initial Post Due: 9/08/19 Response Posts Due: 9/15/19	Case 1: Online Discussion
Sunday, 9/29/19	Clinial Report Submission #1 Focused Note Chronic Condition
Thursday, 10/10/19	**Mandatory On-Campus Lab**
Initial Post Due: 10/20/19 Response Posts Due: 10/27/19	Case 2: Online Discussion
Sunday, 11/10/19	Clinical Report Submission #2 Comprehensivve Adult Exam
Thursday, 11/11/19	Veteran’s Day Holiday
Initial Post Due: 11/17/19 Response Posts Due: 11/23/19	Personal Case Online Discussion
Electronic Patient Log Entries (LEAP*RN)	• Ongoing • Consult Syllabus under Electronic Patient Log Entries
Electronic Course Paperwork Requirements (LEAP*RN)	• Midterm Due 10/13/19 • End of Course Due 12/03/19

College of Nursing - Grad Course Revision - NGR 6263L Gerontologic Care Clinical for NPs

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

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

Prefix:* NGR

Code:* 6263L

Course Title:* Gerontologic Care Clinical for NPs

30 Character Abbreviation:* Gerontologic Care Clinical for NPs

Full Title:* Grad Course Revision - NGR 6263L Gerontologic Care Clinical for NPs

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

Department Chair Phone Number:* 407-823-3768	**Dept Chair Email*** maureen.covelli@ucf.edu

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

Course Description:*	Development of clinical skills for evaluation, diagnosis, and management of the gerontologic health care needs common normal and abnormal variations in physical, cognitive, and psychologic states. May be used in the degree program a maximum of 2 times.
Prerequisite(s):	Admission to the Doctor of Nursing Practice program, Adult/Gerontology Clinical Nurse Specialist, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; and completion of NGR 5003, NGR 5003L, NGR 6201, and NGR 6240L, or C.I.
Corequisite(s):	NGR 6263.
Does this proposal include revisions to prerequisites?*	◉ Yes ○ No
Grading Scheme:	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	2
Instruction Time:*	0
Lab/Studio/Field Work Hours:*	~~2~~ ~~62~~ 6
Out-of-Class Hours:*	0
Total Engagement Hours:*	~~2~~ 6

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

Repeat for credit?	○ Yes ○ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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	◉ Required Course ○ Elective Course

used primarily as:	Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	This proposal is requesting an addition of NGR6201 and NGR6240L as prerequisite courses. Graduate Nurse Practitioner students must have a foundation of material from NGR6201 Adult I Primary Care and NGR6240L Adult I Primary Care Clinical in order to be successful in a speciality course like Gerontologic Nursing. The Gerontologic Nursing curricula builds on the knowledge and successful completion of NGR6201 and NGR6240L.
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	

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

Detail Discussion	N/A

Course Syllabus Policy

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

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

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

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: College of Nursing

Course OID

Course Type Nursing: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group

Career

48

NGR 6263: Gerontology for Advanced Practice

Sections 0M61

Department of Nursing Practice, College of Nursing

3 credit hours

REVISED 9/6/19 HURRICANE DORIAN

COURSE SYLLABUS

Instructor:	Jacqueline LaManna, PhD, ARNP, ANP-BC, BC-ADM, CDE	Term:	Fall, 2019
Office:	471 University Towers	Class Meeting Days:	Varied Thursdays (See schedule) and online
Phone:	407-823-3023	Class Meeting Hours:	9am -1150am and on-line
E-Mail:	jacqueline.lamanna@ucf.edu	Class Location:	UT 490 and on-line Synchronous exam reviews will be offered at 4pm on the Monday preceding an exam
Website:	Use Canvas On-line learning	Course Modality:	Mediated
Office Hours:	Face-to face Thursday 12:30-3:30 and by appointment On-line class weeks Thursday 9-12; 12:30-3		

Course Description

Development of the theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities. May be used in the degree program a maximum of 2 times.

NGR 6263, Gerontologic Care for APNs, is designed to assist the student to develop theoretical skills for evaluation, diagnosis and management of the health needs of older adults and communities. Students will participate in face-to-face seminars with faculty and geriatric experts and online discussions and other learning activities designed to enhance and develop foundation and skills necessary to provide safe, quality medical care to older adults. Students additionally will participate in on-line and simulation experiences to gain exposure to principles of telehealth, an emerging competency in advanced practice nursing.

Student Learning Outcomes (Approved Course Objectives)

Upon completion of this course, the student will:

1. Describe the use of evidenced-based guidelines in the provision of primary care to promote health of older adults and those with complex and long term health problems.
2. Synthesize knowledge from epidemiology, pharmacology, physiology, sociology, and nursing to deliver care to older adults and those with complex and long term health problems.
3. Apply concepts of family dynamics to the health care of older adults and those with complex and long term health problems.
4. Apply the principles of health promotion, disease prevention, and health maintenance to the principles of health care for older adults and those with complex and long term health problems.
5. Adapt care of older adults and those with complex and long term health problems based on health and developmental assessments, age, and health/illness and sociocultural beliefs of the individual and family.
6. Reflect nutritional needs in health assessment and management of older adults and those with complex and long-term health problems.
7. Use evidenced-based guidelines in selection and evaluation of diagnostic testing for the older adult and those with complex and long-term health problems.
8. Identify the roles of the advanced practice nurse in the gerontologic health setting.
9. Integrate effective interdisciplinary approaches in the delivery of health care to the older adult.
10. Describe the principles of health care for the older adult in emergency settings.
11. Analyze the impact of health care policy on the health care for older adults.
12. Explore ethical issues related to the provision of health care for older adults.

Enrollment Requirements (Course prerequisites/co-requisites)

PR: Admission to the Doctor of Nursing Practice program, Adult/Gerontology Clinical Nurse Specialist, Family Nurse Practitioner or Adult/Gerontology Nurse Practitioner track; completion of NGR 5003, NGR 5003L, C.I. CR: NGR 6263L, or NGR 6264L. PR or CR: NGR 6172.

Required Texts and Materials

- Dunphy, L. M., Winland-Brown, J. E., Porter, B. O., & Thomas, D. J. (2015). *Primary care: Art and science of advanced practice nursing* (4th ed.). Philadelphia, PA: F. A. Davis. ISBN-13: 978-0-8036-3801-3 (electronic copy of this text is available through the UCF library – please see directions posted in the course)

- Kane, R., Ouslander, J., Abrass, I., Resnick, B. (2018). *Essentials of clinical geriatrics* (8th ed*).* McGraw-Hill. ISBN 978-0-07-179218-9

- Ruben, D. B., Herr, K. A., Pacala, J. T., Pollock, B. G., Potter, J. F., & Semla, T. P. (2019). *Geriatrics at your fingertips* (21st ed.). New York, New York: American Geriatrics Society. (electronic or print version available through American Geriatrics Society)

- Multiple articles and resources embedded in module activities.

Supplementary Texts and Materials

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

- Students should obtain a protocol book of their choice in print or electronic form. UCF College of Nursing Students have free access to DynaMed Plus during their time as a student. Downloads of free electronic phone apps such as the AHRQ ePSS with USPSTF guidelines and CDC Vaccine Schedule also may be helpful.

- Students should obtain a lab and diagnostic test book or electronic resource of their choice along with an electronic prescribing reference.

- Students should have books from prior courses (pathophysiology, pharmacology, health promotion, and health assessment texts) available as supporting resources for this course.

- Students will be participating in several electronic case study/learning experiences to enhance learning. These require free subscription.

- Students may find a primary care nurse practitioner exam helpful in gaining practice with test taking.

Required Online Resources:

Webcourses (Canvas) is the learning system and is required. Please make sure to review the system early in the semester. Contact online support or notify the instructor if you have trouble opening modules or gaining access to assignments.

All modules will be available on the learning management system. Most modules contain a summary of important content, reading assignments and supplemental materials and links to electronic sources to support course resources. Ensure you review these resources.

Quizzes and exams will be administered electronically.

Course assignments will be uploaded into Webcourses. Please log on **at least** three times per week. Note that assignments are scheduled throughout the semester. Please review the course calendar and assignments. Please email the instructor if you have any questions or concerns.

Assessment and Grading Procedures:

Basis for Final Grade

Assessment	Percent of Final Grade
Exams	70%
Chronic Illness Interview	5%
Telehealth Module Activities (quiz and reflection activity)	5%
Geriatric Prescribing Activity	5%
In-class quizzes (5 of 6 counted)	15%
	100%

Assignment grades will be recorded by points in each grade category. Weighted percentages will be calculated for each category using the above weights to determine final grades.

Graduate Course Grading Scale

Grading Scale (%)	
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82	
	C+**
75-78	C**
70-74	D**
0-69	F**

Academic Progression: A combined examination average of 75% or higher must be earned to pass this course. If the student's combined exam average is less than 75%, scores from other course assignments will not be calculated in the final course grade. The final course grade will then be assigned based upon the exam average. The student will be required to petition for progression in the DNP or certificate program in the College of Nursing.

Final grades of 0.5% or higher will be rounded up. For example, 95.5% will be rounded to a 96%; however, a final course average of 95.49% will not round up.

Three multiple choice, on-line exams will be administered in this course. The third exam will be administered during the final examination period and will be non-cumulative. Exams will be available on-line through Webcourses from 9 to 11:30am on the scheduled date posted in this syllabus. Faculty will be available for on-site exam proctoring from 9 to 10:30am in the College of Nursing Computer Room. Students desiring on-campus proctoring must report to the computer lab by 9am.

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. The lead instructor (LaManna) 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.

Make-up Exams and Assignments

Faculty recognize that unforeseen health or personal emergencies may prevent a student from taking an exam during the scheduled exam window. In the event of an unforeseen emergency, the student should contact Dr. LaManna by phone or email BEFORE the start of the exam. Dr. LaManna will work with the student to schedule a make-up exam time at a mutually agreed-up time. All make-ups will be administered on-line and will require the student to utilize on-line proctoring services. Make-up exams will cover content tested in the original exam, but may include different questions and may also include alternate question formats.

Per university policy, students will be allowed to schedule an alternative testing time for the following reasons: participation in university-sponsored events, military obligations, religious observances, or legal obligations (such as jury duty). Students in this situation will take the original exam. Because these events are typically scheduled in advance, it is the responsibility of the student to notify faculty as soon as the conflict is identified.

***Late Work Policy**:*
Assignments are to be submitted by 1159pm on the due date. Submissions uploaded after an assignment deadline will be considered late. The student assumes full responsibility and consequences for failure to meet published deadlines and failure to submit assignments. Late assignments will incur a grading penalty of 20% per day late – assignments submitted greater than 48 hours after the posted submission deadline will not be accepted, and a score of zero will be recorded in the grade book. Students foreseeing difficulty in meeting published deadlines are encouraged to discuss the issue with the lead course instructor (LaManna) prior to the date the assignment is due. Because technical issues can arise in any on-line classroom environment, students are strongly encouraged to allocate time to deal with unforeseen technical, personal, health or work issues in order to meet assignment submission deadlines.

Per university policy, students will be allowed to submit late assignments for the following reasons: participation in university-sponsored events, military obligations, religious observances, or legal obligations (such as jury duty or court date). Work obligations and personal travel do not constitute emergencies and are subject to the late/missed assignment policy.

Face-to-face Quizzes: Face-to-face quizzes are designed to assess your preparation for the face-to-face course sessions. These quizzes are only available to students in attendance at the Face-to-face course meetings. Students not present in class will receive a zero for a missed quiz. This policy is not applicable to the previously define university approved acceptable absences. Students in impacted by university-associated activities, military duty, court obligations, and religious observances should discuss their situation with faculty early.

Because faculty recognize health emergencies and personal issues may preclude a student from attending F-2-F class meeting, the lowest F-2-F quiz score will be dropped. Students who miss an in-class quiz will not be allowed to drop additional (2 or more) quiz scores.

In the event that a life emergency occurs during the semester, it is advisable to notify the lead course instructor (LaManna) as soon as possible and schedule time to discuss academic options and, if required, plan a course of action.

***Rewrite Policy**:*
Rewrites and redoes are not an option for any assignments in this course. Please play very careful attention to assignment rubrics.

Attendance/Participation
This course has a seven (7) face-to-face (F-2-F) course sessions. Students are expected to be present for these live sessions. Students missing F-2-F class are fully responsible for obtaining content covered in live sessions from their peers. A quiz will be administered during live courses. The lowest quiz score for the missed quiz will be dropped at the end of the semester. As such there are no make-ups for missed quizzes. Students assume full responsibility for decisions that incur loss of quiz points associated with F-2-F attendance. Consistent with UCF policy, exceptions to this policy will be made for students participating in University- sanctioned activities, military service obligations, and religious observances. Students affected by these circumstances should discuss these situations with faculty as soon as the schedule-need arises.

Important! 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 the following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than August 29, 2019 at 1159pm. Failure to do so may result in a delay in the disbursement of financial aid. The Activity that you will be required to complete for this course in order to validate your attendance is the introduction posting.

Extra Credit
There are no extra credit assignments offered in this course.

Grade Dissemination
Assignments will be submitted through the Canvas/Webcourses assignment function. You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned prior to the end of the semester are unofficial grades. In compliance with University policies, grades will not be released to third parties.

Course Activities

Assignments

Teaching/Learning Strategies (included but not limited to):
- Textbook reading
- Review of module resources
- Interview of an individual affected by a chronic illness
- Case study discussions
- Guest lectures by clinical experts
- Telehealth module and robot simulation experience
- Quizzes based upon module and class content
- Exams

For success in this class, students must have consistent access to the internet and should plan to log in at least every 48 hours. Current course updates and information will be provided in on-line course announcements. Students should bring their laptop to class as quizzes are administered during class time. Students should plan to spend 2-3 hours per week in studying and class preparation for every credit hour (on-line 9- 12 hours).

Exams (70% of grade)
Three multiple choice exams will be administered in NGR 6263. These will integrate content from resources embedded in on-line modules, course readings, and lectures. **The third exam is non-cumulative. This exam will be administered on-line between 9am and 11:30am on December 5, 2019, during Finals Week.**

Exam policies are detailed in the course policy section of this syllabus.

Chronic Illness Interview (5%)
You will interview one individual (this does not need to be an older adult) with a chronic illness or physical impairment using the interview guide provided in the Chronic Illness Interview Assignment provided in the webcourse. You also may interview an individual with a congenital or acquired physical handicap. (The questions may need to be adapted slightly for these individuals.) The only criteria is that the "condition" have been present for at least two years. The individual you talk to can be a client, a friend, or a family member or someone suggested to you. If done with a client please ensure you are in compliance with HIPAA. Please be aware if you interview someone you know, you may discuss some things which you have never talked about before as the course evolves. This can change your relationship with them.

The write-up of this interview is due by upload to the webcourse assignment by Sunday, September 15, 2019 at 1159pm. Please be attentive to the posted rubric in order to maximize points on this assignment.

HURRICANE REVISION: September 29, 2019 at 1159pm.

Obtain Permission:
Ask your potential interviewee if you can talk with them about their experience as an individual with that problem. Get their verbal permission to write up responses (without identifying information) in a graded report for your faculty member. **You must include a statement indicating you had this permission in your interview report.**

The Interview:
As you talk with the individual, listen closely for themes as they describe their lived experience. Also listen for comments which reflect their coping mechanisms, and culture as well as family, friend, work and other relationships. Prepare for the interview by formulating questions using the posted interview guide.

Writing-up the Interview
Write up the interview as a Word document. The document must be double spaced and include bolded headers breaking up each section. The write up must include the following:

A ***general description of the interviewee***: Start with the interviewee's age, gender, family status, ethnic and cultural background, employment status (current and former). Indicate your relationship to the client (e.g. your brother, a neighbor, old family friend, co-worker, patient). To help preserve anonymity, do not use the client's actual name or initials in the discussion since other students will read the interview. Indicate that you received permission to write-up the interview and to share with your faculty.

Address the following topics in your write-up:
- Themes illustrated in interview
- Coping strategies used by individual
- How their culture impacts the management or daily living with this chronic condition.
- Presence or absence of emotional and other support resources reflected in the interview
- Greatest challenges experienced by this person.

Summary of how you will incorporate findings from this interview into future practice:
Thoughtful summary of how the above information could impact your practice as a nurse practitioner. This must go beyond relating this to individuals with the chronic illness of the person you interviewed and a simple statement that you will be a better NP because you did this. How will you use this content in working with or treating a patient with a chronic health condition?

This assignment should be submitted as a Word document. Include a header that identifies the location of each element of the rubric.

Rubric

Criteria	Ratings				
Provides a summary and introduction to the interviewee – Includes following elements: age, gender, family status, ethnic	**4 pts** Includes all required elements	**3 pts** Description is complete but lacks permission statement from interviewee.	**1.5 pts** Summary is incomplete and missing content described in assignment		**0 pts** No description of interviewee is provided

and cultural background, employment status (current and former). Indicate your relationship to the "client" Includes statement of permission from interviewee to write-up findings of interview.					
Identifies at least 3 themes gleaned from the interview. Use comments provided by your interviewee that led identification of each theme.	**3 pts** Addresses at least 3 themes and provides supporting comments		**2 pts** Addresses 2 themes and provides supporting comments	**1 pt** Addresses 2-3 themes but fails to include supporting comments. Addresses 1 themes and provides supporting comments	**0 pts** Fails to identify themes or content is superficial
Provides a description of coping mechanisms used by the interviewee.	**3 pts** Description of coping mechanisms is complete.		**1.5 pts** Discussion of coping mechanisms requires additional explanation		**0 pts** Discussion of coping mechanisms is missing.
Describes challenges encountered by the interviewee in living with this chronic illness	**3 pts** Description of challenges is complete		**1.5 pts** Description of challenges require additional explanation		**0 pts** Description of coping mechanisms is missing
Provides a description of the presence or absence or	**2 pts**			**1 pt** Description of presence	**0 pts** Description of presence

physical or emotional support reported by the interviewee.	Description of presence or absence of emotional problems is complete			or absence of emotional problems requires additional explanation	or emotional problems is missing
Discussed how information gleaned from the interview will impact future advanced nursing practice.	**3 pts** Discussion is of future practice is complete and shows insight		**1.5 pts** Discussion is superficial and lacks adequate insight.		**0 pts** Discussion of future practice implications is missing
Shows evidence of scholarly writing; grammar, punctuation and sentence structure are correct.	**2 pts** Assignment is well written and follows tenets of grammar			**1 pt** Grammatical and typographical errors present in document	**0 pts** Poorly written with multiple grammatical or typographical errors.

Total Possible Points: 20.0

Telehealth Module (5%)
Telehealth is an emerging competency in primary care practice. This telehealth module, which can be found in the NGR 6263 Webcourse, has been developed to provide you with an overview of telehealth principles and best practices for delivering care utilizing telehealth technologies. The telehealth module includes a narrated PowerPoint presentation which was developed by a national telehealth expert and links to electronic resources. You will participate in a simulated telehealth visit using robot technologies to remotely conduct and episodic visit with an older adult experiencing an acute health complaint. These simulation activities will equate to 5 clinical hours in the parent NGR 6263L course. Participation in the simulation, completion of the quiz, and submission of the reflection is required of all students enrolled in NGR 6263/NGR 6263L.

Assignment 1 – Telehealth Quiz
Prior to participating in the telehealth simulation, you will complete a 10-item post-quiz. The score from this quiz will be incorporated in the Telehealth Module grade group. This stand-alone quiz grade will not be included with other quiz grades and will not be eligible to be dropped as a lowest quiz score.

Assignment 2 – Telehealth Reflection Assignment
After completing the geriatric telehealth robotic simulation, you will participate in a faculty-led debriefing exercise. In this assignment you are asked to reflect on the experience and to reflect on your experience, answering each of the below questions. This assignment should be drafted as a double spaced Word document. Please address each question individually. Ensure you completely answer each of the questions. This document should be no more than 3 double-spaced pages.

Due by October 14, 2019 at 1159pm.

Reflection Questions

Rubric:

1) Reflect on and describe your comfort level with the learning activities in the telehealth module and the overall telehealth robot simulation experience

2) Describe how your participation during the telehealth robot simulation experience could potentially affect your future practice as a nurse practitioner

3) Describe strategies you used to establish your provider relationship with the patient and family member during this telehealth experience

4) Discuss how these strategies are similar or different to those you have used to establish your provider relationship with the patient and family member during face-to-face clinical encounters.

Criteria			
	2pts	**1 pt**	**0 pts**
Reflection on Question 1	Reflection is thoughtful and completely answers question.	Reflection lacks clarity or is incomplete.	Did not respond to question.
Reflection on Question 2	Reflection is thoughtful and completely answers question.	Reflection lacks clarity or is incomplete.	Did not respond to question.
Reflection on Question 3	Reflection is thoughtful and completely answers question.	Reflection lacks clarity or is incomplete.	Did not respond to question.
Reflection on Question 4	Reflection is thoughtful and completely answers question.	Reflection lacks clarity or is incomplete.	Did not respond to question.
Shows evidence of scholarly writing; grammar, punctuation and sentence structure are correct.	Well-written using conventional tenets of grammar.	Writing includes multiple errors in grammar and/or sentence/paragraph structure.	Quality of writing is poor and fails to follow conventional tenets of grammar.

Total Points: 10.0

Geriatric Prescribing Activity (5%)
Polypharmacy and inappropriate prescribing are major causes of morbidity and mortality in older adults. Pharmacologic management of older adults is unique and requires attention to physical, mental, cognitive, social, economic, functional, and safety considerations.

In this assignment you will conduct a medication review of an older patient whose medication regimen is characterized by polypharmacy. *You will use content from the health information of an older adult seen in your clinical setting who has been prescribed 8 or more prescription and/or over-the-counter medications or supplements.*

You will describe one actual or potential prescribing cascade based upon the patient's medical history, identify any medications on the Beer's list, identify clinical conditions or health problems meeting START criteria and medications meeting STOPP criteria. You will note any medications that may be particularly subject to medication errors. You will make recommendations to improve the safety and efficacy of this patient's medication plan.

This document will be submitted as a Word document in the assignment tab.
Due by 11/3/2019 at 1159pm.

Rubric

Criteria	Ratings			
Provides a 1-2 paragraph summary of the patient's age, pertinent medical history, allergy history, pertinent labs, and physical examination findings of this patient. Include information on the patient's location of care and living/caregiving situation. Include a list of up to the top 5 medical diagnoses	**5.0 pts** Fully meets criteria	**3.0 pts** History is incomplete, missing 1-2 required elements	**1 pt.** History is incomplete, missing more than 3-4 elements	**0 pts** Does not meet criteria
Provides a list of medications including the clinical indications for use in this patient.	**5.0 pts** Fully meets criteria	**3.0 pts** Medication list is provided but indications are missing or incorrect		**0 pts** Does not meet criteria
List any current medications that are on the Beer's	**2.0 pts**			**0 pts**

Criteria	Ratings			
list. If no medications are on the Beer's list indicate this	Fully meets criteria			Does not meet criteria
Describes patient medical problems meeting START criteria.	**3.0 pts** Full marks		**1.5 pts** START medication list is incomplete or partially correct	**0 pts** Does not meet criteria
Identifies medications meeting STOPP criteria in this patient. Indicate any potential alternative medications to improve patient safety.	**3.0 pts** All medications meeting STOPP criteria are identified. Potential alternatives are proposed		**1.5 pts** STOPP medication list is incomplete or partially incorrect	**0 pts** No marks
Identify a medication or potential medical problem that could precipitate a prescribing cascade. Diagram the cascade. If no medications in the patient's profile fit this description, select a medical problem in this patient that could lead to prescription of a medication resulting in a prescribing cascade. Diagram this cascade.	**5.0 pts** Actual or potential prescribing cascade is identified and diagrammed	**3.0 pts** Cascade is incomplete		**0 pts** Does not meet criteria
Provide a list of 2 recommendations to improve the safety or efficacy of this patient's medication regimen.	**2.0 pts** Meets all criteria		**1.0 pts** Provides 1 recommendation	**0 pts** Meets all criteria

Total Points: 25

Quizzes (15% of grade)

There are 6 quizzes in the course. Each quiz will include 10 questions and a bonus question. These quizzes assess students' preparation for the F-2-F class meetings and understanding of content from on-line modules. Only students in attendance at F-2-F class meetings will be allowed to take quizzes and earn quiz points. The lowest quiz grade will be dropped at the end of the semester. The telehealth quiz grade does not apply to this policy and will not be dropped.

Assignment Formatting

Please review each assignment formatting for formatting guidance. All assignments are to be uploaded by the poste due date into the associated assignment tab within the NGR 6263 Webcourse.

Important Dates

This is a quick reference of important course dates. Be aware that dates and assignments are tentative, and can be changed at the discretion of the professor.

Semester Begins	Monday August 26, 2019
Drop/Swap Deadline	Thursday August 29, 2019
Home Football Game	Campus closes at 2 PM
Add Deadline	Friday August 30, 2019
Academic	Friday August 30, 2019 (11:59 PM)
Labor Day (No Class)	Monday September 2, 2019
Chronic Illness Interview Write Up	Sunday, September 15, 2019 (1159 PM)
Exam 1	Thursday, September 19, 2019 (9-11 AM)
Telehealth Robotic Simulation	Thursday, October 10, 2019
Telehealth Reflection Assignment	Monday, October 14, 2019 (1159 PM)
Exam 2	Thursday, October 24, 2019
Withdrawal Deadline	Friday November 1, 2019
Geriatric Prescribing Assignment	Sunday, November 3, 2019 (1159 PM)
Mandatory DNP Intensive	Thursday and Friday November 14 and !5
Veteran's Day (No Class)	Monday November 11, 2019
Thanksgiving Wednesday Student Holiday (No Class)	Wednesday November 27, 2019
Thanksgiving Holiday for all (No Class)	Thursday November 28 - Saturday November 30, 2019
Last Day of Class	
Final Exam (non-cumulative)	Thursday, December 5, 2019
Grades Due in MyUCF	Monday December 16, 2019

Additional Policy Statements

Email:

Coursemail will be used as the primary communication in the course. Please make sure any personal concerns are shared with faculty using coursemail and not the discussion tab. Faculty will respond to student emails within 48 business hours. If you do not receive a response within that window please resend the coursemail or contact faculty through the UCF staff email system. As a reminder, Knightsmail is the official communication system of the University. Students are encouraged to review coursemail and Knightsmail at least every 48 hours for the duration of the semester

Webcourses:
Webcourses will be used to deliver course content – content will be organized in modules. The syllabus function will include due dates for all assignments. You should log in at least every 48 hours. Important course information and module summaries will be provided though the Announcements tab.

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

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. This policy of sharing of course materials also applies to narrated lectures embedded in course modules.

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

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

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

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

LEAP*RN Policy
All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to registering for first semester courses.
All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.
Directions for accessing LEAP*RN:

- Type https://secure.projectconcert.com/ucf into the URL (search) bar
- Login using your NID and NID password just as you would for Webcourses or myUCF
- For specific instructions on LEAP*RN requirements for this course, please check {enter course specific instructions}

Exam Policies

Students taking major examinations in NGR 6263 must present to campus to take the exam in a faculty-proctored environment. Alternately, students may take course exams in an electronically proctored environment using the on-line-proctoring service, Examity. ®

- Exams will be available on line from 9:00 am to 11:30 am on the scheduled exam dates. Students taking exams by Examity® may access the exam at any time during that

period. A password, provided by Examity, will be required to access the exam. Exams must be completed by the end of the designated testing period.

- Faculty will provide opportunities for on-campus proctored testing during a portion of the testing period. Available hours for faculty-proctored testing will be posted in course announcements.

Remote proctoring by a service called Examity® is also available in this course. A Test Taker-Guide providing guidance on how to enroll and use Examity® is provided in a resource module in this course. Please log in as soon as possible to set up your profile. **You will not be able to schedule exams until your profile is complete.**

Examity® system requirements are:

- Desktop computer or laptop (not tablet)
- Webcam and microphone (built-in or external)
- Connection to network with sufficient internet speed: at least 2 Mbps download speed and 2 Mbps upload
- Operating systems: Windows XP or newer, Mac OS X 10.8 (Mountain Lion) – or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later, Internet Explorer v8 or later, Microsoft Edge, Apple Safari v6 or later
- In your Examity Dashboard, please run the Computer Requirements Check to ensure your system is ready to test – this process is strongly recommended to ensure adequate connectivity to support on-line exam performance.

If you have any questions or concerns, contact Examity's technical support team 24/7 via email at support@examity.com or phone at (855)-392-6489.

Post-exam Reviews
Following completion of final grading of quiz/exam assignments students will be afforded an opportunity to review quiz answers and rationales. This opportunity is afforded to provide students with a means of improving understanding of course content, developing diagnostic reasoning skills and improving test taking skills. **Please note, all quiz/exam content in proprietary and is not to be downloaded, screen shot, duplicated, or shared in any fashion. Failure to comply with this policy will be considered academic dishonesty and subject to disciplinary action as described academic dishonesty policies in this document.** Failure to abide by this policy may result in termination of this important learning opportunity.

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.

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. Accordingly, the final version of the Chronic Illness Experience and Geriatric Prescribing assignments will be set up to allow for a direct submission to turnitin.com. After the assignment is processed, a report from turnitin.com is generated detailing the degree of match between the submitted paper and other papers and sources contained in the Turnitin

data repository. Faculty have enable limiters on small text matches and references. Students are encouraged to review their comparison reports. Students with high match percentages may resubmit another draft of the paper to Turnitin prior to the submission deadline. As such, students are encouraged to complete assignments in advance of the due date to allow adequate time for revision. For a more detailed look at this process visit http://www.turnitin.com. No access codes are required for a turnitin submission.

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. On line consultation also may be available. 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.

Library Services:
Andrew Todd, librarian, will be embedded in this course and is available for consultation. Mr. Todd is also a registered nurse and may be of assistance in accessing library resources and materials, search consultations, use of reference software, etc...

Evaluation Data/Course Data/Student Perception of Instruction Data:
De-identified data, including student comments, gathered within courses may be used for evaluation, research studies, presentations and/or publications without any identifiers. This may include, but not be limited to, simulation and/or standardized patient evaluation data, course evaluation and/or student perception of instruction comments. These data are routinely collected in a de-identifiable format and cannot be linked to individual students.

Schedule

Week of:	Mode	Finish These Assignments Before Class or During On-Line Modules	Assignments
Week 1 **8/26-8/31**	Online attendance assignment **F-2-F Thursday, 8/29, 9A-12N**	Review the content and embedded resources in: **Module 1: Introduction to Gerontologic Care in Advanced Practice/Geriatric Assessment** Readings: **Geriatrics at Your Fingertips (GYF, 2019)** Assessment and Approach (p 4-18) **Kane et al. (2018)** Chapter 1. Clinical Implications of the Aging Process Chapter 2. The Geriatric Patient: Demography, Epidemiology and Health Services Utilization Chapter 3. Evaluating the Geriatric Patient **PowerPoints to be discussed in class (available in module):** • Changing Demographics and the Role of the APRN • Evaluating the Older Patient** • Looking for the Half-Empty Fountain of Youth	Please complete week 1 assigned reading prior **to face-to-face course session on 8/29** **Preliminary online discussion initial posting due FRIDAY 8/30/2019 (meets university mandatory attendance requirements).** **Please note:** **Module 1 content from week will NOT be included in Quiz 1.** **Module 1 content WILL BE included in exam 1.**

		• AACN Atypical Presentation of Diseases in the Older Adult	
Week 2 **9/1-9/7** **Monday, 9/2/2019 Labor Day - UCF observed holiday**	**Online** **<u>IMPORTANT – This week we will cover both Modules 2 and 3.</u>**	Review the content and embedded resources in: **Module 2: Older Adults Health Services and Care Transitions; Functional Assessment; Sensory Disorders** **Health Care Services** Readings: **GYF (2018)** Medicare Wellness Exam (p 6) Interprofessional Geriatric Team (p 6-7) Care Sites (p 7-9) Scheduled Nursing Home Checklist (p 9) **Kane et. al. (2018)** Chapter 14. Drug Therapy Chapter 15. Health Services **Review content links in the module including videos** – there are a number of these addressing functional changes, and care transitions. **Functional Assessment** **Review narrated Power Point: Functional**	**<u>Content will be included in Quiz 1 during face-to-face class 9/12/19</u>**

		Assessment in Older Adults (LaManna) **Sensory Conditions in Older Adults** **Assigned Readings:** **GYF (2019)** Eye Disorders (pp. 114-122) Hearing Impairment (pp. 146-151) Kane (2018) Sensory Impairment **Dunphy et al. (2015)** Chapter 8: Eyes, Ears, Nose and Throat Problems (Review following content areas) Dry Eye Visual Disturbances/Impaired Vision Refractive errors Cataracts Glaucoma Diabetic retinopathy Macular degenerations Impaired hearing/hearing loss Tinnitus Meniere's disease **Review narrated PowerPoint: Sensory Disorders in Older Adults (LaManna)**	

Week 2 **9/1-9/7**	**On-line**	Review the content and embedded resources in: **Module 3: Cultural Considerations in Care of Older Adults, Chronic Illness and Multimorbidity and Health Promotion** **GYF (2019)** Cross cultural geriatrics/LGBT Health (pp. 14-15) Frailty/Multimorbidity (pp. 17-18). **Kane et al. (2018)** Chapter 4. Chronic Disease Management **Review videos and written materials/guidelines on cultural considerations in gerontological nursing and multiple chronic conditions.** **Review health promotion content including immunization recommendations for older adults.** **GYF (2019)** Prevention (pp. 289-293)	**Chronic illness interview assignment due 9/15/19 by 1159pm – DUE DATE REVISED HURRICANE DORIAN 9/29/19 by 1159pm.**
Week 3 **9/8-9/14**	Online & **F-2-F, Thursday, 9/12, 9A-12P, room 490** **Dr. LaManna**	Review the content and many embedded resources in: **Module 4: Pharmacologic Management of Older Adults/Prescribing Cascade** **GYF (2019)**	**F-2-F Quiz One in class on Thursday, 9/12/2019 – will cover content from both Module 2 and 4. REVISED DUE DATE 9/15/2019 by 1159pm for HURRICANE DORIAN REVISION** **Geriatric Prescribing Assignment due Sunday, November 3, 2019 by 1159pm.**

		Appropriate Prescribing (pp. 19-29)) **Kane et al. (2018)** Chapter 14. Drug Therapy **In-class PowerPoint: Preventing Prescribing Cascade**	
Week 4 **9/15-9/21**	Online & **F-2-F, Thursday, 9/ 19, 9A-12N, Room 490.** Guest speakers: Charlene Demers, GNP-BC, CWOCN Maria Confrancesco, DNP, CNS	Review the content and many resources such as guidelines embedded resources in: **Module 5: Geriatric Syndromes** **GYF (2019)** Dementia and Cognitive Impairment (pp. 77-85)) Depression (pp. 86-91) Substance Use Disorders (pp. 349-357) Skin Ulcers (pp. 331-340) **Kane et al. (2018)** Chapter 6. Delirium and Dementia Chapter 7. Diagnosis and Management of Depression **Dunphy (2015) Chapter 6 Neurologic Disorders** - Review content on the following conditions: Dementia/Alzheimer's disease Delirium	**F-2-F Quiz Two will cover content from Modules 3 and 5. Quiz will be taken on-line and due on SUNDAY, September 22, 2019 at 1159pm.**

		Important content on pressure ulcer prevention and management is embedded in the module. Make sure these are reviewed before class. **In-class PowerPoints: Wound Management in the Geriatric Population (Charlene Demers)** **The 3'D's – Dementia, Depression and Delirium (Maria Confranscesco)**	
Week 5 **9/22-9/28**	**Online or F-2-F Exam #1 THURSDAY, 9/26/2019**	PREPARE FOR YOUR EXAM! **Web course exam review Friday, 9/20 at 11am**	**Exam 1** **Available on Examity from your location OR via on campus proctoring available in the computer lab F-2-F from 8:00-9:30 am on THURSDAY 9/26/2019.** **On-line exam must be completed by 11am.**
Week 6 **9/29-10/5**	**F-2-F, Thursday, 10/3, 9A-12N, room 490** **Guest lecturer: Dr. Christopher Blackwell** **HIV disease** **Dr. LaManna** **Endocrine Disorders Part 1**	Review the content and embedded resources in: **Module 6: HIV Disease** **GYF (2019)** HIV Disease (pp. 184-185) **Dunphy (2015) Chapter 17** Review content on the following condition: HIV Infection **In-class PowerPoint: Advanced Nursing Care of HIV/Aids (Blackwell)**	**Quiz Three will be given online and is due Sunday, October 13, 2019 at 1159 pm. Will cover course content on Module 6 (HIV disease) and Module 8 (GI and Hepatobiliary Disorders)) and Module 9 (Musculoskeletal Disorders)**

		Module 7: Endocrine Dysfunction in Older Adulthood **GYF (2019)** Endocrine Disorders (101-113) **Kane, et al. (2018)** Chapter 12. Decreased vitality **Dunphy (2015) Chapter 16 Endocrine Disorders** Diabetes Mellitus (Complications) and review content from Adult 1 course Thyroid Disorders. Review with focus on management in older adults Thyroid Cancer Adrenal Disorders **In-class PowerPoints: Gerontologic Advanced Practice Diabetes (LaManna)** **Adult Gerontologic Primary Care Thryoid (LaManna)** **Endocrine Case Studies (LaManna)**	
Week 7 **10/6-10/12**	On-line **NOTE: Telehealth Simulation on Campus 10/10/19 by appointment**	Review the content and embedded resources in: **Module 8: GI and Hepatobiliary Disorders in Older Adults/Nutrition Considerations** **GYF (2019)**	**Quiz Three will be given online and is due Sunday, October 13, 2019 at 1159 pm. Will cover course content on Module 6 (HIV disease) and Module 8 (GI and Hepatobiliary Disorders)) and Module 9 (Musculoskeletal Disorders)**

		Gastrointestinal Disorders (pp. 131-145) Malnutrition and Nutritional Health (pp. 203-211) **Dunphy (2015) Chapter 11 – review content on the following topics**: Cirrhosis/liver failure Pancreatitis Constipation Dysphagia Gastroesophageal Reflux Disease Hepatitis Jaundice Colorectal cancer Chapter 16 – review content on the following topic Unintentional Weight Loss **Review On-line Powerpoints:** **Geronotologic Advanced Practice GI Lecture (LaManna)** **Gerontologic Advanced Practice Hepatitis (LaManna)** **Gerontologic Advanced Practice Cirrhosis (LaManna)** **Unintended Weight Loss (LaManna)**	

		AND **Module 9: Musculoskeletal Conditions in Older Adulthood** **GYF (2019)** Fall Prevention and Falls (pp. 123-130) Musculoskeletal Disorders (pp. 221-231) Osteoporosis (pp. 247-251) Pain (pp. 252-271) **Kane et al. (2018)** Chapter 9. Falls Chapter 10. Immobility **Dunphy Chapter 15 content on the following conditions:** Gout (also content on Gout in Chapter 16) Osteoporosis Paget Disease of the Bone Arthritis (Also content in Chapter 17 on rheumatoid arthritis) Fracture Content throughout Chapter 15 Chapter 17 – content on the following conditions Sjogrens syndrome Lupus	

		Review Narrated PowerPoints: Musculoskeletal Disorders (LaManna) **Pain Management (LaManna)**	
Week 7 **10/10/19**	**Special Telehealth Robotic Simulation** **CON Simulation Center**	**Telehealth Module:** Review content and embedded resources in the web module. **Listen to the narrated PowerPoint presentation introducing you to telehealth concepts**. **Participate in on-campus telehealth robotic simulation by appointment. This experience is equivalent to 5 clinical hours.** **Complete post-simulation reflective assignment**	**On-line Quiz Telehealth – Due by 1159pm on Wednesday October 9, 2019.** **Telehealth Reflective Assignment – Due by 1159pm on Monday, October 14, 2019 by upload into Webcourses.** **Telehealth content will not be included in exam testing.**
Week 8 **10/13-10/19**	Online and **F-2-F, Thursday, 10/17/19, 9A-12N, room 490.** Dr. LaManna Endocrine Part 2 Guest Lecturer: Tara Ann Bouzianis, DNP, ARNP, Adjunct Instructor GU Disorders and Male Sexual Health	**Finish Endocrine Lecture** Review the content and embedded resources in: **Module 10: Genitourinary Conditions in Older Adults/Male Sexual Health** **GYF (2019)** Incontinence -Urinary (pp. 161-169) Sexuality (pp 324-330) Prostate Disorders (pp. 294-301) Acute Kidney Injury (pp. 193-195)	**F-2-F Quiz Four in class on Thursday, 10/17/19. Covers content from Module 7 (Endocrine), Module 10 (GU) and Module 11 (Infections in older adults)**

		Chronic Kidney Disease/Volume Depletion (pp. 195-198) **Review In-class PowerPoint:** **Urinary Basics for NPs (Bouzianis)** **Kane (2018):** Chapter 8: Incontinence **Dunphy (2015)** Chapter 12 –review content on the following conditions: Hematuria/proteinuria Urinary incontinence Renal/bladder tumors Chapter 13 – review content on the following conditions Benign prostatic hypertrophy Prostatitis Prostate cancer Erectile dysfunction **AND** **Module 11: Common Infections Affecting Older Adults (WEB)** **GYF (2019)** Infectious Diseases (pp. 172-192) **Dunphy (2015)** Review content on the following conditions: Chapter 7. Cellulitis	

		Chapter 9. Pneumonia Chapter 12. UTI focus on older adult content Osteomyelitis Infectious Diarrhea (Clostridium difficile) **Review On-line PowerPoint Infections in the Elderly (LaManna)**	
Week 9 **10/20-10/26**	**Exam #2 THURSDAY 10/24/2019**	PREPARE FOR YOUR EXAM! **Web course exam review Friday, 10/18 at 4 pm!**	**Exam 2** Available on Examity from your location OR via on campus proctoring available in the computer lab F-2-F from 8-9:30 am on THURSDAY, 10/24/19 **On-line exams must be completed by 11:30 am.**
Week 10 **10/27-11/2**	**On-line**	Review the content and embedded resources in: **Module 12: Hematologic and Oncologic Disorders in Older Adults** Review Anemia notes from Adult 1. **GYF (2019)** Hematologic Disorders (pp. 152-160) **Dunphy (2015) –** Review content on the following topics: Chapter 8. Lung Cancer Chapter 17. Leukemias Not included in text Lymphoma	**Content from Module 12 will be included on Quiz 5 to be administered during class on 11/14/2019.** **Polypharmacy/Prescribing Cascade assignment due by 11/3/19 at 1159pm.**

		Myelodysplastic Syndrome **Review on-line PowerPoints: Cancer in Older Adults (LaManna)** **Leukocytic Cancers (LaManna)** **Lymph Cancers (LaManna)**	
FRIDAY, NOVEMBER 1, 2019 by 1159 withdrawal date!			
Week 11 **11/3-11/9** Monday, 11/11, Veterans Day - UCF observed holiday!	**On-line**	Review the content and embedded resources in: **Module 13: Chronic Neurologic Conditions in Older Adulthood** **GYF (2019)** Neurologic Disorders (pp. 234-246)) Sleep Disorders (pp. 341-348) **Dunphy (2015)** **Chapter 6 Review content on the following disorders:** ALS Cerebrovascular Accident (Stroke) Multiple Sclerosis Parkinson Disease Myasthenia Gravis Guillan-Barre Syndrome Herpes zoster	**Content included on Quiz 6 to be administered in class on Thursday, November 21, 2019**

		Chapter 18. Sleep Disorders **Indications for rehabilitation referral and levels of rehabilitation also will be reviewed** **Review the following on-line PowerPoints: Gerontologic Advanced Practice Stroke (LaManna)** **Gerontologic Advanced Practice Stroke – Acute and Secondary Management (LaManna)** **Gerontologic Advanced Practice Chronic Neurologic Disease and Sleep Disorders (LaManna)**	
Week 12 11/10-11/16 **11/11/19 Veteran's Day holiday University Closed** **1/14-11/15 DNP Intensive** **Required attendance for all DNP students. Information will be sent from graduate advising.**	**F-2-F class meeting 9-1145pm during DNP Intensive** **Dr. LaManna**	Review the content and embedded resources in: **Module 14:** Cardiopulmonary Disorders in Older Adults GYF (2019) content on the following topics. Cardiovascular Diseases section (Heart Failure, Hypertension, Atrial Fibrillation, Aortic Stenosis) Antithrombotic Therapy and Thromboembolic Disease (pp. 30-40) Kane et al. (2019) Chapter 13 **********	**F-2-F Quiz 5 in class on Thursday November 14, 2019. Covers Content from Modules 12 and 14.** ECG interpretation not included on this quiz. ECG rhythm and 12-lead ECG's will be included on Quiz 6 in class on Thursday, November 21, 2019.

		GYF (2019) Respiratory Diseases (pp. 306-315) Dunphy (2015) Review content on the following conditions: Chapter 9. Chronic bronchitis and Chronic Obstructive Pulmonary Disease Chapter 10. Cardiac Arrhythmias Heart Failure Hypertension (focus on older adult content; review notes from Adult 1) Infective Endocarditis Valvular Heart Disease and Cardiac Murmurs Review in-class PowerPoints: Heart Failure (LaManna) GOLD COPD Teaching Slides Hypertension in Older Adults (LaManna)	
Week 13 **11/17-11/23**	**Online &** **F-2-F, Thursday, 11/21, 9A-12N, room 490** **Guest Lecturer:** **Leslee Kubiet, PhD, ARNP, Associate Lecturer, Palliative Care NP**	Review the content and embedded resources in: **Module 15: Palliative Care and End-of Life Care Planning/Ethical Issues in Gerontological Nursing** **GYF (2019)**	**F-2-F Quiz Six in class on Thursday, November 2, 2019. Covers content from Modules 13, 14, and 15. ECG strips and 12 lead ECGs will be included on this quiz.**

		Palliative Care and Hospice (pp. 272-282). **Kane et al. (2018):** Chapter 17. Ethical Issues in the Care of Older Persons Chapter 18. Palliative Care **Dunphy (2015).** Chapter 20. Palliative and End-of-Life Care **Review in-class PowerPoint: Hospice and Palliative Care (Kubiet)**	
Week 14 **11/24-11/30** **Wednesday, 11/20- Saturday, 11/23; Thanksgiving - UCF observed holidays.**	**On-line**	Review the content and embedded resources in: **Module 15: Long Term Services and Support and Evolving Payment Systems** **Kane et al. (2018)** Chapter 15. Health Services Chapter 16. Nursing Home Care Content on new alternative payment models will be embedded in course content. This is important to your future practice.	**Content from this module will not be tested in last exam but is important to your future practice.**
Week 15 (Finals week) **12/1-12/7**	**Online or F-2-F Exam #3 Thursday 12/5.**	**PREPARE FOR YOUR EXAM (non-cumulative)!** **Web course exam review Monday, 11/25 at 4 pm!**	**Exam 3** **Available on Examity from your location OR via on campus proctoring available in the computer lab F-2-F from 8-9:30 am on THURSDAY, DECEMBER 5, 2019** **Exam must be completed by 11am.**

*** Note: The Schedule is subject to revision**

College of Nursing - Grad Course Revision - NGR 7115 Philosophical and Ethical Foundations of Nursing Science

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

Proposal Type:* Grad Course Revision

College:* College of Nursing

Unit / Department / College:* Department of Nursing Systems

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

Prefix:* NGR

Code:* 7115

Course Title:* Philosophical and Ethical Foundations of Nursing Science

30 Character Abbreviation:* Philosophical and Ethical

Full Title:* NGR 7115 Philosophical and Ethical Foundations of Nursing Science

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

Department Chair Phone Number:* 407-823-5440

Dept Chair Email* joellen.edwards@ucf.edu

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

Course Description:* Analysis of the philosophical and ethical underpinnings of nursing science, linking it to the development of philosophy of science and personal philosophy.

Prerequisite(s): Doctoral standing in College of Nursing or C.I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	After significant deliberation, the curriculum committee and faculty find that philosophical perspectives align well with the study of ethical considerations in nursing research. The ethics content has been moved from NGR 7805 into NGR 7115 due to its clear alignment with philosophical perspectives. The theory component will be covered in the newly revised NGR 7123 course.
What grad programs/tracks require or recommend this course for graduation?	Nursing PhD, BSN to PhD
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	None

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

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

Administration Use Only

Catalog Ownership:	College of Nursing
Course OID	
Course Type	Nursing: Graduate
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	042857

UNIVERSITY OF CENTRAL FLORIDA

NGR 7115 Section: Philosophical and Ethical Foundations of Nursing Science

Department of Nursing Systems, College of Nursing
Number of Credit Hours: 3

Course Syllabus

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

I. Course Description

Catalog: Analysis of the philosophical and ethical underpinnings of nursing science, linking it to the development of philosophy of science and personal philosophy.

This is the first course in the web-based PhD program. Much of the work will be online with three synchronous sessions and one synchronous presentation session. Please check the schedule early so that you can put these dates into your calendar. This course provides a foundation in the philosophical and ethical underpinnings of nursing science, linking it to the larger history and development of philosophy of science.

II. Student Learning Outcomes

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

- Analyze the structure and growth of contemporary nursing knowledge
- Examine selected research traditions and their philosophical and methodological links to knowledge generation in nursing
- Synthesize personal philosophy of science with current nursing science
- Promote moral agency through understanding moral philosophy and types of normative ethics: virtue, consequentialist, and deontological ethics
- Participate in case study discussions of
    - Responsible Conduct of Research
    - Authorship, credit and collaborative scholarship
    - Data management, integrity, falsification and confidentiality
    - Ethical issues in graduate research

III. Enrollment Requirements

Prerequisites: Admission to PhD Program or Consent of Instructor; Co-Requisites: None

IV. Course Activities

i. This is an online course. Plan to engage in the Canvas site multiple times each week. Most weeks there are readings and other resources to review. There will be a discussion post most weeks. You are graded based on your initial post and how you respond to other people's posts. Doctoral work is best done in dialog. You will be learning from each other as well as from faculty. There are several synchronous meetings for the course managed through the Conference Feature of Canvas. Please clear your schedules to be able to participate.

There are two formal papers due for the course: The Personal Philosophy of Nursing Science Paper and the Linking Philosophy with Research Concept of Interest final paper. There is one formal presentation (presented trough the Canvas Conference feature) in which students present their ethical perspective in relation to their philosophy and concept of interest. It is planned to be presented before the paper is due so that the discussion will inform the ideas that will go into the paper.

ii. Important Dates

a. This is a quick reference of important course dates. Be aware that dates and assignments are tentative and can be changed at the discretion of the professor. Your Canvas course is your best source of deadlines

iii.

a. Synchronous Meeting 1
b. Drop/Swap Deadline
c. Synchronous Meeting 2
d. Personal Philosophy of Nursing Science Paper
e. Withdrawal Deadline
f. Synchronous Meeting 3
g. Synchronous Meeting 4 – Ethics Presentation
h. Final Paper Linking Philosophy with Research Concept of Interest

i. Religious Observances

If your religious practices present a difficulty in participating in this course and its activities, please notify me as soon as possible so we can make alternate arrangements.

iv. Assignment Submission

v. Final Exam

A final paper will be required in this course.

V. Assessment and Grading Procedures

Basis for Final Grade

Assessment	Percent of Final Grade
CITI Training	C/I
Discussion Boards (10)	30%
Ethics Case Studies	15%
Personal Philosophy of Nursing Science Paper	20 %
Ethics Presentation	10%
Final Paper Linking Philosophy with Research Concept of Interest	25%
	100%

Graduate Course Grading Scale

Grading Scale (%)	
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82	C+
75-78	C
70-74	D
0-69	F

Please note that B is the minimum passing grade in graduate courses.

i. Grade Dissemination

You can access your scores at any time using the Grade Book function of Webcourses. Please note that scores returned are unofficial grades until the course is complete.

vi. Confirmation of Academic Activity for Federal Financial Aid

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 following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than May 17, 2019. Failure to do so may result in a delay in the disbursement of your financial aid. See the discussion in the first module of the course for introductions.

vii. 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.

ii. Attendance/Participation

a. Active participation by all students is important for the success of this course. Plan to enter the course several times a week to monitor discussion activities. For each module you will be expected to make a primary post and to respond to at least one other classmates' post. The discussion in the course is the way our doctoral "seminar" succeeds. Other activities in the course will be assigned papers that respond to concepts presented in the course.

b. Webcourses: This course will be delivered using UCF's learning management system Canvas®. Check UCF Webcourses site for information about system requirements.

c. Instructions for logging into *Canvas*® https://cdl.ucf.edu/support/webcourses/guides/login/

d. *Grades of "Incomplete:"* If anything is affecting your ability to keep up with course responsibilities, please notify me early. We can develop a plan for your success or I can help you make decisions about participation. 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. Ideas from this course are foundational to ideas in courses that follow, so make every attempt to complete this course on time.

e. *Rewrite Policy:* Rewrites are possible on major papers. Note that an alternate grading rubric may be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

f. *Group Work Policy:*
There is no group grading in this course.

g. *Extra Credit*
There is no extra credit in this course.

VI. Course Materials and Resources

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington DC: APA.

Meleis, A.I. (2018). *Theoretical nursing: Development & progress (*6th ed.). Philadelphia: Lippincott, Williams & Wilkins. ISBN: 978-0-06-000042-4

Okasha, S. (2002). *Philosophy of science: A very short introduction (2nd ed.).* New York: Oxford University Press. ISBN: 978-0-19-874558-7.

Reed, P. & Shearer, N.B.C. (2011). *Perspectives on Nursing Theory* (6th ed.). Philadelphia: Lippincott, Williams & Wilkins. ISBN: 1609137485 and ISBN-13: 9781609137489

Rodgers, B. (2005). *Developing nursing knowledge: Philosophical traditions and influences*. Philadelphia: Lippincott, Williams & Wilkins. ISBN: 0-7817-4708-2

- Selected articles published in professional journals will also be listed which are available from the library or linked inside the Webcourse
- Selected book chapters/portions of book chapters which you may need to retrieve as e-books

- Selected web sites will also be provided within the modules as they apply.

Recommended text:
Gaarder, J. (2007). *Sophie's World*. New York, NY: Farrar, Strauss and Giroux. ISBN: 13-978-0-374-53071-6

Useful Website Resources:
- Meta-Encyclopedia of Philosophy
- Philosophy Pages
- Stanford Encyclopedia of Philosophy

VII. Policy Statements

*i. LEAP*RN Policy*

All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to registering for first semester courses. If you are a student from another major, who is taking a College of Nursing Course, this policy does not apply to you.
All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.
Directions for accessing LEAP*RN:
- Type https://secure.projectconcert.com/ucf into the URL (search) bar
- Login using your NID and NID password just as you would for Webcourses or myUCF
- For specific instructions on LEAP*RN requirements for this course, please check {enter course specific instructions}

ii. 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 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" (Council of Writing Program Administrators, 2003).

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 quota¬tion 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" (Council of Writing Program Administrators, 2003).

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/.

iii. 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.

iv. 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.

v. 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.

vi. 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.

vii. 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. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. I will authorize the report be shared with students. For a more detailed look at this process visit http://www.turnitin.com.

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.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

x. 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.

VIII. Schedule

Module Topic	Assigned Readings from Textbooks (additional articles noted in the modules)	Activities Due Synchronous Dates
Module 1 On Becoming a Scholar (Weeks 1 and 2) Orientation and Overview	**Meleis** (2018) Chapter 1: Positioning for the Journey and Chapter 2: Being a Scholar	Synchronous Meeting 1: Course and syllabus only Introduction due on Discussion Board
Module 2 Nursing as a Discipline 1 Understanding Nursing Knowledge Beginning Nursing's Theoretical Journey	**Rodgers** (2005) Chapter 1 Nursing as Discipline, Knowledge Development, Research Traditions 6 Structure of Discipline 7 Sources of research paradigms **Reed & Shearer** (2009) Chapters 10 (Canam)The Link Between Nursing Discourses and Nursing Silence: Implications for a Knowledge Based Discourse for Nursing Practice 24 (Carper) Fundamental Patterns of Knowing in Nursing 25 (White) Patterns of Knowing: Review, Critique and Update **Okasha** (2016) Chapter 1 What is Science?	Module 1 content posting due Discussion Board 1 posting due
Module 2 History of the Philosophy of Science 1 Classical Philosophy Rationalism, Induction	**Reed & Shearer** (2009) Chapters 3 (Silva) Philosophy, Science, Theory: Interrelationships and Implications for Nursing Research **Rodgers** (2005) Chapters 2 Knowledge in Classical Philosophy	Discussion Board 2 Due

	3 Knowledge from Within: The Rationalism of Descartes 4 The Road to Modern Science: British Empiricism, Appendix A: Philosophy Timeline pp. 210-212 Appendix :B Biographical Statements for Major Philosophers pp. 213-217 **Okasha** (2016) Chapter 2 Scientific Inference Study linked websites on history of philosophy	
Module 3 History of the Philosophy of Science 1 Induction, Deduction, Rationalism, Explanation Empiricism, Idealism and Nursing Science Continental Philosophers Heidegger Husserl.	**Okasha** (2016) Chapters 3 Explanation in Science 4 Realism and anti-Realism, **Meleis** (2018) Chapter 4 From Can't to Kant: Barriers and Forces Toward Theoretical Thinking **Rodgers** (2005) Chapter 5 Transcendental Idealism of Immanual Kant Weiss, S.J. (1995). Contemporary empiricism. In Omery, A., Kasper, C.E., & Page, G.G. (eds.) *In search of nursing science* (pp. 13-26), Thousand Oaks, CA: Sage.	Discussion Board 3 due
Module 4 History of the Philosophy of Science 2 Logical Positivism and Nursing Science	**Rodgers** (2005) Chapter 6 Modern Science: Mirror of Reality (Logical Positivism) 8 Conceptual Repertoires and Leaps (early part pp 133-137)	Discussion Board 4 due

Module 5 Scientific Change and Revolutions	**Okasha** (2016) chapter 5 Scientific Change and Scientific Revolution **Reed & Shearer** Chapter 19 (Silva & Rothbart) An Analysis of Changing Trends in Philosophies of Science on Nursing Theory Development and Testing **Rodgers** Chapter 7 Historicist Conceptualization 8 Conceptual Repertoires and Leaps **Chapters** Laudan, L. (1977). Progress and its problems: Toward a theory of scientific growth (pp. 70-120). Berkeley: University of California Press. (Note: This is Chapter 3, From theories to research traditions.) Jacox, A., & Webster, G. (1997). Competing theories of science. In Nicoll, L.H. (eds.). *Perspectives on nursing theory* (3rd ed.) (pp. 423-431). Philadelphia: Lippincott. Suppe, Frederick (1977). *The structure of scientific theories 2nd ed*. Chicago: University of Illinois Press. I. Historical background to received view pp. 5-9. & pp. 53-56. II. Alternatives to the Received View and Their Critics. pp. 119-180. III Feyerabend and Kuhn pp. 636-649 IV. Conclusions on growth of scientific knowledge p. 704	Synchronous Meeting 2 Discussion Board 5 Personal Philosophy Paper due
Module 6 Postmodernism	**Reed & Shearer** Chapter 21 (Koro-Ljungberg) Validity and Validation in the Making in the Context of Qualitative Research	Discussion Board 6

Qualitative Knowing in Nursing	**Rodgers** Chapter 9 Postmodern Turn 10 Interpretive Inquiry: The Mirror Cracked 11 Feminism and Science **Meleis** Chapter 8 Our Syntax: An Epistemological Analysis Articles ○ Omery, A., & Mack, C. (1995). Phenomenology and science. In Omery, A., Kasper, C.E., & Page, G.G., *In search of nursing science.* Thousand Oaks, CA: Sage, 139-158. ○ Glaser, B.G. (1978). *Theoretical sensitivity*. Mill Valley, CA: Sociology Press, 1-17. ○ Spradley, J.P. (1979). *The ethnographic interview.* New York: Holt, Rinehart & Winston, pp. 3-39.	
Module 7 Normative Ethics	Oancea, A. (2016). Including ethics in social sciences research. In K. F. Punch, *Developing effective research proposals* (3rd., pp. 22-44), Thousand Oaks, CA: SAGE. Videos in module Recommended reading: **Gaarder, J.** (2007). *Sophie's World*. New York, NY: Farrar, Strauss and Giroux.	Discussion Board 7 due
Module 8 Research Ethics (UCF Graduate School Requirement)		Case Studies due Synchronous Session 3
Module 9 Nursing Science in the Postmodern Era	**Rodgers** Chapters 9 The Postmodern Era 13 Models for Nursing Knowledge Development **Reed & Shearer** Chapters	Discussion Board 8

	17 (Clark, Lissel, & Davis) Complex Critical Realism: Tenets and Application in Nursing Research	
Module 10 Nursing as a Discipline 2 Nursing Science: Present, Future, and Beyond Measuring Progress in a Discipline	**Okasha** Chapters 6 Particular sciences, biologic, cognitive 7 Science and its Critics **Meleis** Chapters 18 Measuring Progress in a Discipline 19 Fifth-Generation Theorists: Passion for Advancing Theory **Reed & Shearer** Chapters 6 (Reed) A Treatise on Nursing Knowledge Development for the 21st Century: Beyond Postmodernism 43 (Newman, Smith, Pharris, Jones) The Focus of the Discipline Revisited 44 Arslanian-Engoren, Hicks, Whall, Algase) An Ontological View of Advanced Practice Nursing 45 (Reed) Nursing: The Ontology of the Discipline 46 (Cowling, Smith, Watson) The Power of Wholeness, Consciousness, and Caring: A Dialogue on Nursing Science Art, and Healing 49 (Reed) Nursing Reformation: Historical Reflections and Philosophic Foundations **Rodgers** Chapter 12 Problems and Possibilities in Developing Nursing Knowledge 14 The Future of Nursing Knowledge	Discussion Board 9 Synchronous Session 4: Presentations of Ethical Perspectives
Module 11 **Course Reflection** Classes End:	**Reed & Shearer** Chapter 23 (DeGroot) Scientific Inquiry in Nursing A Model for a New Age	Discussion Board 10 due Final Paper due

* Note: The Schedule is subject to revision

College of Nursing - Grad Course Revision - NGR 7123 Theory in Nursing Science

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

Proposal Type:* Grad Course Revision

College:* College of Nursing

Unit / Department / College:* Department of Nursing Systems

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

Prefix:* NGR

Code:* 7123

Course Title:* Theory in Nursing Science

30 Character Abbreviation:* Theory in Nursing Science

Full Title:* NGR 7123 Theory in Nursing Science

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

Faculty/Scholars):

Department Chair Phone Number:* 407-823-5440

Dept Chair Email* joellen.edwards@ucf.edu

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

Course Description:* This course examines the foundations and application of theory in nursing science.

Prerequisite(s): Admission to a doctoral program in Nursing or C.I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	After significant deliberation, the curriculum committee and faculty find that the material related to concepts in nursing science align more closely with theories in

	nursing science. Thus, the curriculum and faculty elected to combine content related to theory and concepts in one course for further clarity.
What grad programs/tracks require or recommend this course for graduation?	Nursing PhD & BSN to PhD
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	None

Course Syllabus Policy

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

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

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

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

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

Attachment List

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

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

Administration Use Only

Catalog Ownership:	College of Nursing
Course OID	
Course Type	Nursing: Graduate
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	042946

NGR 7123
Theory in Nursing Science

Nursing Systems Department
, College of Nursing, University of Central Florida
3.0 Credit Hours

UNIVERSITY OF CENTRAL FLORIDA

Course Syllabus

Instructor:	Instructor name	Term:	Semester and year
Office Location:	Office/department building and room number	Class Meeting Days:	Days
Office Hours:	Date and time (include virtual hours)	Class Meeting Time:	Time
Phone:	Office/department phone number	Class Location:	n/a
Email:	Instructor's UCF email or Webcourses@UCF messaging	Course Modality:	W

Course Description
Catalog: This course examines the foundations and application of theory in nursing science.

Students will gain an in-depth understanding of theory development, derivation, and analysis and be able to apply theory to relevant to current nursing research.

Student Learning Outcomes
Upon completion of this course the student will:

- Evaluate the historical development of theory in nursing science.
- Differentiate the levels and types of theories relevant to nursing science
- Identify components of theory: -concepts, statements, indicators
- Critically analyze the use of theory in nursing research
- Apply theory to address a research question

Pre-or Co-requisite: Admission to a PhD Nursing program or instructor consent.

Required Texts and Materials

- Meleis, A.I. (2018). *Theoretical nursing: Development & progress (*6th ed.). Philadelphia: Lippincott, Williams & Wilkins. ISBN: 978-0-06-000042-4
- Walker, L.O., Avant, K.C. (2019). Strategies for Theory Construction in Nursing (6th ed.). New York: Pearson. ISBN-13: 978-0134754079
- Supplemental readings from journals and websites.

Assignments

Per university policy, students may turn in make-up work (or an equivalent, alternate assignment) in the event of a university-sponsored event, religious observances, or legal obligations (such as jury duty). All assignments are due on the date and time posted. Exceptions must be discussed with your instructor *in advance* and approved in writing. Reasons for acceptable delays may include illness, serious family emergencies, professional conferences, military obligations, severe weather conditions, and religious holidays.

Grading Methods

Assessment	Percent of Final Grade
Online discussions	40%
Assignments	30%
Final paper linking advanced study design/method with research interest	30%
Total	**100%**

Graduate Course Grading Scale

Grading Scale (%)	
96-100	A
92-95	A-
87-91	B+
83-86	B
79-82*	C+
75-78*	C
70-74*	D
0-69*	F

* Please note that B is the minimum passing grade in graduate courses.

Course Activities
Students will participate in discussion boards, asynchronous assignments, and a final paper related to nursing theory and concepts.

Discussion Participation/Assignments: Read all postings and actively contribute to discussions. You must include an original post guided by evidence and substantively respond to the required number of postings to receive full credit. You must complete all assignments as directed. Grades for all assignments and discussion postings will be earned based on associated grading rubrics.

Final Paper Grade: Using one of the advanced designs/methods covered in this course, the student will develop a study design that fits with their area of research interest.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF students. A trained writing consultant will work individually with you on anything you're writing (class assignment, personal, or professional), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more

information or to make an appointment, visit the UWC website, stop by MOD 608, or call 407.823.2197. Locations: Main Library, Rosen Library & Online.

Assignment Submission
All assignments will be submitted via the appropriate assignment or discussion link within Canvas unless otherwise instructed. Methods of evaluation will be based on course assignments and participation in online discussions. Use of APA format is expected throughout the course.

Late Work Policy: Late assignments will be accepted but carry a 1 point penalty for every day beyond the due date. Late final paper submission will receive a 5 point penalty for every day beyond the due date. Assignments will not be accepted if overdue by more than seven days.

Important Dates: See the UCF Academic Calendar for important dates. Course due dates are tentative and may be changed at the discretion of the professor. Major assignment dates can be viewed in Canvas below this course syllabus. Details about weekly readings and activities can be viewed under Modules/Module x: overview.

Religious Observances: For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

Rewrite Policy: There are no rewrites in the course. You will have the opportunity to obtain feedback on various draft sections of your final paper. Revisions to your work is expected based on instructor feedback. Once a deadline has passed, there will be no opportunity to rewrite a draft section or final paper in 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.

Participation
Log into the course several times each week to review course content, announcements, conversations, and discussions. Keep up with the weekly readings and assignments. See course expectations under the Modules tab in Canvas.
This course is web-based, fully on-line and considered a "W" course. Students are expected to complete and participate in all on-line activities and assignments. Practice effective time management and study skills. This includes completing readings and assignments by the due dates. Contribute regularly to the discussion related to each assignment. Full engagement in the discussions will lead to more rich comprehension of the content. Be courteous and considerate with your postings, following Netiquette guidelines. Make every effort to be clear. On-line communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication. It is recommended that you log on to the course a minimum of twice a week to keep up with discussions and assignments.

Technical Support Use this link to seek technical assistance for hardware/software issues.

Extra Credit Policy
There is no extra credit in the course.

Grade Dissemination
You can access your scores at any time using the Grade Book function in Webcourses. Please note that scores are unofficial grades.
Policy Statements

Policy Statements

Verification of Academic Activity: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Week One activity by the end of the first week of classes or as soon as possible if you are added to the course late. Failure to do so may result in a delay in the disbursement of your financial aid.

Email: Use conversations (canvas email) to send a personal message to the instructor or another student. Check your inbox and discussion tool at least twice per week (more often is better). Two days (Monday through Friday) is considered a reasonable amount of time to receive a reply. Although the instructor may respond outside of regular business hours, this is not an expectation.

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

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

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

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

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

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

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

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

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

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

Campus Safety Statement

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- 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 while you are on campus, you may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to 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."
- Consider viewing this video about how to manage an active shooter situation on campus or elsewhere.You CAN Survive an Active Shooter

Deployed Active Duty Military Students

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

LEAP*RN Policy

All College of Nursing students are required to pay a one-time subscription to LEAP*RN prior to registering for first semester courses.

All courses will be evaluated at the end of the semester via LEAP*RN. All Nursing programs will contain graded assignments and tasks that can only be completed within LEAP*RN. To be successful in your program, you must be able to access and complete assigned items within LEAP*RN.

Directions for accessing LEAP*RN:

- Type https://secure.projectconcert.com/ucf into the URL (search) bar
- Login using your NID and NID password just as you would for Webcourses or myUCF
- For specific instructions on LEAP*RN requirements for this course, please check {enter course specific instructions}

College of Nursing - Graduate Program Revision - Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [ ] Program [ ] Track [x] Certificate

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

Name of program, track and / or certificate:*	Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Add admission requirement of ACLS and BLS cerfication and change essay questions.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** CRT
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum *

Program Description

The Adult-Gerontology Acute Care Nurse Practitioner post-master's certificate prepares the advanced practice nurse to care for patients with medically complex stable and unstable acute, critical and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic and home care environments. The certificate provides a spectrum of care from disease prevention to acute and critical care management.

The curriculum prepares students for both the AGACNP board certification examination administered through the American Nurses Credentialing Center and the Acute Care Nurse Practitioner-Adult-Gerontology certification examination administered through the American Association of Critical Care Nurses. For more information on how this program may prepare you in that regard, please visit https://nursing.ucf.edu/academics/graduate-certificates/agacnp/#faqs

Curriculum

The Adult-Gerontology Acute Care Nurse Practitioner graduate certificate prepares nurses who have already completed their graduate education for entry-level advanced practice in acute care. The program prepares graduates to enter the current healthcare system based on a strong scientific foundation for practice. The curriculum offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis, and provides analytic, critical thinking, and diagnostic reasoning skills to examine practice innovations. The certificate requires 23 credit hours beyond the master's degree.

Total Credit Hours Required: 23 Credit Hours Minimum beyond the Master's Degree

the Master's Degree

Prerequisites

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab

NGR 5141 Pathophysiological Bases for Advanced Nursing Practice

NGR 6172 Pharmacology for Advanced Nursing Practice

NGR 5638 Health Promotion

Required Courses—23 Credit Hours

NGR 6210 Adult-Gerontology Acute Care Nurse Practitioner I

NGR 6230L Diagnostics and Skills for the Critically Ill

[Right] (120 clinical hours)

NGR 6211 Adult-Gerontology Acute Care Nurse Practitioner II

NGR 6211L Adult-Gerontology Acute Care Nurse Practitioner II Clinical

[Right] (180 clinical hours)

NGR 6175 Critical Care Pharmacology

NGR 6212 Adult-Gerontology Acute Care Nurse Practitioner III

NGR 6212L Adult-Gerontology Acute Care Nurse Practitioner III Clinical

[Right] (180 clinical hours)

NGR 6215L Adult-Gerontology Acute Care Nurse Practitioner Practicum

[Right] (180 clinical hours)

Application Requirements

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

Admission is open to those with MSN Degrees and are licensed as an

advanced practice registered nurse, but who are not prepared as Adult-Gerontology Acute Care Nurse Practitioners. 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.
- BSN and MSN degree from an accredited institution.
- Undergraduate Statistics course.
- Licensure as an advanced registered nurse practitioner in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve licensure to begin clinical courses.)
- Current certification as an advanced cardiac life support (ACLS) and basic life support (BLS) provider.
- Address the following 2 items in a written essay. Responses to questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:
  - Describe how earning a Certificate in the track to which you applied will help you achieve your personal and professional goals.
  - Explain those personal and professional experiences that have helped prepare you for graduate study and your readiness for graduate study at this time.
- Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
- Requires 3 recommendations.
- An interview with faculty may also be required.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with an adviser to discuss your goals for graduate study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for post-master's preparation for advanced nursing practice.

Upon admission to the program, the student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

The College of Nursing uses a student information management system, LEAP*RN (Project Concert). This database houses information

regarding plans of study, clinical placements, clinical hours, logs, and evaluation data to assist in maintaining standards required for CCNE

accreditation, facilitate student progression, and enhance clinical tracking. Students will need to access LEAP*RN for clinical course requirements, course evaluations, and portfolios. Upon graduation, students will continue to have no-cost access to their information. All students will be responsible for a one-time subscription of $150 per degree program payable at https://secure.projectconcert.com/ucf and due prior to registering for first semester courses. If students register for courses prior to paying the subscription, a "hold" service indicator will be placed to prevent future enrollment and other progression functions.

Application Deadlines

Adult-Gerontology Acute Care Nurse Practitioner Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants			Oct 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

Christopher Blackwell PhD, ARNP, ANP-BC, AGACNP-BC, CNE, FAANP

Associate Professor

christopher.blackwell@ucf.edu

Telephone: 407-823-2744

UTWR 453

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No
If yes, how will current students be impacted by this change?	Will not effect current students

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:**

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7843
Program Type	Certificate
Degree Type	Certificate
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Nursing - Graduate Program Revision - Adult-Gerontology Primary Care Nurse Practitioner Graduate Certificate

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [ ] Program [ ] Track [x] Certificate

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

Name of program, track and / or certificate:*	Adult-Gerontology Primary Care Nurse Practitioner Graduate Certificate
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Changed admission essay questions.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** CRT
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum *

Program Description

The post-master's Adult/Gerontology Primary Care Nurse Practitioner Graduate Certificate prepares nurses who already have received a master's degree in nursing for positions as Adult/Gerontology Primary Care Nurse Practitioners.

Program Objectives

Analyze social, economic, ethical, cultural, legal and political issues influencing nursing practice and health care in a global context.

Collaborate with leaders in nursing and other disciplines to improve the quality of professional nursing practice and the healthcare system.

Develop and implement leadership, management and teaching strategies for the improvement of health and healthcare.

Develop practice models of evidence-based nursing practice incorporating nursing research.

Influence health and public policy to improve the health of communities.

Participate in lifelong learning activities.

Participate in research and disseminate research findings through presentation and publication.

Synthesize advanced knowledge from the sciences, humanities and nursing theories to support advanced nursing practice

nursing practice.

Plan, evaluate and implement the delivery of health care using critical thinking skills.

Practice in an advanced nursing role.

For information on how this program may prepare you for professional licensure, please visit https://nursing.ucf.edu/academics/graduate-certificates/agpcnp/#faqs.

Curriculum

The program is 18 credit hours and includes up to 660 hours of clinical practice. There are 12 credit hours of prerequisite requirements.

Total Credit Hours Required: 18 Credit Hours Minimum beyond the Master's Degree

Prerequisite Courses—12 Credit Hours

Students must demonstrate successful completion of the following courses:

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning
NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab
[Right] (60 clinical hours)
NGR 5141 Pathophysiological Bases for Advanced Nursing Practice
NGR 6172 Pharmacology for Advanced Nursing Practice
NGR 5638 Health Promotion

Required Courses—18 Credit Hours

In addition, students must successfully complete all of the following DNP Adult-Gerontology Primary Care Nurse Practitioner Track courses:

NGR 6334 Women's Health for APNs
NGR 6201 Adult I Primary Care

NGR 6240L Adult I Clinical for APNs
[Right] (180 clinical hours)
NGR 6263 Gerontologic Care for APNs
NGR 6263L Gerontologic Care Clinical for NPs
[Right] (120 clinical hours)
NGR 6202L Adult II Primary Care Clinical
[Right] (120 clinical hours)
NGR 6248L Family Nurse Practitioner/Adult-Gero Nurse Practitioner Practice Practicum
[Right] (180 clinical hours)

Application Requirements

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

Admission is open to those with MSN Degrees and are licensed as an advanced practice registered nurse, but who are not prepared as Adult-Gerontology Primary Care Nurse Practitioners. 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.
- BSN and MSN degree from an accredited institution.
- Undergraduate Statistics course.
- Licensure as an advanced registered nurse practitioner in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve licensure to begin clinical courses.)
- Address the following 2 items in a written essay. Responses to questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:
  - Describe how earning a Certificate in the track to which you applied will help you achieve your personal and professional goals.
  - Explain those personal and professional experiences that have helped prepare you for graduate study and your readiness for graduate study at this time.
- Curriculum Vitae which reflects prior education, recent

clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
Requires 3 recommendations.
An interview with faculty may also be required.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with an adviser to discuss your goals for graduate study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for post-master's preparation for advanced nursing practice.

Upon admission to the program student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

The College of Nursing uses a student information management system, LEAP*RN (Project Concert). This database houses information regarding plans of study, clinical placements, clinical hours, logs, and evaluation data to assist in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. Students will need to access LEAP*RN for clinical course requirements, course evaluations, and portfolios. Upon graduation, students will continue to have no-cost access to their information. All students will be responsible for a one-time subscription of $150 per degree program payable at https://secure.projectconcert.com/ucf and due prior to registering for first semester courses. If students register for courses prior to paying the subscription, a "hold" service indicator will be placed to prevent future enrollment and other progression functions.

Application Deadlines

Adult-Gerontology Primary Care Nurse Practitioner Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants			Oct 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

Melanie Keiffer, DNP, APRN, ANP-BC, CNE

Assistant Professor

Melanie.Keiffer@ucf.edu

Telephone: 407-823-5463

UTWR 419

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

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

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

If yes, how will current students be impacted by this change?	Does not effect current students.

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7845
Program Type	Certificate
Degree Type	Certificate
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Nursing - Graduate Program Revision - Family Nurse Practitioner Graduate Certificate

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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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:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [ ] Program [ ] Track [x] Certificate

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

Name of program, track and / or certificate:*	Family Nurse Practitioner Graduate Certificate
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Change to admission essay questions.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** CRT
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum *

Program Description

The post-master's Family Nurse Practitioner Graduate Certificate prepares nurses who already have received a master's degree in nursing for positions as Family Nurse Practitioners.

Program Objectives

Analyze social, economic, ethical, cultural, legal and political issues influencing nursing practice and health care in a global context.

Collaborate with leaders in nursing and other disciplines to improve the quality of professional nursing practice and the healthcare system.

Develop and implement leadership, management and teaching strategies for the improvement of health and healthcare.

Develop practice models of evidence-based nursing practice incorporating nursing research.

Influence health and public policy to improve the health of communities.

Participate in lifelong learning activities.

Participate in research and disseminate research findings through presentation and publication.

Synthesize advanced knowledge from the sciences, humanities and nursing theories to support advanced nursing practice.

Plan, evaluate and implement the delivery of health care using critical thinking skills.

Practice in an advanced nursing role.

For information on how this program may prepare you for professional licensure, please visit https://nursing.ucf.edu/academics/graduate-certificates/fnp/#faqs

Curriculum

The certificate program is 22 credit hours and includes up to 720 hours of clinical practice. There are 12 credit hours of prerequisite requirements.

Total Credit Hours Required: 22 Credit Hours Minimum beyond the Master's Degree

Prerequisites—12 Credit Hours

Students must demonstrate successful completion of the following courses:

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab

[Right] (60 clinical hours)

NGR 5141 Pathophysiological Bases for Advanced Nursing Practice

NGR 5638 Health Promotion

NGR 6172 Pharmacology for Advanced Nursing Practice

Required Courses—22 Credit Hours

In addition, students must successfully complete all of the following DNP Family Nurse Practitioner Track courses:

NGR 6334 Women's Health for APNs

NGR 6201 Adult I Primary Care
NGR 6240L Adult I Clinical for APNs
[Right] (180 clinical hours)
NGR 6263 Gerontologic Care for APNs
NGR 6263L Gerontologic Care Clinical for NPs
[Right] (120 clinical hours)
NGR 6305 Pediatric Primary Care
NGR 6305L Pediatric Primary Care Clinical
[Right] (120 clinical hours)
NGR 6342L Women's Health for APNs Clinical
[Right] (60 clinical hours)
NGR 6248L Family Nurse Practitioner/Adult-Gero Nurse Practitioner Practice Practicum
[Right] (180 clinical hours)

Application Requirements

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

Admission is open to those with MSN Degrees and is licensed as an advanced practice registered nurse, but who are not prepared as Family Nurse Practitioners. 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.
BSN and MSN degree from an accredited institution.
Undergraduate Statistics course.
Licensure as an advanced registered nurse practitioner in the State of Florida. (Out of state applicants must be eligible for licensure in Florida and must achieve licensure to begin clinical courses.)
Address the following 2 items in a written essay. Responses to questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:

Describe how earning a Certificate in the track to which you applied will help you achieve your personal and professional goals.
Explain those personal and professional experiences that have helped prepare you

for graduate study and your readiness for graduate study at this time.

Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
Requires 3 recommendations.
An interview with faculty may also be required.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with an adviser to discuss your goals for graduate study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for post-master's preparation for advanced nursing practice.

Upon admission to the program student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

TThe College of Nursing uses a student information management system, LEAP*RN (Project Concert). This database houses information regarding plans of study, clinical placements, clinical hours, logs, and evaluation data to assist in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. Students will need to access LEAP*RN for clinical course requirements, course evaluations, and portfolios. Upon graduation, students will continue to have no-cost access to their information. All students will be responsible for a one-time subscription of $150 per degree program payable at https://secure.projectconcert.com/ucf and due prior to registering for first semester courses. If students register for courses prior to paying the subscription, a "hold" service indicator will be placed to prevent future enrollment and other progression functions.

Application Deadlines

Family Nurse Practitioner Graduate Certificate	*Fall Priority	Fall	Spring	Summer
Domestic Applicants			Oct 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

Melanie Keiffer, DNP, APRN, ANP-BC, CNE

Assistant Professor

melanie.keiffer@ucf.edu

Telephone: 407-823-5463

UTWR 419

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address
UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

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

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

If yes, how will current students be impacted by this change?	No change to existing program.

Future Students

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

Year 1

Headcount:	**SCHs:**

Year 2

Headcount:	**SCHs:**

Year 3

Headcount:	**SCHs:**

Indicate likely career or student outcomes upon completion:	

Please complete the following section on financial support:

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

Year 1

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7847
Program Type	Certificate
Degree Type	Certificate
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Nursing - Graduate Program Revision - Nursing PhD ▶

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Systems

Unit(s) Housing Program:

Type of Action:* ☑ Program ☐ Track ☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from

IMPORT PROGRAM NOW! Please use the import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Nursing PhD ►
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	NGR 7115 course revision NGR 7123 course revision NGR 7812 course addition
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	The College of Nursing PhD Curriculum Committee thoroughly reviewed the curriculum requirements of the MSN to PhD program and discovered needed changes that are being requested. The totality of these changes will foster higher level collaborative scholarly activities between students and faculty. The request includes removing NGR 7805, 7806, 7939 Doctoral Scholarship and Seminar courses, whose content is being integrated into other courses, and replacing those with NGR 7952, 7916, and 7932. Adding these required courses to the MSN to PhD curriculum will enhance the scholarly competence of these students. In addition, we are requesting the addition of a new required course, NGR 7812 Advanced Study Design and Methods, which will add needed methods content to the curriculum. The new plans of study will align early doctoral curriculum among the different PhD tracks while addressing student-requested course offerings. Making changes to the course content in NGR 7115 and NGR 7123 will improve the delivery of foundational doctoral content to foster student development early in the curriculum. The new plan of study will also position qualitative methodology earlier in the curriculum. PhD students will no longer be required to take NGR 7892 Healthcare System and Policy, but it will be available as an elective or supporting course if desired.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational	

Description Chart- this will import.*

College: Nursing	**Degree:** PhD
Department: Nursing	**Option:** Dissertation
Program Websites: http://www.nursing.ucf.edu/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Program Description

The Doctor of Philosophy program in Nursing is designed to prepare students for positions as nursing faculty members, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in healthcare systems, and scientists who contribute to the body of nursing knowledge through their research.

The doctoral program in Nursing prepares nurse scholars to possess a body of knowledge about theory, processes, and methods of inquiry in the discipline of nursing. The program allows students to contribute to disciplinary and interdisciplinary knowledge in nursing and healthcare on the basis of sound conceptual, methodological, and ethical decision-making.

Program Outcomes

At the completion of the PhD in Nursing Program, graduates will be able to:

Conduct research to generate a body of knowledge and test theories that advance nursing science.

Develop a program of scholarship that integrates research, teaching, leadership, and service to the profession.

Contribute to interdisciplinary solutions that advance health care in a global society.

For information on how this program may prepare you for professional licensure, please visit the program website.

Please note: Nursing (PhD) may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

Program Tracks

Nursing PhD, BSN to PhD Track ►

Curriculum

For the Nursing PhD, total graduate credit must equal or exceed 72 credit hours. Students take 39 credit hours of required courses that focus on foundation knowledge development and research methods, 15 dissertation credit hours, and 9 credit hours of electives allowing students to gain additional expertise in the area chosen for their dissertation. Details about this program are located in the Nursing PhD Handbook.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Students in the Nursing PhD program must complete all course work with GPA of 3.0 ("B") or better, a satisfactory dissertation and defense of dissertation.

dissertation.

Required Courses—39 Credit Hours

Foundation Areas—9 Credit Hours

NGR 7115 Philosophical and Theoretical Foundations of Nursing Science

NGR 7123 Concept Development in Nursing

NGR 7952 Scientific Writing for Nurses and Healthcare Professionals

Research Methods—30 Credit Hours

NGR 7815 Qualitative Methods in Nursing Research and Healthcare I

NGR 7916 Research Grants Process and Proposal Writing

NGR 7817 Quantitative Methods for Nursing and Healthcare I

[After]

NGR 7818 Quantitative Methods for Nursing and Healthcare II

[Right] or

NGR 7808 Qualitative Methods in Nursing and Healthcare II

[After]

NGR 7932 Nursing Research Grants Process and Proposal Writing

NGR 7807 Research Approaches and Designs for Nursing and Healthcare

NGR 7812 Advanced Study Design and Methods

NGR 7823 Psychometrics and Measurement for Nursing Research

NGR 7919 DOCTORAL RESEARCH

[After] **6 credits**

NGR 7919 - Doctoral Research 3 credit hour course take two times for a total of **6 Credit Hours**

Elective Courses—9 Credit Hours Minimum

The supporting course work is designed to permit students to gain additional expertise and knowledge in the area chosen for the dissertation. These courses may vary from student to student depending upon individual needs or objectives. Course selection should be influenced by the following criteria:

Increase in understanding of the phenomenon of interest
Increase in understanding of specific methodologies or analytical techniques relevant to the student's dissertation.
Exposure to experiences relevant to the phenomenon of interest or methodological elements relevant to the student's dissertation.

The UCF College of Nursing strongly encourages all PhD students to actively seek out interdisciplinary supporting courses including those offered by other disciplines. All supporting courses must be approved by the student's faculty adviser or dissertation committee chairperson.

Dissertation Research—15 Credit Hours Minimum

The dissertation research addresses the design and conduct of research that advances nursing science. Students conduct the dissertation in areas of faculty interest and expertise. Students are required to complete at least 15 credit hours of dissertation and are required to register for 3 credit hours of dissertation each semester until they complete the degree requirements.

NGR 7980 - Dissertation Research 15 Credit Hours

Doctoral Research

The course NGR 7919 Doctoral Research is designed for students to gain research experience with a faculty researcher. Students must obtain permission from the faculty member before registering for this course and complete the College of Nursing doctoral research form. The purpose of this course is for students to have an experience with research in addition to that of the dissertation. This course is not to be used as a pilot study for the student's dissertation.

Admission to Candidacy and Examinations

The process for candidacy will start with the appointment of the full dissertation advisory committee including the external member. The Candidacy Examination has both written and oral components. When these are completed successfully, the student becomes a doctoral candidate and is eligible to enroll in dissertation credits. When candidacy status is obtained, the student must enroll in at least three-semester credits of dissertation credit each semester until successful oral defense of the dissertation is made and all graduation requirements are completed. The university requires a minimum of 15 dissertation credits. Post-candidacy status is subject to the rules and regulations of the University of Central Florida Graduate Catalog.

The following are required to enroll in dissertation hours. Evidence that items have been completed must be received by the UCF Graduate College on the Friday before the first day of classes for those who wish to enroll in dissertation hours in that semester:

- **Completion of all coursework, except for dissertation hours.**
- **Successful completion of the candidacy examination.**
- **The dissertation advisory committee is formed, consisting of approved graduate faculty, graduate faculty scholars, and the approved external member.**
- **Submittal of an approved program of study (should be finalized by the student's third semester).**

Equipment Fee

Full-time students in the Nursing PhD program pay a $90 equipment fee each semester that they are enrolled. Part-time students pay $45 each semester.

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

For information on general UCF graduate admissions requirements that

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A Master's and a Bachelor's Degree in nursing from an accredited institution or the equivalent.
- Licensure as a Registered Nurse in the state of Florida. (Does not apply to international applicants).
- Official, competitive GRE score taken within the last five years.
- An essay of no more than 500 words addressing goals for doctoral study to knowledge development for Nursing.
- A personal interview.
- Research interests that match faculty expertise.
- Resume/Curriculum Vitae which reflects prior education, recent clinical accomplishments, any scholarly work (publications and presentations), and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
- Three letters of recommendation evaluating the potential for doctoral study preferably by nursing instructors, nurse employers or nurses with advanced degrees.

The College of Nursing accepts the most qualified students based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with the applicant's career goals. Students are admitted to the program in the summer for the program of study.

The College of Nursing has implemented a database, LEAP*RN to manage information regarding student coursework and plans of study, clinical placements, and all evaluation data. This database will assist us in maintaining the standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. All students will be responsible for a one time subscription payable directly to LEAP*RN. Holds will be placed on registration and enrollment if the subscription cost is not paid.

Please call the College of Nursing Graduate Office (407) 823-0133 to speak with a doctoral adviser to discuss your goals for doctoral study. It would be very advantageous to discuss the program before you write your essay in the admission application.

Application Deadlines

Nursing PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Feb 15	Mar 1		
International Applicants		Nov 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

Donna Felber Neff PhD, RN, FNAP

Professor

donna.neff@ucf.edu

Telephone: 407-823-5489

UTWR 465

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://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

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

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

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

program, track, or certificate?*	
If yes, how will current students be impacted by this change?	Current students may opt to stay in their current plan of study or adopt the new curriculum.

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.	MSN prepared nurses seeking a PhD in Nursing.

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	**Source of funds:**

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

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7850
Program Type	Doctoral
Degree Type	Doctor of Philosophy
Status*	(•) Active-Visible ( ) Inactive-Hidden

University of Central Florida

College of Nursing

Faculty List

Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Christa Cook, PhD, RN, PHNA-BC
Joellen Edwards, PhD, RN, FAAN
Sandra Galura, PhD, RN, CCRP
Victoria Loerzel, PhD, RN, OCN
Donna Felber Neff, PhD, RN, FNAP
Mary Lou Sole, PhD, RN, CCNS, CNL, FAAN, FCCM
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE

College of Nursing
12201 Research Parkway #300 • Orlando, FL 32826 • 407-823-2744 • FAX 407-823-5675

An Equal Opportunity and Affirmative Action Institution

College of Nursing - Graduate Program Revision - Nursing PhD, BSN to PhD Track ▶

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Systems

Unit(s) Housing Program:

Type of Action:* [x] Program [ ] Track [ ] Certificate

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

Name of program, track and / or certificate:*	Nursing PhD, BSN to PhD Track ►
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	NGR 7115 course revision NGR 7123 course revision NGR 7812 course addition
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	The College of Nursing PhD Curriculum Committee thoroughly reviewed the curriculum requirements of the BSN to PhD program and discovered needed changes that are being requested. The totality of these changes will foster higher level collaborative scholarly activities between students and faculty. The request includes removing NGR 7805, 7806, and 7939 Doctoral Scholarship and Seminar courses, whose content is being integrated into other courses, and replacing those with electives. Adding two additional required elective courses to the BSN to PhD curriculum will provide BSN to PhD students with increased opportunities to explore interdisciplinary learning experiences. In addition, we are requesting the addition of a new required course, NGR 7812 Advanced Study Design and Methods, which will add needed methods content to the curriculum. The new plans of study will align early doctoral curriculum among the different PhD tracks while addressing student-requested course offerings. Making changes to the course content in NGR 7115 and NGR 7123 will improve the delivery of foundational doctoral content to foster student development early in the curriculum. The new plan of study will also position qualitative methodology earlier in the curriculum. PhD students will no longer be required to take NGR 7892 Healthcare System and Policy, but it will be available as an elective or supporting course if desired.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions

proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** PHD
Department: Nursing	**Option:** Dissertation
Program Websites: https://nursing.ucf.edu/admissions/graduate-programs/index	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Doctor of Philosophy program in Nursing is designed to prepare students for positions as nursing faculty members, leaders in the application of innovative technologies to nursing education and clinical care, executive leaders in healthcare systems, and scientists who contribute to the body of nursing knowledge through their research. The BSN to PhD track is designed to support students in completing the PhD in a timely fashion to provide for a longer research career.

The doctoral program in Nursing prepares nurse scholars to possess a body of knowledge about theory, processes, and methods of inquiry in the discipline of nursing. The program allows students to contribute to disciplinary and interdisciplinary knowledge in nursing and healthcare on the basis of sound conceptual, methodological, and ethical decision-making. Students in the BSN to PhD track will have focused support in grant writing for programs such as the National Research Service Award (NRSA). Although courses will be offered online, students will be

required to be on-campus to work with a faculty reseacher.

Program Outcomes

At the completion of the PhD in Nursing Program, graduates will be able to:

Conduct research to generate a body of knowledge and test theories that advance nursing science.

Develop a program of scholarship that integrates research, teaching, leadership, and service to the profession.

Contribute to interdisciplinary solutions that advance health care in a global society.

For information on how this program may prepare you for professional licensure, please visit the program website.

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.

Curriculum

The Nursing BSN to PhD program requires a minimum of 72 credit hours beyond a bachelor's degree in Nursing. This program includes 39 credit hours of required courses that focus on foundation knowledge development and research methods, 15 dissertation credit hours, and 18 credit hours of electives allowing students to gain additional expertise in the area chosen for their dissertation. Details about this program are located in the Nursing PhD Handbook.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Students in the Nursing BSN to PhD program must complete all course work with GPA of 3.0 ("B") or better, a satisfactory dissertation and defense of dissertation.

Required Courses—42 Credit Hours

Foundation Areas—9 Credit Hours

NGR 7952 Scientific Writing for Nurses and Healthcare Professionals

NGR 7115 Philosophical and Theoretical Foundations of Nursing Science

NGR 7123 Concept Development in Nursing

Research Methods—33 Credit Hours

NGR 7807 Research Approaches and Designs for Nursing and Healthcare

NGR 7815 Qualitative Methods in Nursing Research and Healthcare I

NGR 7817 Quantitative Methods for Nursing and Healthcare I

[After]

NGR 7818 Quantitative Methods for Nursing and Healthcare II

[Right] or

NGR 7808 Qualitative Methods in Nursing and Healthcare II

[After]

NGR 7812 Advanced Study Design and Methods

NGR 7823 Psychometrics and Measurement for Nursing Research

NGR 7916 Research Grants Process and Proposal Writing

NGR 7932 Nursing Research Grants Process and Proposal Writing

NGR 7919 DOCTORAL RESEARCH

[After] **9 credits**

NGR 7919 - Doctoral Research **3 Credit Hours** (9 Credit Hours; 3 credit hours taken three times)

Elective Courses—15 Credit Hours Minimum

Students must take three classes (9 credit hours) of supporting course work. The supporting course work is designed to permit students to gain additional expertise and knowledge in the area chosen for the dissertation. These courses may vary from student to student depending upon individual needs or objectives. Course selection should be influenced by the following criteria:

- **Increase in understanding of the phenomenon of interest**
- **Increase in understanding of specific methodologies or analytical techniques relevant to the student's dissertation.**
- **Exposure to experiences relevant to the phenomenon of interest or methodological elements relevant to the student's dissertation.**

The UCF College of Nursing strongly encourages all PhD students to actively seek out interdisciplinary supporting courses including those offered by other disciplines.

In addition to supporting courses, students will select three elective courses to broaden their knowledge in a general topical area for a total of 9 credit hours.

All elective and supporting courses must be approved by the student's faculty adviser or dissertation committee chairperson.

Dissertation Research—15 Credit Hours Minimum

The dissertation research addresses the design and conduct of research that advances nursing science. Students conduct the dissertation in areas of faculty interest and expertise. Students are required to complete at least 15 credit hours of dissertation and are required to register for 3 credit hours of dissertation each semester until they complete the degree requirements.

NGR 7980 - Dissertation Research 15 Credit Hours

Doctoral Research

The course NGR 7919 Doctoral Research is designed for students to gain research experience with a faculty researcher. Students must obtain permission from the faculty member before registering for this course and complete the College of Nursing doctoral research form. The purpose of this course is for students to have an experience with

research in addition to that of the dissertation.

Admission to Candidacy and Examinations

The process for candidacy will start with the appointment of the dissertation advisory committee. The Candidacy Examination has both written and oral components. When these are completed successfully, the student becomes a doctoral candidate and is eligible to enroll in dissertation credits. When candidacy status is obtained, the student must enroll in at least three-semester credits of dissertation credit each semester until successful oral defense of the dissertation is made and all graduation requirements are completed. The university requires a minimum of 15 dissertation credits. Post-candidacy status is subject to the rules and regulations of the University of Central Florida Graduate Catalog.

Students are required to complete the following prior to scheduling their candidacy examination:

- **Submittal of an approved program of study (should be finalized by the student's third semester).**
- **Completion of all coursework, except for dissertation hours.**
- **The dissertation advisory committee is formed, consisting of approved graduate faculty and graduate faculty scholars.**

Following successful completion of the candidacy examination, the student may enroll in dissertation hours. Evidence that items have been completed must be received by the Graduate College on the Friday before the first day of classes for those who wish to enroll in dissertation hours in that semester.

Equipment Fee

Full-time students in the Nursing PhD program pay a $90 equipment fee each semester that they are enrolled. Part-time students pay $45 each semester.

Independent Learning

The dissertation satisfies the independent learning experience.

Application Requirements

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

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

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **A Bachelor's Degree in nursing from an accredited institution or the equivalent.**
- **Licensure as a Registered Nurse in the state of Florida. (Does not apply to international applicants).**
- **Official, competitive GRE score taken within the last five years.**
- **An essay of no more than 500 words addressing goals for doctoral study to knowledge development for Nursing.**
- **A personal interview.**
- **Research interests that match faculty expertise.**
- **Resume/Curriculum Vitae which reflects prior education, recent clinical accomplishments, any scholarly work (publications and presentations), and activities with professional organizations. For recent graduates, this can include accomplishments as a student.**
- **Three letters of recommendation evaluating the potential for doctoral study preferably by nursing instructors, nurse employers or nurses with advanced degrees.**

The College of Nursing accepts the most qualified students based on evaluations of the applicant's abilities, past performance, recommendations and match of UCF programs with applicant's career goals. Students are admitted to the program in the summer for the program of study.

The College of Nursing has implemented a database, LEAP*RN to manage information regarding student coursework and plans of study, clinical placements, and all evaluation data. This database will assist us in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. All students will be responsible for an annual subscription for a fee payable directly to LEAP*RN. Holds will be placed on registration and enrollment if the

subscription cost is not paid.

Please call the College of Nursing Graduate Office (407) 823-0133 to speak with a doctoral adviser to discuss your goals for doctoral study. It would be very advantageous to discuss the program before you write your essay in the admission application.

Application Deadlines

BSN to PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Mar 1		
International Applicants		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.

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Contact Info

Graduate Program

Donna Felber Neff PhD, RN, FNAP

Professor

donna.neff@ucf.edu

Telephone: 407-823-5489

UTWR 465

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

If yes, state the name of the

program or track where students are currently enrolled and attach a list of students if possible:	

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

If yes, how will current students be impacted by this change?	Current students will have the option to continue in their existing plan of study or change to the new curriculum.

Future Students

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

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

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7851
Program Type	Doctoral

University of Central Florida

College of Nursing

Faculty List

Susan K. Chase, EdD, FNP-BC, FNAP
Norma E. Conner, PhD, RN
Christa Cook, PhD, RN, PHNA-BC
Joellen Edwards, PhD, RN, FAAN
Sandra Galura, PhD, RN, CCRP
Victoria Loerzel, PhD, RN, OCN
Donna Felber Neff, PhD, RN, FNAP
Mary Lou Sole, PhD, RN, CCNS, CNL, FAAN, FCCM
Steven Talbert, PhD, RN
Ladda Thiamwong, PhD, RN
Michele Upvall, PhD, RN, CNE

College of Nursing
12201 Research Parkway #300 • Orlando, FL 32826 • 407-823-2744 • FAX 407-823-5675

An Equal Opportunity and Affirmative Action Institution

College of Nursing - Graduate Program Revision - Nursing Practice DNP, Adult-Gerontology Acute Care Nurse Practitioner Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [x] Program [ ] Track [ ] Certificate

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

Name of program, track and / or certificate:*	Nursing Practice DNP, Adult-Gerontology Acute Care Nurse Practitioner Track
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	This proposal is requesting to remove NGR 7748L Advanced Clinical Practice Selectives (2 credit hours/120 clinical hours) due to lack of clinical placement sites and contract difficulties. This course was originally designed for post-MSN students to allow them to extend their clinical expertise and knowledge related to their current primary care practice. We will be replacing clincial hours with NGR 6063L (2 credit hours/120 clincial hours). NGR 7748L will still be available as an elective for students who need additional clinical hours. This proposal is requetsing to replace NGR 7748L with NGR 6063L Advanced Skills for the Management of Illness and Injuries (2 credit hours/120 clincial hours). This course will provide students the opportunity to practice advanced skills which they don't always have the chance to perform or demonstrate at all clinical sites. These skills will be practiced in a simulated lab setting using dedicated lab time to accomplish teaching and learning these skills. All course time will be spent in the lab. This curriculum change was approved by the CON MSN/DNP Curriculum Committee and approved by the full Faculty Assembly on October 15, 2019. In addition, admission requirement changes are requested. These changes include the addition of an ACLS requirement and edits to the essay questions. These changes were approved at the CON MSN/DNP Curriculum committee and also approved at the Nursing Practice Department meeting on November 19, 2019.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** DNP
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Doctor of Nursing Practice (DNP) program in the Adult-Gerontology Acute Care Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

The Adult-Gerontology Acute Care Nurse Practitioner Track prepares the advanced practice nurse to care for patients with medically complex stable and unstable acute, critical and chronic illnesses across care settings ranging from hospitals to subacute, ambulatory care, clinic and home care environments at the DNP level, incorporating DNP essentials

in practice with a culminating DNP project.

Graduates of this program are eligible to sit for the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) National Board Certification Examination offered by the American Nurses Credentialing Center or the Acute Care Nurse Practitioner-Adult Gerontology (ACNP-AG) National Board Certification Examination offered by the American Association of Critical Care Nurses. For more information on how this program may prepare you in that regard, please visit https://nursing.ucf.edu/academics/doctoral-degrees/agacnp-dnp/#faqs.

Program Objectives

The objectives of the DNP program are to prepare graduates to:

- **Critically analyze complex clinical situations and practice systems and disseminate findings.**
- **Assume leadership roles in the development of clinical practice models, health policy and standards of care.**
- **Develop practice models that support diagnostic reasoning skills and clinical judgment through the use of the evidence-based practice.**
- **Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.**
- **Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and healthcare systems.**
- **Design, implement, and evaluate comprehensive care models for populations and/or systems and disseminate findings.**

Curriculum

The DNP Adult-Gerontology Acute Care Nurse Practitioner track requires a minimum of 76 credit hours beyond the baccalaureate degree. The curriculum includes 41 credits of core courses shared with other DNP tracks, 12 credits of APN core and 23 credits of specialty courses. A total of 1,080 practicum hours are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific

foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides

analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are in the Advanced Practice DNP Handbook.

Total Credit Hours Required: 75 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisite Courses—9 Credit Hours

Students with a bachelor's degree in a discipline other than nursing will be required to take the following courses prior to taking required program courses. Consistent with graduate nursing program policies, courses must be completed with a grade of 'B' or better.

NUR 3805 - Dimensions of Professional Practice 3 Credit Hours

NUR 4637 - Public Health Nursing 3 Credit Hours

NUR 3165 - Nursing Research 3 Credit Hours

Advanced Practice Core Courses—12 Credit Hours

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab

NGR 5141 Pathophysiological Bases for Advanced Nursing Practice

NGR 5638 Health Promotion

NGR 6172 Pharmacology for Advanced Nursing Practice

Specialty Courses: Adult-Gerontology Acute Care Nurse Practitioner—23 Credit Hours

NGR 6210 Adult-Gerontology Acute Care Nurse Practitioner I

NGR 6230L Diagnostics and Skills for the Critically Ill

[Right] (120 clinical hours)

NGR 6211 Adult-Gerontology Acute Care Nurse Practitioner II

NGR 6211L Adult-Gerontology Acute Care Nurse Practitioner II Clinical

[Right] (180 clinical hours)

NGR 6175 Critical Care Pharmacology

NGR 6212 Adult-Gerontology Acute Care Nurse Practitioner III

NGR 6212L Adult-Gerontology Acute Care Nurse Practitioner III Clinical

[Right] (180 clinical hours)

NGR 6215L Adult-Gerontology Acute Care Nurse Practitioner Practicum

[Right] (180 clinical hours)

DNP Core Courses—41 Credit Hours

NGR 5800 Theory for Advanced Practice Nursing

NGR 6801 Research Methods

NGR 6874 Nursing Environment Management

NGR 7673 Epidemiology Principles in Advanced Practice Nursing

NGR 7793 Leadership and Economics in Advanced Practice Nursing

NGR 7827 Concepts, Measurement, and Data Management

NGR 7820 Innovative Technologies in Healthcare

NGR 7892 Healthcare Systems and Policy

NGR 7855C Evidence-Based Practice Development for DNP

NGR 7065 Advanced Clinical Management for Advanced Practice Nursing

[Right] (120 clinical hours)

NGR 7911C Doctoral Project I

[Right] (60 clinical hours)

NGR 7912C Doctoral Project 2

[Right] (120 clinical hours)

NGR 7913 Doctoral Project 3

NGR 6063C Advanced Skills for the Management of Illness and Injuries

DNP Project

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

- **Translate research into practice and evaluate outcomes**
- **Quality improvement (care processes, continuity of care, patient outcomes)**
- **Implement and evaluate evidence-based practice guidelines**
- **Analyze policy: develop, implement, evaluate or revise policy**
- **Design and use databases to retrieve information for decision making, planning, evaluation**
- **Conduct financial analyses to compare care models and potential cost savings, etc.**
- **Design and evaluate new models of care**
- **Design and evaluate health promotion and disease prevention programs**
- **Assess integration of technology in care**

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below "B" are not acceptable in

continuation in the program. Grades of below "B" are not acceptable in the doctoral program in the College of Nursing. Students who do not

maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

All course work completed with a minimum grade of "B"

A satisfactory DNP Project

Clinical performance evaluated at a satisfactory level

A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
BSN degree from an accredited institution by program start date.*
Undergraduate Statistics course.
Official, competitive GRE score taken within the last five years.
Licensure as a registered nurse in the State of Florida by program start date. (Out of state applicants must be eligible

for licensure in Florida and must achieve RN licensure to begin clinical courses.)

Current certification as an advanced cardiac life support (ACLS) and basic life support (BLS) provider.
Address the following 3 items in a written essay. Responses to questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:

- **Describe how earning a Doctor of Nursing Practice in the track to which you applied will help you achieve your personal and professional goals.**
- **Explain those personal and professional experiences that have helped prepare you for doctoral study and your readiness for doctoral study at this time.**
- **The final DNP project focuses on implementation of an evidence-based change that impacts healthcare outcomes through direct or indirect care from a systems or population/aggregate focus. Describe an area of interest you believe could be improved through such a project.**

Curriculum Vitae: CV should reflect prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student
Requires 3 recommendations
An interview with faculty may also be required.

***For Students with an RN license and a Bachelor's degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu or 407-823-2744 for additional options.**

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Upon admission to the program student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

requirements to continue in the program.

The College of Nursing has implemented a database, LEAP*RN to manage information regarding student coursework and plans of study, clinical placements, and all evaluation data. This database will assist us in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. All students will be responsible for an annual subscription for a fee payable directly to LEAP*RN. Holds will be placed on registration and enrollment if the subscription cost is not paid.

Application Deadlines

Adult-Gerontology Acute Care Nurse Practitioner	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1		
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

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

Christopher Blackwell PhD

Associate Professor

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UTWR 453

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://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

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No
If yes, how will current students be impacted by this change?	All students who have not yet completed NGR 7748L will be required to take NGR 6063L instead.

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

Faculty List* ○ Attached ◉ Not Applicable

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

Administration Use Only

Catalog Ownership: College of Nursing

Program OID 7852

Program Type Doctoral

Degree Type Doctor of Nursing Practice

Status* ◉ Active-Visible ○ Inactive-Hidden

College of Nursing - Graduate Program Revision - Nursing Practice DNP, Adult-Gerontology Primary Care Nurse Practitioner Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [x] Program [ ] Track [ ] Certificate

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

Name of program, track and / or certificate:*	Nursing Practice DNP, Adult-Gerontology Primary Care Nurse Practitioner Track
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	This proposal is requesting to remove NGR 7748L Advanced Clinical Practice Selectives (2 credit hours/120 clinical hours) due to lack of clinical placement sites and contract difficulties. This course was originally designed for post-MSN students to allow them to extend their clinical expertise and knowledge related to their current primary care practice. We will be replacing clinical hours with NGR 6063L (2 credit hours/120 clincial hours). NGR 7748L will still be available as an elective for students who need additional clinical hours. This proposal is requesting to replace NGR 7748L with NGR 6063L Advanced Skills for the Management of Illness and Injuries (2 credit hours/120 clinical hours). This course will provide students the opportunity to practice advanced skills which they don't always have the chance to perform or demonstrate at all clinical sites. These skills will be practiced in a simulated lab setting using dedicated lab time to accomplish teaching and learning these skills. All course time will be spent in the lab. This curriculum change was approved by the CON MSN/DNP Curriculum Committee and approved by the full Faculty Assembly on October 15, 2019.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** DNP
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu/admissions/graduate-programs/dnp/index	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Doctor of Nursing Practice (DNP) program in the Adult/Gerontology Primary Care Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

The DNP Adult/Gerontology Primary Care Nurse Practitioner Track prepares students to care for primary care patients from adolescence through old age in primary care and home care settings, incorporating DNP essentials in practice with a culminating DNP project. Graduates of this program are eligible to sit for the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) National Board Certification Examination offered by the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center. For more information on how this program may prepare you in that regard, please visit https://nursing.ucf.edu/academics/doctoral-degrees/agpcnp-dnp/#faqs

dnp/#faqs.

Program Objectives

The objectives of the DNP program are to prepare graduates to:

Critically analyze complex clinical situations and practice systems and disseminate findings

Assume leadership roles in the development of clinical practice models, health policy and standards of care.

Develop practice models that support diagnostic reasoning skills and clinical judgment through the use of the evidence-based practice.

Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.

Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and healthcare systems.

Design, implement, and evaluate comprehensive care models for populations and/or systems and disseminate findings.

Curriculum

The DNP Adult/Gerontology Primary Care Nurse Practitioner track requires a minimum of 75 credit hours beyond the baccalaureate degree. The curriculum includes 42 credits of core courses shared with other DNP tracks, 12 credits of APN core and 18 credits of specialty courses. A total of 1,020 practicum hours are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are located in the Advanced Practice DNP Adult-Gerontology DNP Handbook.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisite Courses—9 Credit Hours

Students with a bachelor's degree in a discipline other than nursing will be required to take the following courses prior to taking required program courses. Consistent with graduate nursing program policies, courses must be completed with a grade of 'B' or better.

NUR 3805 - Dimensions of Professional Practice 3 Credit Hours

NUR 4637 - Public Health Nursing 3 Credit Hours

NUR 3165 - Nursing Research 3 Credit Hours

Advanced Practice Core Courses—12 Credit Hours

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab

[Right] (60 clinical hours)

NGR 5141 Pathophysiological Bases for Advanced Nursing Practice

NGR 5638 Health Promotion

NGR 6172 Pharmacology for Advanced Nursing Practice

Specialty Courses: Adult/Gerontology Nurse Practitioner—18 Credit Hours

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

NGR 6201 Adult I Primary Care

NGR 6240L Adult I Clinical for APNs

[Right] (180 clinical hours)

NGR 6202L Adult II Primary Care Clinical

[Right] (120 clinical hours)

NGR 6334 Women's Health for APNs

NGR 6263 Gerontologic Care for APNs

NGR 6263L Gerontologic Care Clinical for NPs

[Right] (120 clinical hours)

NGR 6248L Family Nurse Practitioner/Adult-Gero Nurse Practitioner Practice Practicum

[Right] (180 clinical hours)

DNP Core Courses—42 Credit Hours

The DNP courses serve to enhance the skill and science base of the graduate and strengthen the focus on research utilization. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency

NGR 5800 Theory for Advanced Practice Nursing

NGR 6801 Research Methods

NGR 6874 Nursing Environment Management

NGR 7065 Advanced Clinical Management for Advanced Practice Nursing

NGR 7673 Epidemiology Principles in Advanced Practice Nursing

[Right] (180 clinical hours)

NGR 7793 Leadership and Economics in Advanced Practice Nursing

NGR 7820 Innovative Technologies in Healthcare

NGR 7827 Concepts, Measurement, and Data Management

NGR 7855C Evidence-Based Practice Development for DNP

[Right] (60 clinical hours)

NGR 7892 Healthcare Systems and Policy

NGR 7911C Doctoral Project I

[Right] (60 clinical hours)

NGR 7912C Doctoral Project 2

[Right] (120 clinical hours)

NGR 7913 Doctoral Project 3

NGR 6063C Advanced Skills for the Management of Illness and Injuries

DNP Project

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

- **Translate research into practice and evaluate outcomes**
- **Quality improvement (care processes, continuity of care, patient outcomes)**
- **Implement and evaluate evidence-based practice guidelines**
- **Analyze policy: develop, implement, evaluate or revise policy**
- **Design and use databases to retrieve information for decision making, planning, evaluation**
- **Conduct financial analyses to compare care models and potential cost savings, etc.**
- **Design and evaluate new models of care**
- **Design and evaluate health promotion and disease prevention programs**
- **Assess integration of technology in care**

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below B are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

program.

Graduation Requirements

All course work completed with a minimum grade of "B"

A satisfactory DNP Project

Clinical performance evaluated at a satisfactory level

A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.
BSN degree from an accredited institution by program start date.*
Undergraduate Statistics course.
Official, competitive GRE score taken within the last five years.
Licensure as a registered nurse in the State of Florida by program start date. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)
Address the following 3 items in a written essay.
Responses to questions should not exceed 1 page, double-

spaced, 12 point Times New Roman font, and 1-inch margins:

- Describe how earning a Doctor of Nursing Practice in the track to which you applied will help you achieve your personal and professional goals.
- Explain those personal and professional experiences that have helped prepare you for doctoral study and your readiness for doctoral study at this time.
- The final DNP project focuses on implementation of an evidence-based change that impacts healthcare outcomes through direct or indirect care from a systems or population/aggregate focus. Describe an area of interest you believe could be improved through such a project.

Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
Requires 3 recommendations
An interview with faculty may also be required.

*For Students with an RN license and a Bachelor's degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Upon admission to the program, the student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

The College of Nursing has implemented a database, LEAP*RN to manage information regarding student coursework and plans of study, clinical placements, and all evaluation data. This database will assist us in maintaining the standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. All students will be responsible for an annual subscription for a fee payable directly to LEAP*RN. Holds will be placed on registration and enrollment if the subscription cost is not paid.

Application Deadlines

Adult-Gerontology Primary Care Nurse Practitioner	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1		
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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Contact Info

Graduate Program

Melanie Keiffer, DNP, APRN, ANP-BC, CNE

Assistant Professor

Melanie.Keiffer@ucf.edu

Telephone: 407-823-5463

UTWR 419

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://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

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

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

Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No
If yes, how will current students be impacted by this change?	All students who have not yet taken NGR 7748L will be required to complete NGR 6063L instead.

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7859
Program Type	Doctoral
Degree Type	Doctor of Nursing Practice

College of Nursing - Graduate Program Revision - Nursing Practice DNP, Advanced Practice Track ►

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [x] Program [ ] Track [ ] Certificate

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

Name of program, track and / or certificate:*	Nursing Practice DNP, Advanced Practice Track ►
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	This proposal is requesting to remove NGR 7748L Advanced Clinical Practice Selectives (3 credit hours/180 clinical hours) due to lack of clinical placement sites and contract difficulties. This course was originally designed for post-MSN students to allow them to extend their clinical expertise and knowledge related to their current primary care practice. We will be replacing clinical hours with NGR 7779C (3 credit hours/120 clincial hours). NGR 7748L will still be available as an elective for students who need additional clinical hours. This proposal is requetsing to replace NGR 7748L with NGR 7779C Program Development and Management for DNP (3 credit hours/120 clinical hours). This will provide additional DNP project management coursework including application of inquiry, critical thinking and strategic planning skills related to project planning, management, evaluation and dissemination. This curriculum change was approved by the CON MSN/DNP Curriculum Committee and approved by the full Faculty Assembly on October 15, 2019.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart	**College:** Nursing **Degree:** DNP

Description Chart- this will import.*

College: Nursing	Degree: DNP
Department: Nursing	
Program Websites: www.nursing.ucf.edu	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Doctor of Nursing Practice (DNP) program prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP Project.

Program Objectives

The objectives of the DNP program are to prepare graduates to:

Critically analyze complex clinical situations and practice systems and disseminate findings.

Assume leadership roles in the development of clinical practice models, health policy and standards of care.

Develop practice models that support diagnostic reasoning skills and clinical judgment through the use of the evidence-based practice.

Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.

Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and healthcare systems.

Design, implement, and evaluate comprehensive care models for populations and/or systems and disseminate findings.

This program DNP - Advanced Practice has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://nursing.ucf.edu/academics/doctoral-degrees/online-ap-dnp/#faqs.

Please note: Nursing (DNP) - Advanced Practice may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

Curriculum

For the Doctor of Nursing Practice (DNP), total graduate credit must equal or exceed 72 credit hours. Students take 27 credit hours of core courses, 9 credit hours of electives, and 6 credit hours of a DNP Project. The total clinical hours (including those hours accrued in the MSN degree) will be 1000. The total clinical hours noted in this curriculum are based on an MSN total of 500 hours. Actual hours may vary depending on a review of MSN program hours demonstrated on entry into the program. The core courses have been carefully constructed to incorporate the AACN competencies for DNP graduates. Details about this program are located in the Nursing DNP Handbook.

Total Credit Hours Required: 72 Credit Hours Minimum beyond

the Bachelor's Degree

Students will take course work that incorporates The Essentials of Doctoral Education for Advanced Nursing Practice [American Association of Colleges of Nursing (AACN), 2006]. The Essentials address the following:

- **Scientific underpinning for practice**
- **Organizational and systems leadership for quality improvement and systems thinking**
- **Clinical scholarship and analytical methods for evidence-based practice**
- **Information systems/technology and patient care technology for the improvement and transformation of health care**
- **Health care policy for advocacy in health care**
- **Inter-professional collaboration for improving patient and population health outcomes**
- **Clinical prevention and population health for improving the nation's health**
- **Advanced nursing practice**

DNP Core Courses—27 Credit Hours

The DNP core courses serve to enhance the skill and science base of the graduate and strengthen the focus on evidence-based practice. Safety and efficiency in health care systems is addressed and organizational and policy implications are emphasized within the context of care delivery. An emphasis is placed on evidence-based practice, state-of-the-art interventions and information fluency.

NGR 6874 Nursing Environment Management

NGR 7892 Healthcare Systems and Policy

NGR 7673 Epidemiology Principles in Advanced Practice Nursing

NGR 7065 Advanced Clinical Management for Advanced Practice Nursing

NGR 7855C Evidence-Based Practice Development for DNP

[Right] (60 clinical hours)

NGR 7827 Concepts, Measurement, and Data Management

NGR 7793 Leadership and Economics in Advanced Practice Nursing

NGR 7820 Innovative Technologies in Healthcare

NGR 7779C Program Development and Management for DNP

Electives—9 Credit Hours

Electives **9 Credit Hours**

DNP Project—6 Credit Hours

The DNP Project is the product of the culminating or comprehensive experience of an independent project that demonstrates application of advanced clinical and evidence-based practice. The DNP Project is guided and evaluated by an academic committee and is derived from the practice immersion experience (residency). It will serve as a foundation for future scholarly practice.

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

- **Translate research into practice and evaluate outcomes**
- **Quality improvement (care processes, continuity of care, patient outcomes)**
- **Implement and evaluate evidence-based practice guidelines**
- **Analyze policy: develop, implement, evaluate, or revise policy**
- **Design and use databases to retrieve information for decision making, planning, evaluation**
- **Conduct financial analyses to compare care models and potential cost savings, etc.**
- **Design and evaluate new models of care**
- **Design and evaluate health promotion and disease prevention programs**
- **Assess integration of technology in care**

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

NGR 7911C Doctoral Project I [Right] (60 clinical hours)

NGR 7912C Doctoral Project 2
[Right] (120 clinical hours)

Progress to Degree

Students are required to maintain a 3.0 grade point average. Grades below B are not acceptable in the doctoral program in the College of Nursing. Students who receive a grade of below B in any course are subject to dismissal from the DNP program and will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

All course work completed with a minimum grade of "B"
A satisfactory DNP Project
Clinical performance evaluated at a satisfactory level
A satisfactory public presentation of the DNP Project

Equipment Fee

Full-time students in the Nursing Practice DNP program pay a $90 equipment fee each semester that they are enrolled. Part-time students pay $45 each semester.

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.**
- **MSN degree in an APN specialty role or a post-MSN certificate (NP, CNS, CRNA, CNM) from an accredited institution.**
- **Advanced Registered Nurse Practitioner (ARNP) licensure in the State of Florida required. (Out of state applicants must be eligible for licensure in Florida and must achieve ARNP licensure to begin clinical courses.)**
- **Certification as an APN or ability to obtain it in the first semester of enrollment is required.**
- **Documentation of the number of clinical hours completed during master's program. Acceptable documents are license exam application form or the attached.**
- **A personal interview may be required with two members of the College of Nursing Doctoral Committee.**
- **Address the following 3 items in a written essay. Responses to all 3 questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:**
  - **Describe how earning a Doctor of Nursing Practice in the track to which you applied will help you achieve your personal and professional goals.**
  - **Explain those personal and professional experiences that have helped prepare you for doctoral study and your readiness for doctoral study at this time.**
  - **The final DNP project focuses on the implementation of an evidence-based change that impacts healthcare outcomes through direct or indirect care from a systems or population/aggregate focus. Describe an area of interest you believe could be improved through such a project.**
- **Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.**
- **Requires 3 recommendations**
- **Documentation of the number of clinical hours completed**

Documentation of the number of clinical hours completed during master's program. Acceptable documents are your

license exam application form completion of the Verification of Clinical Hours Form.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

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.

Upon admission to the program, student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

The College of Nursing uses a student information management system, LEAP*RN (Project Concert). This database houses information regarding plans of study, clinical placements, clinical hours, logs, and evaluation data to assist in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. Students will need to access LEAP*RN for clinical course requirements, course evaluations, and portfolios. Upon graduation, students will continue to have no-cost access to their information. All students will be responsible for a one-time subscription of $150 per degree program payable at https://secure.projectconcert.com/ucf and due prior to registering for first semester courses. If students register for courses prior to paying the subscription, a "hold" service indicator will be placed to prevent future enrollment and other progression functions.

Application Deadlines

Advanced Practice DNP	*Fall Priority	Fall	Spring	Summer
Domestic Applicants		May1	Oct 1	
International Applicants		Jan 15	Jul 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

Melanie Keiffer DNP, APRN, ANP-BC, CNE

Assistant Professor

melanie.keiffer@ucf.edu

Telephone: 407-823-5463

UTWR 419

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ 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?	All students who have not yet taken NGR 7748L will be required to take NGR 7779C instead.

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	**Source of funds:**

Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Attachments

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7855
Program Type	Doctoral
Degree Type	

College of Nursing - Graduate Program Revision - Nursing Practice DNP, Family Nurse Practitioner Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Nursing

Unit / Department / College:* Department of Nursing Practice

Unit(s) Housing Program:

Type of Action:* [x] Program [ ] Track [ ] Certificate

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

Name of program, track and / or certificate:*	Nursing Practice DNP, Family Nurse Practitioner Track
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	This proposal is requesting to remove NGR 7748L Advanced Clinical Practice Selectives (2 credit hours/120 clinical hours) due to lack of clinical placement sites and contract difficulties. This course was originally designed for post-MSN students to allow them to extend their clinical expertise and knowledge related to their current primary care practice. We will be replacing clincial hours with NGR 6063L (2 credit hours/120 clincial hours). NGR 7748L will still be available as an elective for students who need additional clinical hours. This proposal is requetsing to replace NGR 7748L with NGR 6063L Advanced Skills for the Management of Illness and Injuries (2 credit hours/120 clincial hours). This course will provide students the opportunity to practice advanced skills which they don't always have the chance to perform or demonstrate at all clinical sites. These skills will be practiced in a simulated lab setting using dedicated lab time to accomplish teaching and learning these skills. All course time will be spent in the lab. This curriculum change was approved by the CON MSN/DNP Curriculum Committee and approved by the full Faculty Assembly on October 15, 2019.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Nursing	**Degree:** DNP
Department: Nursing	
Program Websites: http://www.nursing.ucf.edu/admissions/graduate-programs/dnp/index	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Doctor of Nursing Practice (DNP) program in the Family Nurse Practitioner Track prepares nurses at the highest level of practice for the current health care environment based on a strong scientific foundation for practice; flexibility and emphasis on evidence-based practice, leadership, and organizational analysis; and analysis of the DNP project.

Upon completion of this program, students are eligible to sit for the Family Nurse Practitioner (FNP) National Board Certification Examination offered by the American Academy of Nurse Practitioners Certification Board or the American Nurses Credentialing Center. For more information on how this program may prepare you in that regard, please visit https://nursing.ucf.edu/academics/doctoral-degrees/fnp-dnp/#faqs.

Program Objectives

The objectives of the DNP program are to prepare graduates to:

Critically analyze complex clinical situations and practice systems.

Assume leadership roles in the development of clinical practice models, health policy and standards of care.

Develop practice models that support diagnostic reasoning skills and clinical judgment through the use of the evidence-based practice.

Analyze the social, economic, political, epidemiological and other scientific data to improve individual, aggregate and population health.

Demonstrate information fluency and advanced communication skills to lead quality improvement initiatives to improve patient care and healthcare systems.

Design, implement, and evaluate comprehensive care models for populations and/or systems and disseminate findings.

Curriculum

The DNP Family Nurse Practitioner Track allows requires a minimum of 74 credit hours beyond the baccalaureate degree. The curriculum includes 40 credit hours of core courses shared with other DNP tracks, 12 credits of APN core and 22 credits of specialty courses. A total of 1,020 practicum hours are required to earn the DNP. The program prepares nurses at the entry level for advanced practice for the current healthcare system based on a strong scientific foundation for practice; offers flexibility and emphasis on evidence-based practice, leadership and organizational analysis; and provides analytic, critical thinking and diagnostic reasoning skills to examine practice innovations involving completion of the residency project during the clinical residency courses. Details about this program are located in the Advanced Practice DNP Family Nurse DNP Handbook.

Total Credit Hours Required: 74 Credit Hours Minimum beyond the Bachelor's Degree

The DNP Project is related to advanced nursing practice and benefits a group, population or community rather than an individual patient. It addresses identified needs and builds on an evidence base. DNP projects may include but are not limited to:

Translate research into practice and evaluate outcomes

Quality improvement (care processes, continuity of care, patient outcomes)

Implement and evaluate evidence-based practice guidelines

Analyze policy: develop, implement, evaluate or revise the policy

Design and use databases to retrieve information for decision making, planning, evaluation

Conduct financial analyses to compare care models and potential cost savings, etc.

Design and evaluate new models of care

Design and evaluate health promotion and disease prevention programs

Assess integration of technology in care

The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes. Additional examples of DNP projects can be found on the National Organization of Nurse Practitioner Faculty (NONPF) website under Practice Doctorate Resource Center.

Prerequisite Courses—9 Credit Hours

Students with a bachelor's degree in a discipline other than nursing will be required to take the following courses prior to taking required program courses. Consistent with graduate nursing program policies, courses must be completed with a grade of 'B' or better.

NUR 3805 - Dimensions of Professional Practice 3 Credit Hours

NUR 4637 - Public Health Nursing 3 Credit Hours

NUR 3165 - Nursing Research 3 Credit Hours

Advanced Practice Core Courses—12 Credit Hours

NGR 5003 Advanced Health Assessment and Diagnostic Reasoning

NGR 5003L Advanced Health Assessment and Diagnostic Reasoning Lab

[Right] (60 clinical hours)

NGR 5141 Pathophysiological Bases for Advanced Nursing Practice

NGR 5638 Health Promotion

NGR 6172 Pharmacology for Advanced Nursing Practice

Specialty Courses: Family Nurse Practitioner—22 Credit Hours

NGR 6201 Adult I Primary Care

NGR 6240L Adult I Clinical for APNs

[Right] (180 clinical hours)

NGR 6263 Gerontologic Care for APNs

NGR 6263L Gerontologic Care Clinical for NPs

[Right] (120 clinical hours)

NGR 6305 Pediatric Primary Care

NGR 6305L Pediatric Primary Care Clinical

[Right] (120 clinical hours)

NGR 6334 Women's Health for APNs

NGR 6342L Women's Health for APNs Clinical

[Right] (60 clinical hours)

NGR 6248L Family Nurse Practitioner/Adult-Gero Nurse Practitioner Practice Practicum

[Right] (180 clinical hours)

DNP Core Courses—40 Credit Hours

NGR 5800 Theory for Advanced Practice Nursing

NGR 6801 Research Methods

NGR 6874 Nursing Environment Management

NGR 7065 Advanced Clinical Management for Advanced Practice Nursing

NGR 7673 Epidemiology Principles in Advanced Practice Nursing

[Right] (60 clinical hours)

NGR 7793 Leadership and Economics in Advanced Practice Nursing

NGR 7820 Innovative Technologies in Healthcare

NGR 7827 Concepts, Measurement, and Data Management

NGR 7855C Evidence-Based Practice Development for DNP

[Right] (60 clinical hours)

NGR 7892 Healthcare Systems and Policy

NGR 7911C Doctoral Project I

[Right] (60 clinical hours)

NGR 7912C Doctoral Project 2

[Right] (120 clinical hours)

NGR 7913 Doctoral Project 3

NGR 6063C Advanced Skills for the Management of Illness and Injuries

Progress to Degree

Students are required to maintain a 3.0 grade point average. Students who receive a grade of below "B" in any course will be reviewed by the DNP Admissions, Progression and Graduation Committee for continuation in the program. Grades of below B are not acceptable in the doctoral program in the College of Nursing. Students who do not maintain a 3.0 GPA will be put on probation or dismissed from the program.

Graduation Requirements

All course work completed with a minimum grade of "B"

A satisfactory DNP Project

Clinical performance evaluated at a satisfactory level

A satisfactory public presentation of the DNP Project

Independent Learning

A DNP Project will be completed by all students in the DNP program. A scholarly project, derived from clinical practice, will be developed in depth with faculty supervision.

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.**
- **BSN degree from an accredited institution by program start date.***
- **Undergraduate Statistics course.**
- **Official, competitive GRE score taken within the last five years.**
- **Licensure as a registered nurse in the State of Florida by program start date. (Out of state applicants must be eligible for licensure in Florida and must achieve RN licensure to begin clinical courses.)**
- **Address the following 3 items in a written essay. Responses to questions should not exceed 1 page, double-spaced, 12 point Times New Roman font, and 1-inch margins:**
  - **Describe how earning a Doctor of Nursing Practice in the track to which you applied will help you achieve your personal and professional goals.**
  - **Explain those personal and professional experiences that have helped prepare you for doctoral study and your readiness for doctoral study at this time.**
  - **The final DNP project focuses on implementation of an evidence-based change that impacts healthcare outcomes through direct or indirect care from a systems or**

population/aggregate focus. Describe an area of interest you believe could be improved through such a project.

Curriculum Vitae which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), awards, additional certifications, and activities with professional organizations. For recent graduates, this can include accomplishments as a student.
Requires 3 recommendations
An interview with faculty may also be required.

*For Students with an RN and a Bachelor's degree in a discipline other than nursing, please contact the College of Nursing Graduate Office at gradnurse@ucf.edu for additional options.

Before submitting your application, it is recommended that applicants call the College of Nursing Graduate Office at 407-823-2744 to schedule an appointment with a DNP adviser to discuss your goals for doctoral study. It is advantageous to discuss the program before writing the required essay because the essay must address your goals for doctoral-level preparation for advanced nursing practice.

Upon admission to the program student will be required to complete FDLE/FBI fingerprinting and certified background checks, and health screening. Students must be able to meet clinical partner background requirements to continue in the program.

The College of Nursing has implemented a database, LEAP*RN to manage information regarding student coursework and plans of study, clinical placements, and all evaluation data. This database will assist us in maintaining standards required for CCNE accreditation, facilitate student progression, and enhance clinical tracking. All students will be responsible for an annual subscription for a fee payable directly to LEAP*RN. Holds will be placed on registration and enrollment if the subscription cost is not paid.

Application Deadlines

Family Nurse Practitioner	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1		
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships				

should apply by the Fall Priority date.

Financials

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

Fellowships

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

Contact Info

Graduate Program

Melanie Keiffer, DNP, APRN, ANP-BC, CNE

Assistant Professor

melanie.keiffer@ucf.edu

Telephone: 407-823-5463

UTWR 419

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://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

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No
If yes, how will current students be impacted by this change?	All students who have not yet taken NGR 7748L will be required to complete NGR 6063L instead.

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	College of Nursing
Program OID	7857
Program Type	Doctoral
Degree Type	Doctor of Nursing Practice
Status*	◉ Active-Visible ○ Inactive-Hidden

GCCC Agenda 1-8-20

Committee	Graduate Curriculum Committee
Notes	
Total Proposals	105

College of Arts and Humanities - Grad Course Addition - CRW 6023 Multi-Genre Workshop

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of English

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

Full Title:* Grad Course Addition - CRW 6023 Multi-Genre Workshop

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Terry Thaxton, Rochelle Hurt, Jocelyn Bartkevicius, Lisa Roney

Department Chair Phone Number:* 407-823-5596

Dept Chair Email* trey.philpotts@ucf.edu

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

Prefix:* CRW

Number:* 6023

Course Title:* Multi-Genre Workshop

30 Character Abbreviation:* Multi-Genre Workshop

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

Course Description (25 word limit)* Examination of two or more genres with an emphasis on the development of individual styles, writing and revising and preparing for publication.

Grading Scheme:* ABCDF

Prerequisite(s): Admissions to the MFA Creative Writing Program or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2

Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	4

Term of Offering

When will the course be offered?

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?* ○ Yes ◉ No

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

Justification for Course Addition

What is the rationale for adding this course?* Currently we offer CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction). This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). This course will focus on the writing of at least two different genres, which allows our students to develop their skills and to produce material that will eventually be used in their creative thesis.

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

What will be the source of students?* MFA Creative Writing students, non-degree seeking students, advanced undergraduates

What is the estimated annual enrollment?* 30

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

Detail Discussion None

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses.

Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set

forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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

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

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	

Advanced Graduate Multi-Genre Workshop

Poetry and Creative Nonfiction

Professor Terry Thaxton

SPRING 2021

COURSE INFORMATION

Advanced Graduate Workshop (Poetry & Nonfiction)

CRW 6023.0002

Semester: Spring 2018

Credit Hours: 3

UCF Course ID #: 10774

Meeting Day/Time/Location: Mondays & Wednesdays, 6-7:15PM, Colbourn Hall 203

Course Prerequisites: Admission to CRW MFA or Consent of Instructor

Course Description (UCF Catalog): Writing and revising in one established form. Advanced Graduate Workshop may be taken 5 times (for a total of 15 hours) in order to produce a book length manuscript (fiction, poetry, or other genre). May be used in degree program a maximum of 5 times.

Course Description for this Section: In this section of Advanced Graduate Writing Workshop, we will push boundaries with our writing in form or content, or both. As writers, we should always be taking risks in our writing. Rather than perfecting your (already) unique voice, polishing elements of craft you use all the time, staying rutted in your tried-and-true structure/form, we will be finding ways to take your writing to a new level. We will also actively participate in hybrid and experimental forms of both poetry and nonfiction.

We meet together twice a week, on Mondays and Wednesdays. Most of that time will be devoted to workshop in which we'll discuss the poems and essays you write during the term. Each student will have two complete workshops.

I aim to organize our workshop sessions in such a way that we have time to not only critique each other's work, but to also experiment with a range of forms and content, we will steal each others' work, we will do with our pieces what children might do with Play-Doh.

Although there are no formulas or rules to follow to write well, we will establish some guidelines and discuss the qualities most often present in good writing, for instance–clarity, honesty,

significance, control of diction, an attention to the sound of words, the effective use of figurative language, and the use of concrete and specific language.

Course Objectives: This course is based on the philosophy that writers learn from other writers--the other writers in this class as well as writers who have left us their work, writers who are publishing now, other teachers, etc. The objectives (what you will accomplish) include:

- Raise your writing to the level of book publication.
- Develop your editing skills and your ability to articulate the effectiveness of techniques in your own writing and the writing of others.
- Articulate your artistic process, and experiment with various approaches and products.
- Critically reflect on the process of creating and critiquing.
- Write all the time.

Required Texts: We will not have a common text. I will often have handouts or require you to read online resources.

You will be **required** to print out manuscripts of everyone in the class for our face-to-face workshop meetings. You may print on recycled paper or front and back, but you may not change the formatting. Be prepared for the cost of this requirement

CONTACT INFORMATION

Professor: Terry Thaxton

Office: Colbourn Hall, 411-I

Office Hours: Mondays & Wednesdays, 5:00-6:00

I will also be in my office most of the day on Mondays and Wednesdays, but other than the hour prior to class, please make an appointment with me.

Phone: 407-823-2112

Email: Terry.Thaxton@ucf.edu

E-mail and Phone Messages: I do not check my email every second. However, barring hurricanes and other natural and unnatural disasters, I tend to check email quite regularly. You should not expect a response in less than 24 hours. For email regarding this class, please use Canvas email. This helps me keep my life organized, and for a writer, finding ways to organize is paramount. I will *not* respond to course queries via Facebook or other social media.

POLICIES

Assignments/Requirements/Grades

%	Assignment
5	Semester Goal Statement and Mid-Term Self-Evaluation & Peer Assessment
25	Workshop Manuscripts (2 workshops per student)
20	Weekly Writing Project
20	Participation in Workshop and Narrative Critique for each Manuscript
30	Final Portfolio (Revision of one workshop manuscript or Weekly Writing Project, Final Progress Report, and Assessment of Peers' Critiques)
100	TOTAL

Grading Scale:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F 59 and below.

Assignment Details

Semester Goals (Academic Assignment Activity): All UCF faculty members are required to document students' academic activity at the beginning of each course. You will write a Goal Statement that includes what you anticipate writing, what you hope to gain from this class, and what you aim to accomplish as a workshop participant.**This is due Friday of the first week.**

Workshop Manuscripts: We will be able to workshop each person twice. For each of your two workshops, you will submit either 2 poems, 2 flash nonfiction pieces (500-1000 words), or 1 essay.

Weekly Writing Project: Due each Sunday by 11:59PM is either a 750 word essay or a single poem (only poets in the program may choose the poem option) in which you describe something that you do not want to forget in your next life.

Participation in Workshop & Narrative Critiques: The purpose of the workshop is twofold: 1) to provide you with feedback on your writing so that you will know where you have succeeded and where the poem needs more work, and 2) to enhance your understanding of writing through detailed discussion of the elements of poetry and creative nonfiction.

The workshop is not a place to satisfy your need for approval. At the same time, a poem or essay that does not succeed is not a comment on your life. Poems and nonfiction by their nature are often very personal, and to write well one must care deeply about the subject matter. But when the workshop discussion begins, you need to distance yourself from that intimate connection, listen carefully, and focus on the piece as art, not your feelings about it.

You should approach each piece respectfully. Read poems several times and read them aloud. Read the work at least twice before coming to the workshop table. Don't worry so much about hurting someone's feelings that you don't say what you mean. But be tactful—choose your words with care. Your comments should be focused on the work and you should not include personal notes to the author.

You should make marginal comments as well as an "narrative response." Usually the marginalia gives you a chance to make specific suggestions and corrections. The narrative response gives you a chance to discuss more global issues.

Thoughtful, constructive participation in class discussions is not the same thing as saying a lot of the same thing. It is easy to get into a rut of criticism; i.e. saying the same thing about every poem or every essay or saying the stereotypical critique. Your critiques must reach a level of professionalism. Please use this website as a handy tool for ways to look at writing: http://theliterarylink.com/closereading.html

I'd like to hear comparisons in our workshops of established writers with the poems and essays we're workshopping in class.

Final Portfolio: Your final portfolio should include the following:

- Cover letter. Review your proposal and your self-critiques, and describe your growth and progress as a writer, specifically as it relates to the portfolio.
- Revision of one essay or two poems you presented for workshop or a revision of the entire Weekly Writing assignments.
- Assessment of Peer Critiques on your work.

Format for Assignments

Essays: All essays submitted for class must have a title. The essay must be typed, double-spaced with your name, draft number, date, course number/name in the upper left corner. You must also indicate the word count. Please see this page for how to format prose manuscripts. http://www.shunn.net/format/story.html

Poems: All poems submitted for workshop discussion must have a title. The poem must be typed, with your name, draft number, date, course number/name in the upper left corner of the page. Use single spacing for poems.

Do not be sloppy with your formatting. Literary agents, editors, and magazines will dismiss your manuscript before reading it if you don't follow their format requirements. I will merely return it to you and ask you to redo the poem. Continued sloppiness will result in a lowered grade.

Your audience: When you write, imagine an audience beyond our class. One thing this means is that under no circumstances should your poems or essays make direct or indirect reference to any aspect of the class, your classmates, etc.

If you are submitting a poem, short prose poem, or a quick nonfic, you may submit 2 pieces as "1 manuscript." You may not submit one short piece and one long piece at the same time. You may submit 2 shorts for 1 manuscript. Depending upon workshop timing, we may be able to critique 2 short pieces at the same time.

Proofreading & Attention to Details: Although the pieces that you turn in for workshop are works-in-progress, it is nevertheless important to present each draft in the best possible shape. The attention you have paid to language and the general appearance on the page of each draft you turn in should reflect the commitment you've made to doing your best work. If you don't respect what you've written, you can't expect your reader to respect it.

You should proofread your work carefully. It should be free of typographical errors, misspelled words, and basic problems with grammar, syntax, etc.

If the writing contains spelling errors or basic problems with grammar, I will circle the problems and return the assignment to you for correction.

Make up Work/Late Assignments/Extra Credit: There is no makeup work. Period. I require manuscripts to be posted as a Word document or PDF at least one week prior to your workshop time. This saves a lot of class time that is often devoted to handing out manuscripts. Once you post your manuscript (by the due date) you may not post a revision. This clogs my organizational machine.

Attendance and Participation: Much of what you learn in a creative writing course comes from class discussions, which means it is particularly important that you are actively involved in our in-class discussions. Missing a week will lower your final grade by a full letter grade. Missing 3 or more weeks will result in an F for the course.

Exceptions to the above policy are rare; however, I do recognize that sometimes something beyond your control may cause you to be late. Things that I do not consider "beyond your control": couldn't get off from work that day; could not get back into town on time after being away for the weekend; had to attend an important meeting, family reunion, friend's wedding; my computer broke; my online service went down, etc. If you make a choice to be somewhere else, the situation is not beyond your control.

Explaining to me why you missed a class should not be confused with my granting an exception to the above policy. If something unavoidable has caused you to be late, and you'd like to discuss this with me, you must arrange a phone conference or appointment with me to talk about the situation. **Inform me of this as soon as you are aware of the situation.**

This is a graduate level course, and therefore, I expect you to participate as a professional artist. You must be on time and ready to begin class work at 6:00PM. Coming to class late—even by a couple of minutes—will result in loss of points from your final grade. If you are late more than 2 times, I will deduct ONE point from your total class average at the end of the course for each additional tardy.

Please turn off your cell phones, laptops, and other devices during class. Please visit the restroom prior to class and during break. You may not talk on the phone, text, check Facebook, surf the Internet, etc. during our class. The only exception would be if we collectively decide to look something up to inform our discussion.

Classroom Behavior: Proper classroom behavior is expected at all times, whether online or face-to-face. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. ***As a matter of common courtesy, please do not critique each others' poems and essays prior to our workshop***. That is, if you're having a private workshop with two or three people in our class, the poems you use for that workshop are not eligible for this class unless you obtain permission from me ahead of time. Proper classroom conduct also 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 directed toward others will not be tolerated. Everyone is in class to learn, and it is disruptive if anyone makes comments that suggest a superior knowledge and insight.

For online discussions, if I deem any comments inappropriate for any reason, I will delete them, and that posting will not count as being posted. For in class discussions, please be respectful of each other as writers, but please also remember that we're not here to form each others' fan base..

Trigger Warnings and Sensitive Material

"There's a saying common in education circles: Don't teach students *what* to think; teach them *how* to think. The idea goes back at least as far as Socrates. Today, what we call the Socratic method is a way of teaching that fosters critical thinking, in part by encouraging students to question their own unexamined beliefs, as well as the received wisdom of those around them. Such questioning sometimes leads to discomfort, and even to anger, on the way to understanding.

But vindictive protectiveness teaches students to think in a very different way. It prepares them poorly for professional life, which often demands intellectual engagement with people and ideas one might find uncongenial or wrong. The harm may be more immediate, too. A campus culture devoted to policing speech and punishing speakers is likely to engender patterns of thought that are surprisingly similar to those long identified by cognitive behavioral therapists as causes of depression and anxiety. The new protectiveness may be teaching students to think pathologically."—"The Coddling of the American Mind" (*Atlantic Monthly*, September 2015) Greg Lukianoff and Jonathan Haidt

Literature is about expanding your world view and about validating your own experiences. Most of us don't get to adulthood without some sort of trauma. While I am sensitive to the idea that some language or content might trigger a past trauma, if you are concerned that reading or discussing violence, tragedy, sexual scenarios, or language that may be crude or refined, please drop this course.

Of course, racists, homophobic, sexist, and bigoted remarks are inappropriate and will not be tolerated in either face-to-face or online discussions. However, in creative writing we must be able to use whatever language and content fits the situation.

Circumstantial Grade Changes: I reserve the right to raise or lower a final grade if special circumstances warrant it. Special circumstances that would result in a lowered grade might include, for example, behavior that is particularly disruptive or detrimental to the class.

I do not give Incomplete grades.

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.** The work you present for workshop must be NEW MATERIAL. Please do not submit work you've also submitted to your thesis director, peer writing groups, etc. This is one of my pet peeves. It really annoys me. We should be seeing fresh, new writing.

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 any 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 UCF 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: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact me during the first two weeks 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.

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

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

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

Syllabus Amendment: This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Itinerary. It is your responsibility to be aware of due date changes.

CALENDAR

We meet in person on Monday and Wednesdays..

You should download and print out the manuscripts for our face-to-face workshop sessions just has the writer has formatted it so that all pagination remains the same for everyone during our discussion. You can imagine if the writer double-spaced an essay, and a few people decide to save paper by single spacing the essay, we'll have a terrible time locating sections we wish to discuss.

Writers: Post your manuscript in Canvas at least 1 week prior to your workshop

Critics: Post your minimum 1-page (double spaced) narrative response to each workshop by 11:59PM the Sunday just prior to the week the workshops are scheduled. Please note that because of the nature of workshop/studio critique courses, Canvas does not allow me to post deadlines for each Sunday without creating a massive headache.

Workshop Schedule (table) and then other deadlines are also in "Course Summary" below the table.

Remember to post your manuscript at least one week prior to your workshop session!

Dates	Assignment/Activity	Due Online
M: January 8	What do you want in a critique?	
W: January 10	Reading Nonfiction & Poetry (in class)	
F: January 12		Semester Goal Statement
SUN: January 14		• Weekly Writing Project • Narrative Critique 1.1
M: January 15 W: January 17	MLK Day NO CLASS Workshop 1.1	
SUN: January 21		• Weekly Writing Project • Narrative Critiques 1.2 & 1.3
M: January 22	Workshop 1.2	
W: January 24	Workshop 1.3	
SUN: January 28		• Weekly Writing Project • Narrative Critiques 1.4 & 1.5
M: January 29	Workshop 1.4	
W: January 31	Workshop 1.5	
SUN: February 4		• Weekly Writing Project • Narrative Critiques 1.6 & 1.7
M: February 5	Workshop 1.6	
W: February 7	Workshop 1.7	
SUN: February 11		• Weekly Writing Project • Narrative Critiques 1.8 & 1.9
M: February 12	Workshop 1.8	
W: February 14	Workshop 1.9	
SUN: Feb 18		• Weekly Writing Project • Narrative Critiques 1.10 & 1.11
M: February 19	Workshop 1.10	

W: February 21	Workshop 1.11	
SUN: February 25		• Weekly Writing Project • Narrative Critiques 1.12 & 2.1
M: February 26	Workshop 1.12	
W: February 28	Workshop 2.1	
SUN: March 4		• Mid-Term Self-Evaluation & Peer Assessment • Weekly Writing Project • Narrative Critique 2.2
M: March 5	Workshop 2.2	
W: March 7	AWP: NO CLASS	(Workshops 2.3 & 2.4 mss posted by 3/7)
SUN: March 11		Weekly Writing Project
March 12-16	SPRING BREAK	
SUN: March 18		Narrative Critiques 2.3 & 2.4
M: March 19	Workshop 2.3	
W: March 21	Workshop 2.4	
SUN: March 25		• Weekly Writing Project • Narrative Critiques 2.5 & 2.6
M: March 26	Workshop 2.5	
March 28	Workshop 2.6	
SUN: April 1		• Weekly Writing Project • Narrative Critiques 2.7 & 2.8
M: April 2	Workshop 2.7	
W: April 4	Workshop 2.8	
SUN: April 8		• Weekly Writing Project • Narrative Critiques 2.9 & 2.10
M: April 9	Workshop 2.9	
W: April 11	Workshop 2.10	
SUN: April 15		Narrative Critiques 2.11 & 2.12
M: April 16	Workshop 2.11	

W: April 18	Workshop 2.12	
M: April 23	Workshop of Weekly Writing Project	
W: April 25	Final Exam Period 4-6:50 NOTE TIME CHANGE	

College of Arts and Humanities - Grad Course Addition - CRW 6130 Fiction Workshop

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of English

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

Full Title:*	Grad Course Addition - CRW 6130 Fiction Workshop
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	David Poissant, Brenda Peynado, Jacob Wolf, Chrissy Kolaya, Micah Dean Hicks, Darlin Neal
Department Chair Phone Number:*	407-823-5596
Dept Chair Email*	trey.philpots@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CRW	**Number:*** 6130
Course Title:* Fiction Workshop	
30 Character Abbreviation:* Fiction Workshop	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Examination of fiction with an emphasis on the development of individual styles, writing and revising and preparing for publication.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admissions to the MFA Creative Writing Program and C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	4

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Currently, we have only the generic CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction), in the catalog. This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). This course will focus on the writing of fiction, which allows our students to develop their skills in fiction and to produce material that will eventually be used in their creative thesis.
What grad programs/tracks require or recommend this course for graduation?	MFA Creative Writing Program
What will be the source of students?*	Admission to MFA CW Program
What is the estimated annual enrollment?*	30

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

Detail Discussion	No duplications or conflicts with other departments.

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

GRADUATE FICTION WORKSHOP
CRW 6130
SPRING 2021
Thursday: 7:30-10:15 PM
Location: VAB: Room 113

"A writer is a person for whom writing is more difficult than it is for other people." ~ Thomas Mann

David James Poissant, Ph.D.
E-mail: David.Poissant@ucf.edu
Office: Colbourn Hall: Room 407C
Office Hours: Thursday: 6:00PM - 7:30PM, and by appointment

Course Goals and Description

CRW 6025 is a workshop course in which you will write new stories or novel chapters. Additionally, you will revise one of these. Stories will be read and critiqued for structure and for style. We will comment on each other's work and aim to grow as writers and as critics of fiction. It's also my hope that this course will broaden your literary aesthetic, cracking open what you think of as your voice and tugging at you to try new things in your own writing.

Grading

Criteria	**Percent of Final Grade**
I. Participation	25%
II. Workshop #1	25%
III. Workshop #2	25%
IV. Revision	25%

*Students must complete all major assignments to qualify for a passing grade in the course.

Grade Scale

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 = 0-59

Required Texts

Watson, Brad. *Last Days of the Dog-Men*
Stalcup, Erin. *And Yet It Moves.*

Course Requirements

1. Participation (25%): Class discussion is the heart of this course. Therefore, it's crucial that you attend regularly, read assignments on time, and participate in workshop discussions. You will be graded on your participation in the course, which includes your attendance and performance in class, as well as satisfactory completion of the following:

    1. *Comments*: You should write a *minimum* of one full double-spaced, typed page in response to each classmate's story that you read for workshop. **You will give one copy to the writer on his or her workshop day and one copy to me for grading.** (We'll discuss workshop and comment policies in class.)

    2. *Story Shares*: Each student will have the chance to share a favorite published story of his or her choosing with the class. The class will read this story, and we will discuss it, with that week's student leading us through an examination of the story's merits and craft considerations.

    3. *Readings*: You will be expected to read all workshop stories, all story shares, and both required texts. Please come to class having read on the assigned days, and please be prepared to discuss all readings. **I reserve the right to administer pop quizzes worth up to half of your participation grade.**

    4. *Event Attendance*: You are expected to attend the Brad Watson reading that coincides with our reading of his work. Should you be unable to attend this event for scheduling reasons, please see me for an alternative assignment.

2. Story/Chapter #1 (25%): You will write an original short story, set of short-shorts, or chapter from a novel-in-progress. **This work must be new**. By this, I mean that the piece may be one you've been working on for a while, but **it cannot be one that you've ever put up for workshop before at UCF or elsewhere**. You should strive to produce totally new work. Novel excerpts need not be first chapters, but **all novel chapters should be accompanied by a brief synopsis or some contextual information**. If a submission includes multiple short chapters, it would be best if these chapters were consecutive. Short stories should be complete, fully-realized narratives. Workshop submissions, whether story or chapter(s), may range from 10-30 double-spaced pages in length. Alternatively, a suite of up to three short-short stories, each of which should be no more than 5 pages, may serve as a single workshop submission. **Additional note:** All work, while new, should be polished and extensively proofread. No rough or very first drafts, please.

3. Story/Chapter #2 (25%): (same as above)

4. Revision (25%): Your final assignment will be a revision of one of your workshop pieces. You are expected to fully revise the piece, taking into account (as appropriate) the feedback that you received from your classmates and from me. The revision should be a large-scale re-envisioning of the story, not just an edit at the sentence level. This revision should be

accompanied by the original version (with my notes) and by a 2-page defense of your revision strategies and choices.

Course Policies

Attendance: Attendance is mandatory. This class only meets 14 times. **Students who miss more than one class will lose five points from their final grade for each absence beginning with the second.** If you must miss multiple classes because of extraordinary circumstances, illness, or emergencies, please speak with me. I will grant exceptions, when reasonable. If you miss class, it is your responsibility to collect any missed handouts/stories to be read for class before the next class meeting. **Extra copies of anything that I distribute in class can be found in the box outside my office door (Colbourn 407C).**

Late Work Policy: Late work is not acceptable. In order for this class to run smoothly, please have your stories ready and printed on time for class. Please also have your comments ready and printed on time for class. **I do not accept any work electronically. (Sorry, trees.)**

Tardiness: Please do your best to be on time for class. If you are late, you will miss valuable information. Tardiness exceeding thirty minutes will count as an absence.

Manuscript format: **All assignments (stories, critiques, etc.) should be completed in 12-point, Times New Roman font. Your margins should be one inch and your pages should be double-spaced. Please number your pages and staple multi-page assignments. To save paper, you may print front-and-back. (You're welcome, trees.)**

Editing policy: While all work will be new, it should not be *rough*. No rough or first drafts, please. A story can be new *and* be a third draft. A story or chapter should be as good as you can get it before workshop. If you already know what's wrong with something, then it is unhelpful to you when we tell you what you already know is wrong with it. Now, you may know that a piece is not working quite right and not be sure why. That's fine. That's a different issue. Recognizing symptoms and not knowing how to treat them is precisely what workshop is for: *diagnosis*. But, if you see a symptom that you know how to treat pre-workshop, please treat it. (Seriously, if you come to workshop and admit that you wrote a story the night before, your professor's head will explode. If you say something like, "I know it's not my best, but I ran out of time," your professor's head will explode. If, after workshop, you say something like, "I knew that was a problem, but I didn't have time to fix it before workshop," your professor's head will explode.) If you're not prepared to bring your best work to class, or if you're worried that you don't have time this spring to produce excellent new work, please consider withdrawing from this class. **Additionally, please proofread.** Workshop submissions should contain zero typos, zero spelling errors, few grammar issues, and zero inappropriate shifts in verb tense. Wordiness or general sloppiness should be trimmed out of drafts before workshop. While we will certainly concentrate on plot, character, setting, dialogue, and scene in class, we'll also spend time on language, voice, point of view, word choice, rhythm, imagery, interiority, sensory detail, sentence structure, and all of the "little" things that make a story read well at the sentence level.

Form and subject matter: This is a workshop for literary fiction. We won't be writing or critiquing commercial fiction, genre work, YA, steampunk, fantasy, romance, or any fiction that must follow certain rules or tropes in order to "work." These are all legitimate forms of fiction, just not for this class. This course is, of course, open to work that appropriates or transcends genre elements, work in the vein of George Saunders, Aimee Bender, etc., but please avoid forms like straight fantasy. If you're unsure of the distinction I'm making, we can talk more about this. In short: No magical swords or elves, please.

Plagiarism: Plagiarism or cheating on a story, quiz, critique, revision, or assignment of any kind, will result in a 0% (F) for that assignment and may result in an F for the entire course. The student will also be referred 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.

Disabilities Accommodations: 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) before requesting accommodations from a professor.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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CALENDAR: SPRING 2017

* This schedule is subject to change.

CLASS #1:
1/12: Introductions, syllabus, schedule, Q&A, critique example
Discussion: Fiction and today's literary landscape
Discussion: Story challenges: Ambition, Showing, and Sentences; Plot and Character
Close reading: Ethan Canin, "Emperor of the Air"

CLASS #2:
1/19: Workshops 1, 2, 3 (**Hana, Rebecca, Heather V.**)
Story Share 1 (**Ryan**)

CLASS #3:
1/26: Workshops 4, 5, 6 (_____ , _____ , _____)
Story Share 2 (_____)

CLASS #4:
2/2: Workshops 7, 8, 9 (_____ , _____ , _____)
Story Share 3 (_____)
2/9: AWP: NO CLASS

CLASS #5:
2/16: Workshops 10, 11, 12 (_____ , _____ , _____)
Story Share 4 (_____)

CLASS #6:
2/23: Workshops 13, 14, 15 (_____ , _____ , _____)
Story Share 5 (_____)

CLASS #7:
3/2: **DISCUSSION: *Last Days of the Dog-Men***
Story Share 6 (_____)

CLASS #8:

3/9: Workshops 1, 2, 3 (_____ , _____ , _____)
Story Share 7 (_____)

3/16: SPRING BREAK: NO CLASS

CLASS #9:
3/23: Workshops 4, 5, 6 (_____ , _____ , _____)
Story Share 8 (_____)

CLASS #10:
3/30: Workshops 7, 8, 9 (_____ , _____ , _____)
Story Share 9 (_____)

4/5: BRAD WATSON READING

CLASS #11:
4/6: Workshops 10, 11, 12 (_____ , _____ , _____)
Story Share 10 (_____)

CLASS #12:
4/13: Workshops 13, 14, 15 (_____ , _____ , _____)
Story Share 11 (_____)

CLASS #13:
4/20: Story Shares 12, 13, 14, 15 (_____ , _____ , _____ , _____)

CLASS #14: FINALS WEEK
4/27: **DISCUSSION: *And Yet It Moves***
Final Revisions DUE.

Grades finalized and posted to *myUCF* on 5/8/2017.

College of Arts and Humanities - Grad Course Addition - CRW 6151 Novel Workshop

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of English

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

Full Title:*	Grad Course Addition - CRW 6151 Novel Workshop
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Brenda Peynado, Jake Wolff, David Poissant, Micah Hicks, Chrissy Kolaya
Department Chair Phone Number:*	407-823-5596
Dept Chair Email*	trey.philpotts@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CRW	**Number:*** 6151
Course Title:* Novel Workshop	
30 Character Abbreviation:* Novel Workshop	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Examination of the novel with an emphasis on the development of individual styles, writing and revising and preparing for publication.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admissions to the MFA Creative Writing Program or C.I.	
Corequisite(s): None	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	4

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Currently we offer CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction). This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). This course will focus on the writing of novel writing, which allows our students to develop their skills in book-length work and to produce material that will eventually be used in their creative thesis.
What grad programs/tracks require or recommend this course for graduation?	MFA Creative Writing
What will be the source of students?*	MFA Creative Writing students, non-degree seeking students, advanced undergraduates
What is the estimated annual enrollment?*	30

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

Detail Discussion	None

Course Syllabus Policy

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Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
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Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

Graduate Novel Workshop
CRW 6XXX (F2F)
TCH 211
Monday 7:30pm-10:15pm

Brenda Peynado
TCH 256G
brenda.peynado@ucf.edu
Office Hours: Mondays 6pm-7:30PM

Course Description and Goals:

Often in MFAs and undergraduate creative writing programs, the focus is on the short story form. While there is good reason for it, some of it being the scope of the class, the ability of students to write a novel in one semester, and the oft counter-productiveness of workshopping a few chapters of something that is still in progress, it is also true that many writers are not short story writers, and that the skills learned for short stories are sometimes different or not completely transferrable to the novel length. Therefore, it is crucial in any holistic study of fiction writing that the novel form be addressed. This is a generative workshop focused on the novel form.

You can come into class with an idea already developed and a draft, or you can come into class with zero pages and an idea. Either way, this class will work for you.This class is a generative workshop, which means focus will be on producing novels over encountering each other's novels as finished products, though we will also be workshopping. We will be reading novels with disparate approaches to form and style, reading craft on novel structure, generating 3,000 words a week, and discussing writers' processes when embarking on the journey of writing something this long.

By the time you leave this class, you will have written a significant portion of a novel draft, taken a deep dive into novel development, and have plans for completing you next draft. You will better understand novel structure and the writing process needed to support long-term projects. You will have developed habits and a community that you can draw on in your future novel-writing. Lastly, you will better understand the professional side of sending out novels for publication.

Assignments:

1) For the first few weeks, we will be talking about structure of novels the way screenwriters do, reading some books, watching some movies. You'll be doing some imitations, writing loglines, outlines, synopses, and queries.

2) After that, 3,000 words a week (with the exception of the week you workshop). Some of you are nervous about writing more than you've ever written before for this class. But this class is a bit different, in that it's generative more than evaluative, though there will be some

of that too. That means my main goal is to have you generate words on your novel, because finishing a novel takes daily practice…but they don't have to be very good words. I am expecting a messy first draft, not something where you've agonized over every word. So you can write the worst 3,000 words you've ever written in your life. In fact, they probably will and should be. You can brainstorm and write notes to yourself in the margins. You can do exercises (and I'll have you doing some of those already), or you can interview your characters. Anything as long as you write words. The nature of a novel is that you will almost certainly have to start again from scratch in draft two, so you're just trying to explore. Draft one is just your discovery draft. The point is to completely ignore any kind of evaluative mindset and instead only reflect on those portions of feedback that can propel you to continue. Do not worry about revising; instead, move forward.

I encourage you—but it is not required—for you to set daily time aside for writing when you don't connect to the internet. You can use programs like Net Nanny to prevent you from doing anything but word processing. You can also partner up with writers in the class to write together, promising to prevent each other from getting on the internet or doing anything but write.

3) Workshop: We're workshopping for potential, not necessarily what's already on the page, with the assumption that the next draft will be from scratch anyways and this was a messy first draft. This means we won't be doing any line editing, and we won't be writing letters, nitpicking about what's wrong already on the page. Instead, we will be reading holistically for what the author might do in further pages and second drafts, the implication of where the story started, and, given the central question of the story, how will the story be structured/controlled best, etc. One of your peers will lead the first minutes of workshop.

You don't necessarily have to workshop everything you write for the class. For example, your word count may consist of the 3 different versions of the first chapters from different characters' points of view, until you hit the right one and then another 3 chapters. You wouldn't have to turn in the different versions of the first chapter. Unless you wanted to, and you wanted us to help you decide which approach is the right one. But you should workshop at least 50 pages for us to get enough of a sense of where the novel is going.

This won't always be the typical silent workshop. We might be asking questions of the author at times when we propose possible structures. What I ask, as always, is that the author not get defensive and go into the workshop under the assumption that they will have to start from scratch no matter what.

Those of you starting completely from 0 with just an idea will probably be workshopped later to give you time to write enough of a draft, and those of you coming in with a draft already will probably be workshopped earlier.

4) In addition to producing 3,000 words a week after Week 2, you will be placed into "support groups." You will break out into these groups once a week. You will answer questions about each other's drafts that are intended to help the writer move forward, rather than assess. You will need to read everyone's drafts—not to judge but to support. Your main

goal during these support group sessions is to encourage each other. If someone is stuck, your goal is to help them get unstuck. Offer possible solutions for problems that the writer has identified as getting in the way of their process. If the writer is afraid of the blank page, you should offer ideas and strategies for moving forward. You can brainstorm as a group, or assign free-writing prompts to the writer, if that would be helpful. Even commiseration is useful at this point, because it shows that no writer writes brilliant first drafts. Always focus on ways to move forward to the next page. *

5) You will be also assigning one or two book chapters for the class to read. Here's the thing, not all of us have the same taste in novels, and we shouldn't. But because we'll be thinking about potential in this class, we have to understand what the author is hoping for. We don't have enough time to read an entire book a week on top of the peer novel draft, so what I'm going to do is have you develop your own reading list of 3-4 models for your own book. You'll have to do this anyways for your theses. Read them. When your workshop date comes up, you will assign the class to read one or two first chapters that you think most closely resembles what you're going for, and you will give a presentation in class of the rest of the book, its structure, and how it successfully pulls off the risks that it takes. You will either scan the first chapter, or provide a link where it can be read for free.

6) There are countless books on how to write your novel, how to structure your novel, etc. There's also a lot of junk advice too. And there's some advice that hits home for certain people and misses the mark for others. I am only asking you to read one craft book as a class, *Save the Cat!*, so we can talk about structure. But I'm going to ask you to read a few on your own, and also present to the class on your workshop day the most useful tips, tricks, and advice you learned from the craft books and provide a handout. Basically, teach us the book so we don't have to read it. You should also scan parts of the book to assign to the class. This can be a particularly good chapter, or a compendium of individual pages of the best advice, or you can compile a series of sentences or paragraphs from the book you think are most helpful.

I listed a few of these craft books under "recommended books" for the class, but if you find some on your own you like better, you can read those instead.

*I will also accept feature-length screenplays and long novellas as work for this class.

Due Dates:

For weekly assignments, the due dates are listed in the weekly schedule. In addition, you will have a few assignments individual to you. Your novel drafts are due the week before the workshop date ou signed up for, before class. So, your drafts are due at 7:29am. For your model novel presentation and craft book presentation, any reading you will assign the class is due, also the week before, before class starts. This ensures that everyone has enough time to read before your presentation and workshop.

For your workshop drafts, turn them into the "workshop drafts" discussion board. Include the name of your novel and the date you're up for workshop in the title. For your assigned reading, include some context: the title of the work of the work the excerpt is from and the date of your presentation. For example, "Brenda's model novel, *All the Light We Cannot* See, Chapters 1&2, August 22nd."

Required Texts:

All the Light We Cannot See, Anthony Doerr

Traitor Baru Cormorant, Seth Dickinson

Thelma and Louise, (a movie)

Dear Committee Members, Julie Schumaker

Midnight's Children, Salman Rushdie

Save the Cat!

Writing the Breakout Novel (Workbook), Donald Maas

(Texts are available at the University Bookstore as well as online.)

Possible Craft Texts:

The Art of Time in Fiction, Joan Silber

Narrative Design, Madison Smartt Bell

Writing the Breakout Novel, Donald Maass

The Fire in Fiction, Donald Maass

The Writer's Journey: Mythic Structure for Writers, Christopher Vogler

90 Days to Your Novel, Sarah Domet

Novel Ideas, Contemporary Authors Share the Creative Process

Story, Robert McKee

On Becoming a Novelist, John Gardner

Plot & Structure, James Scott Bell

Required assignments:

- logline for your novel idea
- Query letter including a one paragraph synopsis for your book.
- Expanded 3-4 page synopsis of the book. (Know that this is a draft, and anything can change mid-writing.)
- One meeting with me during the first few weeks of the class
- Booklist of 3 or so books that you think are doing what you're aiming for with your own. Read those books.
- Assign first chapter that you think is closest to what you're going for. Scan pdf.
- Presentation/paper analysis on the rest of the novel, structure, how it accomplishes its risks, etc.
- Read 1 or 2 craft books on writing a novel. Presentation to the class and handouts on highlights of the craft book(s).
- Lead the class on one other person's workshop.
- 3,000 words a week
- Workshop Draft of at least 50 pages
- Weekly brainstorming exercises from *Writing the Breakout Novel (Workbook)*
- Novel Completion Plan, due at the end of the course, detailing a plan for how you will reach the end of the draft.

Grading:

Synopses, loglines, queries, reflecting understanding of novel structure:	5%
Novel Pages and Brainstorming Exercises, on completion:	45%
Craft Presentation and Paper	10%
Presentation of Model Novel Analysis	10%
Novel Completion Plan:	5%
Class and Workshop Participation, and leading a peer workshop, on engagement and preparedness:	25%

The goal of this class is to make you both a better reader and a more resourceful writer, and those two skills are intimately intertwined. Doing the assigned reading and contributing to discussion of that reading is an essential part of the course.

If you have questions about how you're doing, please don't hesitate to ask.

Grading scale is A=100-94, A-=93.99-90, B+=87-89.99, B=86.99-84, B-=83.99-80, and C and D scales proceeding same as B, with F=59.99-0.

Attendance:

Attendance is compulsory and crucial. You should be at every class on time, having read the assigned material thoroughly. I am of course sympathetic and understanding about illnesses and so on—you need not drag yourself out of a hospital bed and crawl in your backless gown up the stairs of Colburn Hall, trailing a clattering IV stand . . . but e-mail to let me know if you can't make it. You are still responsible for the work due on that day. Excessive absences (more than 1) are grounds for failure in the course. Excessive tardiness will also add up to absences.

Late, Make-up Assignments Extra Credits, and Incompletes:

I do not accept late assignments, because they are meant to prepare you for class and it defeats the purpose to do them after the class day or during class time. Exceptions are on days where we have no class, but homework is due online. Let me know ahead of time when you expect work to be completed. No assignment will be accepted after finals week, which also means no incomplete grades will be given.

As a rule, I do not give make-up work or extra credit—that is, work intended to replace or add to the grade of other work. The class is structured the way it is so that you learn what you need when you need with the assignments listed.

Conferences:

The first few weeks, you will be meeting with me to discuss your novel and brainstorm.

Fine Print:

Plagiarism, Cheating, & Academic Dishonesty:

All work that you submit for this class must be YOUR OWN, and it must be written exclusively for this course. This means that NONE of the material may have been submitted previously to any other class for credit, even if you wrote it. (This is considered self-plagiarism.) 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 UCF 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:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. 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.

Cell Phones:

Please silence cell phones and pagers before coming to class.

Don't text or play on your electronic devices rather than participating. If you are doing so, you may be counted absent, and this will affect your participation grade.

C**lassroom & Online Behavior:**

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please arrive on time prepared to stay for the entire class, and do not engage in conversation other than the classroom critical discussions we will be having about the texts on hand. Proper classroom conduct also 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.

Standard email etiquette applies. Address your email to me with a respectful salutation. Sign your emails with your full name and let me know which class you're in. If you're having trouble with something, please be as specific and clear as possible regarding the issue. Check the syllabus to see if your question is answered there before emailing me.

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 following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than Friday, August 26, 2018. Failure to do so may result in a delay in the disbursement of your financial aid.

Your academic activity assignment for this class will be your first exercise. Turn this assignment in via the "Academic Activity Assignment" link on our course site.

Deployed Active Duty Military Students*:* Students who are deployed active duty military and/or National Guard personnel and require accommodation should

contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

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

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

Syllabus Amendment:

This syllabus may be amended or modified in any way upon notice; most such changes will affect the Weekly Schedule, so be sure you check back to the schedule every week to note if any readings or due dates have changed.

Week	Due	In-Class
August 20 **Week 1: Novel vs. Stories**	· Read https://www.raindance.org/10-tips-for-writing-loglines/ · Bring in logline for your novel idea. · Bring in first page of novel you love.	- Introduce yourselves and loglines - Sign up for workshop - Sign up for craft presentations - Sign up for leading workshop Discuss: · Novels vs. Stories · Loglines · "A story" vs "B stories" · Putting your narrator in the position of your own interest · Mode/exegesis for your story · How to start a story · Daily work of novelling · Outlining vs "pantsing" · Thematic control Workshop Questions- Tell each other: What are your favorite novels and why? What is it that makes a novel "great" instead of just "good" for you? What sorts of plots, characters and situations are you called to? In-Class Writing: What emotion would your character use to describe the events of the novel? What is a moment that calls to mind this emotion most clearly? In-Class Writing: Why is your narrator telling this story?

	· Query letter with Synopsis (https://blog.reedsy.com/how-to-write-a-query-letter/) · Do 2 exercises from Writing the Breakout Novel Workbook · Watch *Thelma & Louise* · Read *Save the Cat!*	Watch https://vimeo.com/123759973 Discuss: · Synopses · Causality · Map Structure for Thelma and Louise · Reversals · Causality
August 27 **Week 2: Structure**	Meetings with me, August 27th: 5:00 - Heather Orlando 6:00 6:30 7:00 Meetings with me, August 29th: 3:00 3:30	Workshop questions: What makes you excited about this synopsis? What would you be reading for? Stakes, themes, character, genre, etc. Help the writer make a list of at five books that seem similar to theirs. Post-it Note Method: Post it note the events of your story. Find causality between them.
	· Full 3 - 4 page synopsis · Booklist of model novels · 4 imitations of 500 words of first chapter · Do 1 exercise from Writing the Breakout Novel Workbook	**No Class**
September 3 **Week 3: Finding a voice and beginning**	Meetings with me, September 4th: 2:00 2:30 3:00	· Read partner's imitations · Online workshop questions: How did the writer "hook" you into the story? Which of the imitations felt the most "alive"? Discuss the implications each model has on the story, and help the author identify which fits their story best, or where their story can change to fit the opening if the author wants to continue one.

September 10 **Week 4**	· Read *Dear Committee Members* · 3,000 words · Come up with 5 questions to ask your character. Post these questions (but not their answers) to the class google doc with your name in parentheses beside them. Here are three of mine: o What's your greatest fear? (Brenda) o What's your earliest memory? (Brenda) o What will you be thinking about the moment you die? (Brenda) · Answer 3 of the questions from the google doc for your own character. They don't have to be your own questions.	Workshop Questions: Is the main character clearly identifiable in what you've seen so far? Can you tell yet if this character has a driving goal or some big problem in need of solving? What has the author shown about them, rather than told? Is the main character likeable or interesting in some way? Do they have any obvious character traits, be they strengths or flaws? Can you tell what the arc is?
September 17 **Week 5:**	· Read *The Traitor Baru Cormorant* · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop questions: Is the main character the most interesting in the story so far? Are there other perspectives that are needed? Is there another character that could carry the story better? Is there a known fact that must be withheld using point of view switching? Would it help the plot arc somehow to switch points of view, or is this a story best told with only one point of view? How does the point of view match up with the themes and the arc of the story?

		Craft Presentation for *Art of Time in Fiction:* Workshop Questions: Does the novel feel like it's going too fast, perhaps time should slow down in further chapters? Does the novel feel like it is going too slow? Is this a consequence of pacing in terms of plot, or is the novel manipulating time in a way that is slowing it down? Is the writer needing to pace the novel this way in order to complete the draft, or will it be more helpful to speed up or slow down the pacing?
September 24 **Week 6**	· Read Midnight's Children · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	
		Workshop: Craft Presentation:
October 1 **Week 7**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop Questions: By now, the main character should have made several choices in pursuit of their goal—what are they? Have those choices improved or worsened their situation: are they closer or further from their goal? Have the stakes been raised—does the main character have more to lose now than when the book opened, or less?
October 8 **Week 8**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop: Craft Presentation:
October 15 **Week 9**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop: Craft Presentation:

October 22 **Week 10**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop: Craft Presentation:
October 29 **Week 11**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop 1: Craft Presentation: Workshop 2: Craft Presentation:
November 5 **Week 12**	· Read workshop novel(s) · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop: Craft Presentation
November 12 **Week 13**	· 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	**No Class (Veteran's Day)**
November 19 **Week 14**	· Read workshop novel(s) · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	Workshop 1: Craft Presentation: Workshop 2: Craft Presentation:

		Workshop: Craft Presentation:
November 26 **Week 15**	· Read workshop novel · 3,000 words · Do 2 exercises from Writing the Breakout Novel Workbook	· Discuss novel revisions and publication. · Discuss agent search
Finals Week **Week 16 - Moving Forward**	- Due: Synopsis of the rest of the novel - Due: "Game Plan" for finishing the novel. This should be a plan of action for how you're going to complete a first draft of the novel over the spring or summer. How will you make time for writing? What strategy of completion will you take? A certain number of words, sitting down every day for a certain amount of hours without internet, etc? Set a specific goal and schedule for yourself, accounting for holidays. What accountability schemes will you make to make sure you deliver? Will you form support groups after this class? Self-Assess: what challenges did you have writing this term? What made it easier? How can you have less of the challenges and more of the encouragements? Write yourself a mantra that you can read to yourself if you get stuck or down on yourself this summer. Write a booklist for books that you will use as models and explain why you chose them and what you find instructive about them.	

Novel Workshop

See "Syllabus"link for more information on the class and specific assignment instructions.

*Remember that the week you workshop, you don't have to write new words or do the exercises, but you do need to present on your model novel.

College of Arts and Humanities - Grad Course Addition - CRW 6235 Nonfiction Workshop

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of English

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

Full Title:*	Grad Course Addition - CRW 6235 Nonfiction Workshop
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Lisa Roney, Jocelyn Bartkevicius, Laurie Uttich, Chrissy Kolaya, Rochelle Hurt, Terry Thaxton
Department Chair Phone Number:*	407-823-5596
Dept Chair Email*	trey.philpotts@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CRW	**Number:*** 6235
Course Title:* Nonfiction Workshop	
30 Character Abbreviation:* Nonfiction Workshop	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Examination of creative nonfiction with an emphasis on the development of individual styles, writing and revising and preparing for publication.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admissions to the MFA Creative Writing Program or C.I.	
Corequisite(s): None	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	4

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

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

Justification for Course Addition

What is the

What is the rationale for adding this course?*	Currently we offer CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction). This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). This course will focus on the writing of creative nonfiction, which allows our students to develop their skills in nonfiction and to produce material that will eventually be used in their creative thesis.
What grad programs/tracks require or recommend this course for graduation?	MFA Creative Writing
What will be the source of students?*	MFA Creative Writing students, non-degree seeking students, advanced undergraduates
What is the estimated annual enrollment?*	30

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

Detail Discussion	None

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

Graduate Nonfiction Workshop

(UCF Course ID ; 3 credit hours)

CRW 6235

Spring , Th 7:30-10:15 p.m. , 119 Classroom I Building
Instructor: Lisa Roney
Office: 411 I Colbourn Hall
Office Hours: T 1:00-2:45, Th 1:00-2:00 and 4:30-5:45, and by appointment
E-mail: lisa.roney@ucf.edu

Required Texts

The Lifespan of a Fact, John D'Agata and Jim Fingal. Norton, 2012.

Truth in Nonfiction: Essays, ed. David Lazar. University of Iowa Press, 2008.

The Art of Friction: Where [Non]Fictions Come Together, ed. Charles Blackstone and Jill Talbot. University of Texas Press, 2008.

You will also be required to make numerous photocopies of your manuscripts and other materials for the entire class. Running out of copy allotments or ready cash during the semester is not an excuse for not doing this, so please set aside some funds for it.

Course Description
This workshop focuses on creative nonfiction, but its emphasis on "truth" of various sorts will benefit fiction writers and poets as well. Along with production and critique of student manuscripts, we will entertain various notions about what constitutes "fact," whether there is a "higher" truth beyond fact, and whether "fact" and "truth" ever conflict in the literary quality of our work. Concentration will be on manuscripts, but we will also read and discuss published works.

About the Course
Two of our texts for this course (the edited volumes) emerged out of several controversies of the years 2006 to 2007. Three prominent, wildly selling writers were demonstrated to be fakes of one kind and another. At the top of the pile was James Frey, whose tell-all memoir of drug addiction and crime, *A Million Little Pieces*, had been touted by Oprah Winfrey and became a best-seller. The Smoking Gun revealed that much of it was false, and Frey and his editor, Nan Talese, were taken to task on a later Oprah show. The publisher was obliged to offer refunds on the book, though few readers cashed in. Nasdijj, who had published three memoirs about the brutality of growing up Native American on a reservation, turned out to be Timothy Barrus, a white guy from Michigan, who'd had a previous start as a writer of gay porn (also evidently based on a false persona). And then there was J.T. Leroy, supposed homeless teenage prostitute savant, who turned out to be Laura Albert, a well-educated, perhaps even coddled thirty-something woman. She published J.T. Leroy's books as fiction, so they are still in print, but the film company slated to convert "autobiographical" novel *Sarah* onto the screen

sued her for fraud for signing her contract as J.T. Leroy. Albert's sister-in-law, disguised as a boy, had made numerous appearances as J.T. Leroy. The Author's Guild came to her defense, noting that writers have long used pseudonyms.

What had always been an issue of debate in the world of writers suddenly vaulted to the attention of the wider public. What does it mean to claim the "truth" of memoir? How is this "truth" similar to and different from that of journalism? What is the relationship of truth to fact? And so on. In the intervening years, a kind of bi-polar hysteria has surrounded the issue, and people tend to fall far to either side. Either "creative nonfiction" must adhere to journalistic fact as much as journalism does and partake only of stylistic similarities to fiction, or "creative nonfiction" is seen as the place where all fact is questioned and any resemblance to journalistic fact distant indeed.

In our first reading—of John D'Agata and Jim Fingal's *The Lifespan of a Fact*, we'll see this debate brought to life on the page. Later on, we will pair pieces from the two edited collections, which take different approaches, the Lazar collection focusing on analytical essays about the issue of "truth" in nonfiction, and the Talbot and Blackstone looking at the connection and continuity of fiction and nonfiction via stories and memoirs not originally written for an analytical purpose but supplemented by brief thoughts from the authors.

We will probably not come to any hard and fast conclusions on these issues. But we will have fun debating and exploring it.

All that said, the main core of the course will be workshops of your manuscripts. In the meantime, you will be working on your own writing, and I will ask that as you write you reflect on and be ready to discuss this issue in your own work, especially the second manuscript (See below). When do you fudge things you've forgotten? When does that feel right and when wrong-ish? Are there other ways around the problem of lost memory or unrecorded conversations? How can we engage the imagination in our nonfiction instead of thinking of it simply as reporting what happened in our lives?

Course Requirements

On a practical level, you will be required to complete:

* two manuscripts of prose (of approximately 15 to 20 pages in draft form, depending on the density of prose; this may be either an intentionally self-contained piece or part of a longer work);
* substantive revisions of both of these pieces in a final portfolio;
* written comments for all of your peers' manuscripts and a summary sheet of the responses you receive (do NOT throw them away before compiling this sheet);
* reading of the three required texts; and
* in conjunction with one other student, a 45-minute class presentation and discussion of one essay from the Lazar book and one piece-plus-author-comment from Talbot and Blackstone, and a short (approximately 2-page) report on this presentation.

Assignments & Grades

Manuscripts
There will be no specific assignments for your manuscript submissions for this course, as at this level you should be self-motivated and able to pursue ideas fairly independently. However, I am available during office hours to help you brainstorm and create writing strategies should this enormous freedom weigh on you! **Please note that you should be writing and reading all the time, on a nearly daily basis, not only right before your manuscript or assignment is due. Before you come to class every week, please write down the number of pages you have produced or the number of hours you have actively worked on your writing during the week. You will be asked to report.**

In addition, your second manuscript should reflect the fact that you have been thinking about the issues of truth and genre. I won't be proscriptive about this, and this could take many different forms, but **I will also ask that you attach a 1-2 page note in your Final Portfolio** about what questions about "truth" compel, disturb, fascinate, or alienate you and how you've tried to work that out in your piece.

Your manuscript drafts will not be graded separately, but only as a part of your final portfolio at the end of the semester. You will receive a mid-term grade, and you may ask to meet with me to discuss your grade at any point during the semester. Bear in mind that expressing a concern about your grade during the final week or two of the course won't likely leave you time to act on that concern.

Each of you will receive two approximately forty-minute workshops during the semester. If you miss either of your workshops, you will not pass the course. You will bring copies of your manuscript for everyone in the class **the week before** your workshop. Written peer critiques should be given to the writer of the manuscript in each class.

During an evening when your manuscript is up for discussion, you will be expected to help lead the discussion of the other student's manuscript by 1) choosing a passage for the writer to read at the outset of the workshop, 2) posing what you see as the prime question or issue about the manuscript, and 3) continuing to prompt and guide discussion throughout, reflecting an especially careful and attentive reading. In the second part of the term, when we are workshopping three manuscripts per evening, we'll use a circular structure for this.

Peer Critiques
In terms of commenting on fellow students' manuscripts: you are expected to read them carefully BEFORE class, to write thoughtful and detailed comments on them, and to return them to their writer *with your name signed to your comments*. You will be asked to fill out a summary and comment sheet on this feedback to accompany your final portfolio, so **please keep these around for the duration of the semester or until you have filled out the sheet.** (If you do not trust your fellow students to evaluate your comments, you may photocopy your own end comments and hand those in directly to me. FYI, usually, this results in a lower, not a higher grade.)

Reading Presentations
In pairs, I will ask you to select at least one essay from Lazar's book and at least one piece from the Talbot and Blackstone collection. You will get to choose and assign these, so you will need to read well before the week you are leading class. **The week before your turn**, you will give us our assignment—the pieces you have chosen for us to read and the questions that your presentation and our discussion will focus on.

Final Portfolio
Your portfolio should include the following:

* Final, revised drafts of your manuscripts
* 1-2 page note about your second manuscript and how it engaged the issues of "truth"
* First drafts of the manuscripts with my comments from workshops
* Summary sheet of the feedback you received on your manuscripts from your peers
* One-page explanation of your revision strategy and goals for each piece

When I read your final portfolio, I will evaluate the overall quality of the writing in it, in other words, the artistic achievement of your work. As I do this, I place particular emphasis on the final, revised drafts of your work, but I also consider the early drafts and your ability to make substantive changes on them. One important thing to note: If early drafts turned in for workshop contain grammatical problems or appear to be carelessly written, this will negatively affect your grade. *When you hand out manuscripts to the class, they should be as good as you can make them without comments and feedback, not the first thing that flew out of your fingers the night before a manuscript is due.*

Other Course Expectations
There will be a few other short writing assignments, including a book review of your own thesis, reflections on the issues at hand, and so forth. These must be completed and turned in the date they are on the schedule, and will not be accepted late.

A significant portion of your final grade will come from your participation in class. This will include your general level and quality of engagement in discussion of the books and your peers' manuscripts. In addition, I will consider the degree to which you have successfully completed all course requirements, the consistency of your effort in class and with your writing, your attendance, and your adherence to course policies and procedures (including professional presentation of your work).

Missing class more than once during the term will affect your final grade, and you should remember that missing one class is missing an entire week of the course. For each class that you miss after one absence, your final grade will be lowered by as much as a full letter grade. If you miss three or more, you are subject to failure in the course. This is not because I am a heartless, unfeeling person, or because I mean to treat you like an eighth-grader, but because I want to make sure that you get the full experience of the course. Please note: Explaining to me why you missed class should not be confused with my

granting an exception to the above policy. If something dire has caused you to miss more than one class, please see me during office hours, and please do not delay.

Tardiness is also unacceptable. Please be in class on time. We have long class sessions, and we do not want them running late because we are waiting for people to arrive. Repeated tardiness will affect your final grade, as it is a form of absence.

Please be careful with typographical, spelling, and grammar errors on major assignments. Although you may not mean it this way, sloppiness in such matters is disrespectful of yourself, your work, and your readers. You cannot expect sloppy work to be taken seriously, and sloppy work is never A work.

Technicalities
Please turn off your **cell phones, laptops, and other devices** during class. You MAY NOT talk on the phone, text message, or surf the internet during this class; doing so constitutes absence from class.

I will accept **late work** under certain circumstances, but a) *never* when the point has been to discuss it in class and that time has now passed; b) *only* when the reasons are of the same caliber as the ones used for university-excused absences; and c) *only* when you maintain contact with me about what the problem is rather than waiting weeks to inform me of what is going on.

Format. Please learn how to professional format your manuscripts. Your assignments should be typed in 12-point Times Roman or equivalent font, double-spaced, with 1-inch margins (1.5 at bottom okay). Please see the attached page for how to format your manuscripts professionally, and please use this format. **Please number all pages after page one!!! Please staple or paper-clip securely; loose sheets are devilishly easy for me to lose. Always keep a backup copy of your work.** When it is your turn for a workshop, you will be required to bring copies for the entire class.

IMPORTANT: PLEASE NOTE
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 2 academic activities by August 25. Failure to do so will result in a delay in the disbursement of your financial aid.

Academic Integrity
Please familiarize yourself with the University's policies on academic honesty. Work turned in by you under your name should be written by you, and **unless indicated otherwise it should be new work**, not work recycled from high school or another course. Consequences for academic dishonesty will be severe—failure of the course, suspension, and possibly expulsion, not to mention corruption of your own integrity. If you are contemplating such cheating, please see me, and we'll work out a different option.

Disability Accommodations

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. 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.

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

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

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

Class Procedures

Our class schedule will vary sometimes, but will usually follow the basic format below:

7:30-8:30—Report in on your number of pages and writing process for the week. Presentations and discussion of readings or other short writing assignments OR third manuscript.

8:30-9:10—First workshop

9:10-9:25—Break.

9:25-10:05—Second workshop.

10:05-10:15—Wrap up, closing comments, pass out manuscripts, get reading assignments for next week, etc.

Class Schedule

Please note: this syllabus is subject to change and elaboration. You are responsible for knowing about any such changes. **"R:" indicates reading DUE on that day; "W:" indicates writing DUE.** Note that only major writing assignments appear here; there may be additional short assignments.

T 1/10	Course introduction. Sign up for workshops and presentations.
T 1/17	**R: *The Lifespan of a Fact* and Lazar, Talbot, and Blackstone's introductions. First presenters assign readings and discussion issues. First two manuscripts handed out.**
T 1/24	Presentation 1. Workshop I (2 manuscripts).
T 1/31	Presentation 2. Workshop I (2 manuscripts).
T 2/7	Presentation 3. Workshop I (2 manuscripts).
T 2/14	Presentation 4. Workshop I (2 manuscripts).
T 2/21	Presentation 5. Workshop I (2 manuscripts).
T 2/28	Presentation 6. Workshop I (2 manuscripts).
T 3/7	**NO CLASS—SPRING BREAK**
T 3/14	Presentation 7. Workshop I (2 manuscripts).
T 3/21	Workshop II (3 manuscripts).
T 3/28	Workshop II (3 manuscripts).
T 4/4	Workshop II (3 manuscripts).
T 4/11	Workshop II (3 manuscripts).
T 4/18	Workshop II (2 manuscripts).

College of Arts and Humanities - Grad Course Addition - CRW 6331 Poetry Workshop

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of English

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

Full Title:*	Grad Course Addition - CRW 6331 Poetry Workshop
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Terry Thaxton, Rochelle Hurt, Chrissy Kolaya
Department Chair Phone Number:*	407-823-5596
Dept Chair Email*	trey.philpotts@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CRW	**Number:*** 6331
Course Title:* Poetry Workshop	
30 Character Abbreviation:* Poetry Workshop	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Examination of poetic forms with an emphasis on the development of individual styles, writing and revising and preparing for publication.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admissions to the MFA Creative Writing Program or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	4

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Currently we offer CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction). This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). This course will focus on the writing of poetry, which allows our students to develop their skills and to produce material that will eventually be used in their creative thesis.
What grad programs/tracks require or recommend this course for graduation?	MFA Creative Writing
What will be the source of students?*	MFA Creative Writing students, non-degree seeking students, and advanced undergraduates
What is the estimated annual enrollment?*	30

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

Detail Discussion	None

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

Graduate Poetry Workshop

Professor Terry Thaxton

SPRING 2021

COURSE INFORMATION

CRW 6331

Semester: Spring 2018

Credit Hours: 3

UCF Course ID #:

Meeting Day/Time/Location: Mondays & Wednesdays, 6-7:15PM, Colbourn Hall 203

Course Prerequisites: Admission to CRW MFA or Consent of Instructor

Course Description (UCF Catalog): Writing and revising in one established form. Advanced Graduate Workshop may be taken 5 times (for a total of 15 hours) in order to produce a book length manuscript (fiction, poetry, or other genre). May be used in degree program a maximum of 5 times.

Course Description for this Section: In this section of Graduate Poetry Workshop, we will push boundaries with our writing in form or content, or both. As writers, we should always be taking risks in our writing. Rather than perfecting your (already) unique voice, polishing elements of craft you use all the time, staying rutted in your tried-and-true structure/form, we will be finding ways to take your writing to a new level. We will also actively participate in hybrid and experimental forms of poetry.

We meet together twice a week, on Mondays and Wednesdays. Most of that time will be devoted to workshop in which we'll discuss the poems and essays you write during the term. Each student will have two complete workshops.

I aim to organize our workshop sessions in such a way that we have time to not only critique each other's work, but to also experiment with a range of forms and content, we will steal each others' work, we will do with our pieces what children might do with Play-Doh.

Although there are no formulas or rules to follow to write well, we will establish some guidelines and discuss the qualities most often present in good writing, for instance–clarity, honesty, significance, control of diction, an attention to the sound of words, the effective use of figurative language, and the use of concrete and specific language.

Course Objectives: This course is based on the philosophy that writers learn from other writers--the other writers in this class as well as writers who have left us their work, writers who are publishing now, other teachers, etc. The objectives (what you will accomplish) include:

- Raise your writing to the level of book publication.
- Develop your editing skills and your ability to articulate the effectiveness of techniques in your own writing and the writing of others.
- Articulate your artistic process, and experiment with various approaches and products.
- Critically reflect on the process of creating and critiquing.
- Write all the time.

Required Texts: We will not have a common text. I will often have handouts or require you to read online resources.

You will be **required** to print out manuscripts of everyone in the class for our face-to-face workshop meetings. You may print on recycled paper or front and back, but you may not change the formatting. Be prepared for the cost of this requirement

CONTACT INFORMATION

Professor: Terry Thaxton

Office: Colbourn Hall, 411-I

Office Hours: Mondays & Wednesdays, 5:00-6:00

I will also be in my office most of the day on Mondays and Wednesdays, but other than the hour prior to class, please make an appointment with me.

Phone: 407-823-2112

Email: Terry.Thaxton@ucf.edu

E-mail and Phone Messages: I do not check my email every second. However, barring hurricanes and other natural and unnatural disasters, I tend to check email quite regularly. You should not expect a response in less than 24 hours. For email regarding this class, please use Canvas email. This helps me keep my life organized, and for a writer, finding ways to organize is paramount. I will *not* respond to course queries via Facebook or other social media.

POLICIES

Assignments/Requirements/Grades

%	Assignment

5	Semester Goal Statement and Mid-Term Self-Evaluation & Peer Assessment
25	Workshop Manuscripts (2 workshops per student)
20	Weekly Writing Project
20	Participation in Workshop and Narrative Critique for each Manuscript
30	Final Portfolio (Revision of one workshop manuscript or Weekly Writing Project, Final Progress Report, and Assessment of Peers' Critiques)
100	TOTAL

Grading Scale:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F 59 and below.

Assignment Details

Semester Goals (Academic Assignment Activity): All UCF faculty members are required to document students' academic activity at the beginning of each course. You will write a Goal Statement that includes what you anticipate writing, what you hope to gain from this class, and what you aim to accomplish as a workshop participant.**This is due Friday of the first week.**

Workshop Manuscripts: We will be able to workshop each person twice. For each of your two workshops, you will submit 2 poems.

Weekly Writing Project: Due each Sunday by 11:59PM is either a 750 word essay or a single poem (only poets in the program may choose the poem option) in which you describe something that you do not want to forget in your next life.

Participation in Workshop & Narrative Critiques: The purpose of the workshop is twofold: 1) to provide you with feedback on your writing so that you will know where you have succeeded and where the poem needs more work, and 2) to enhance your understanding of writing through detailed discussion of the elements of poetry.

The workshop is not a place to satisfy your need for approval. At the same time, a poem that does not succeed is not a comment on your life. Poems by their nature are often very personal, and to write well one must care deeply about the subject matter. But when the workshop discussion begins, you need to distance yourself from that intimate connection, listen carefully, and focus on the piece as art, not your feelings about it.

You should approach each piece respectfully. Read poems several times and read them aloud. Read the work at least twice before coming to the workshop table. Don't worry so much about hurting someone's feelings that you don't say what you mean. But be tactful—choose your words with care. Your comments should be focused on the work and you should not include personal notes to the author.

You should make marginal comments as well as an "narrative response." Usually the marginalia gives you a chance to make specific suggestions and corrections. The narrative response gives you a chance to discuss more global issues.

Thoughtful, constructive participation in class discussions is not the same thing as saying a lot of the same thing. It is easy to get into a rut of criticism; i.e. saying the same thing about every poem or every essay or saying the stereotypical critique. Your critiques must reach a level of professionalism. Please use this website as a handy tool for ways to look at writing: http://theliterarylink.com/closereading.html

I'd like to hear comparisons in our workshops of established writers with the poems and essays we're workshopping in class.

Final Portfolio: Your final portfolio should include the following:

- Cover letter. Review your proposal and your self-critiques, and describe your growth and progress as a writer, specifically as it relates to the portfolio.
- Revision of one essay or two poems you presented for workshop or a revision of the entire Weekly Writing assignments.
- Assessment of Peer Critiques on your work.

Format for Assignments

Essays: All essays submitted for class must have a title. The essay must be typed, double-spaced with your name, draft number, date, course number/name in the upper left corner. You must also indicate the word count. Please see this page for how to format prose manuscripts. http://www.shunn.net/format/story.html

Poems: All poems submitted for workshop discussion must have a title. The poem must be typed, with your name, draft number, date, course number/name in the upper left corner of the page. Use single spacing for poems.

Do not be sloppy with your formatting. Literary agents, editors, and magazines will dismiss your manuscript before reading it if you don't follow their format requirements. I will merely return it to you and ask you to redo the poem. Continued sloppiness will result in a lowered grade.

Your audience: When you write, imagine an audience beyond our class. One thing this means is that under no circumstances should your poems or essays make direct or indirect reference to any aspect of the class, your classmates, etc.

Proofreading & Attention to Details: Although the pieces that you turn in for workshop are works-in-progress, it is nevertheless important to present each draft in the best possible shape. The attention you have paid to language and the general appearance on the page of each draft you turn in should reflect the commitment you've made to doing your best work. If you don't respect what you've written, you can't expect your reader to respect it.

You should proofread your work carefully. It should be free of typographical errors, misspelled words, and basic problems with grammar, syntax, etc.

If the writing contains spelling errors or basic problems with grammar, I will circle the problems and return the assignment to you for correction.

Make up Work/Late Assignments/Extra Credit: There is no makeup work. Period. I require manuscripts to be posted as a Word document or PDF at least one week prior to your workshop time. This saves a lot of class time that is often devoted to handing out manuscripts. Once you post your manuscript (by the due date) you may not post a revision. This clogs my organizational machine.

Attendance and Participation: Much of what you learn in a creative writing course comes from class discussions, which means it is particularly important that you are actively involved in our in-class discussions. Missing a week will lower your final grade by a full letter grade. Missing 3 or more weeks will result in an F for the course.

Exceptions to the above policy are rare; however, I do recognize that sometimes something beyond your control may cause you to be late. Things that I do not consider "beyond your control": couldn't get off from work that day; could not get back into town on time after being away for the weekend; had to attend an important meeting, family reunion, friend's wedding; my computer broke; my online service went down, etc. If you make a choice to be somewhere else, the situation is not beyond your control.

Explaining to me why you missed a class should not be confused with my granting an exception to the above policy. If something unavoidable has caused you to be late, and you'd like to discuss this with me, you must arrange a phone conference or appointment with me to talk about the situation. **Inform me of this as soon as you are aware of the situation.**

This is a graduate level course, and therefore, I expect you to participate as a professional artist. You must be on time and ready to begin class work at 6:00PM. Coming to class late—even by a couple of minutes—will result in loss of points from your final grade. If you are late more than 2 times, I will deduct ONE point from your total class average at the end of the course for each additional tardy.

Please turn off your cell phones, laptops, and other devices during class. Please visit the restroom prior to class and during break. You may not talk on the phone, text, check Facebook, surf the Internet, etc. during our class. The only exception would be if we collectively decide to look something up to inform our discussion.

Classroom Behavior: Proper classroom behavior is expected at all times, whether online or face-to-face. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. ***As a matter of common courtesy, please do not critique each others' poems and essays prior to our workshop***. That is, if you're having a private workshop with two or three people in our class, the poems you use for that workshop are not eligible for this class unless you obtain permission from me ahead of time. Proper classroom conduct also 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 directed toward others will not be tolerated. Everyone is in class to learn, and it is disruptive if anyone makes comments that suggest a superior knowledge and insight.

For online discussions, if I deem any comments inappropriate for any reason, I will delete them, and that posting will not count as being posted. For in class discussions, please be respectful of each other as writers, but please also remember that we're not here to form each others' fan base..

Trigger Warnings and Sensitive Material

"There's a saying common in education circles: Don't teach students *what* to think; teach them *how* to think. The idea goes back at least as far as Socrates. Today, what we call the Socratic method is a way of teaching that fosters critical thinking, in part by encouraging students to question their own unexamined beliefs, as well as the received wisdom of those around them. Such questioning sometimes leads to discomfort, and even to anger, on the way to understanding.

But vindictive protectiveness teaches students to think in a very different way. It prepares them poorly for professional life, which often demands intellectual engagement with people and ideas one might find uncongenial or wrong. The harm may be more immediate, too. A campus culture devoted to policing speech and punishing speakers is likely to engender patterns of thought that are surprisingly similar to those long identified by cognitive behavioral therapists as causes of depression and anxiety. The new protectiveness may be teaching students to think pathologically."—"The Coddling of the American Mind" (*Atlantic Monthly*, September 2015) Greg Lukianoff and Jonathan Haidt

Literature is about expanding your world view and about validating your own experiences. Most of us don't get to adulthood without some sort of trauma. While I am sensitive to the idea that some language or content might trigger a past trauma, if you are concerned that reading or discussing violence, tragedy, sexual scenarios, or language that may be crude or refined, please drop this course.

Of course, racists, homophobic, sexist, and bigoted remarks are inappropriate and will not be tolerated in either face-to-face or online discussions. However, in creative writing we must be able to use whatever language and content fits the situation.

Circumstantial Grade Changes: I reserve the right to raise or lower a final grade if special circumstances warrant it. Special circumstances that would result in a lowered grade might include, for example, behavior that is particularly disruptive or detrimental to the class.

I do not give Incomplete grades.

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.** The work you present for workshop must be NEW MATERIAL. Please do not submit work you've also submitted to your thesis director, peer writing groups, etc. This is one of my pet peeves. It really annoys me. We should be seeing fresh, new writing.

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 any 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 UCF 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: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact me during the first two weeks 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.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

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

Syllabus Amendment: This syllabus may be amended or modified in any way upon notice; most such changes will affect the Course Itinerary. It is your responsibility to be aware of due date changes.

CALENDAR

We meet in person on Monday and Wednesdays..

You should download and print out the manuscripts for our face-to-face workshop sessions just has the writer has formatted it so that all pagination remains the same for everyone during our discussion. You can imagine if the writer double-spaced an essay, and a few people decide to save paper by single spacing the essay, we'll have a terrible time locating sections we wish to discuss.

Writers: Post your manuscript in Canvas at least 1 week prior to your workshop

Critics: Post your minimum 1-page (double spaced) narrative response to each workshop by 11:59PM the Sunday just prior to the week the workshops are scheduled. Please note that because of the nature of workshop/studio critique courses, Canvas does not allow me to post deadlines for each Sunday without creating a massive headache.

Workshop Schedule (table) and then other deadlines are also in "Course Summary" below the table.

Remember to post your manuscript at least one week prior to your workshop session!

Dates	Assignment/Activity	Due Online

M: January 8	What do you want in a critique?	
W: January 10	Reading Nonfiction & Poetry (in class)	
F: January 12		Semester Goal Statement
SUN: January 14		• Weekly Writing Project • Narrative Critique 1.1
M: January 15 W: January 17	MLK Day NO CLASS Workshop 1.1	
SUN: January 21		• Weekly Writing Project • Narrative Critiques 1.2 & 1.3
M: January 22	Workshop 1.2	
W: January 24	Workshop 1.3	
SUN: January 28		• Weekly Writing Project • Narrative Critiques 1.4 & 1.5
M: January 29	Workshop 1.4	
W: January 31	Workshop 1.5	
SUN: February 4		• Weekly Writing Project • Narrative Critiques 1.6 & 1.7
M: February 5	Workshop 1.6	
W: February 7	Workshop 1.7	
SUN: February 11		• Weekly Writing Project • Narrative Critiques 1.8 & 1.9
M: February 12	Workshop 1.8	
W: February 14	Workshop 1.9	
SUN: Feb 18		• Weekly Writing Project • Narrative Critiques 1.10 & 1.11
M: February 19	Workshop 1.10	
W: February 21	Workshop 1.11	
SUN: February 25		• Weekly Writing Project

		• Narrative Critiques 1.12 & 2.1
M: February 26	Workshop 1.12	
W: February 28	Workshop 2.1	
SUN: March 4		• Mid-Term Self-Evaluation & Peer Assessment • Weekly Writing Project • Narrative Critique 2.2
M: March 5	Workshop 2.2	
W: March 7	AWP: NO CLASS	(Workshops 2.3 & 2.4 mss posted by 3/7)
SUN: March 11		Weekly Writing Project
March 12-16	SPRING BREAK	
SUN: March 18		Narrative Critiques 2.3 & 2.4
M: March 19	Workshop 2.3	
W: March 21	Workshop 2.4	
SUN: March 25		• Weekly Writing Project • Narrative Critiques 2.5 & 2.6
M: March 26	Workshop 2.5	
March 28	Workshop 2.6	
SUN: April 1		• Weekly Writing Project • Narrative Critiques 2.7 & 2.8
M: April 2	Workshop 2.7	
W: April 4	Workshop 2.8	
SUN: April 8		• Weekly Writing Project • Narrative Critiques 2.9 & 2.10
M: April 9	Workshop 2.9	
W: April 11	Workshop 2.10	
SUN: April 15		Narrative Critiques 2.11 & 2.12
M: April 16	Workshop 2.11	
W: April 18	Workshop 2.12	

M: April 23	Workshop of Weekly Writing Project	
W: April 25	Final Exam Period 4-6:50 NOTE TIME CHANGE	

College of Arts and Humanities - Grad Course Addition - ENC 5707 Colloquium in Rhetoric and Composition

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of Writing and Rhetoric

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

Full Title:*	Grad Course Addition - ENC 5707 Colloquium in Rhetoric and Composition
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dustin Edwards
Department Chair Phone Number:*	407-823-2295
Dept Chair Email*	stephanie.vie@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ENC	**Number:*** 5707
Course Title:* Colloquium in Rhetoric and Composition	
30 Character Abbreviation:* Col Rhet and Comp	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Foundational concepts, readings, and journals in the areas of composition, literacy, and rhetoric	
Grading Scheme:* ABCDF	
Prerequisite(s): Graduate standing or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Faculty felt a need for a course that introduces students to foundational concepts, definitions, and readings in the field of Rhetoric and Composition. The course will also introduce students to graduate faculty. We are updating the program to include this class as a core course.
What grad programs/tracks require or recommend this course for graduation?	Rhetoric and Composition, MA
What will be the source of students?*	Rhetoric and Composition, MA; Professional Writing, Certificate; Texts and Technology, PhD
What is the estimated annual enrollment?*	20

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

Detail Discussion	Discussed the course with Texts and Technology program directors who expressed interest in the course. Please see attached email. We do not foresee any other conflicts with UCF departments.

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to**

educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

ENC 6255 Section 0W62

- **Dr. Flammia**
- **Term: TBD**
- **Course Credit: 3 credit hours**
- **ENC 6255 is a W Course (all course activities will occur in Webcourses)**

Contacting Dr. Flammia:

Office Hours:	By appointment
Online Office Hours:	T, W, & TH 2:00 pm to 4:00 pm
Office Location:	Trevor Colbourn Hall Room 253G
FAX:	407-823-6582
Email:	Madelyn.Flammia@ucf.edu

Course Description:

ENC 6255 focuses on the development of documentation for international audiences. Students will learn to address the challenges of communicating across cultures; they will learn to conduct an international audience analysis and to prepare documentation for translation. Students will also learn to create visuals for global audiences. They will have an opportunity to interact with graduate students at European universities.

Course Requirements:

Students should be prepared for the rigors of graduate level work. They should be proficient researchers and critical readers. Students are expected to have strong writing, research, and critical thinking skills coming into the course.

Course Objectives:

Upon completion of the course students will have

- Developed a thorough understanding of the challenges of international technical communication and learned key strategies to address those challenges
- Conducted an international audience analysis

Course Objectives (continued):

- Learned to prepare documentation for translation and to collaborate effectively with translators
- Developed their intercultural communication skills
- Learned to design documents and to create visuals for global audiences
- Produced a real-world project for a client
- Established and maintained a professional work ethic in dealing with their clients

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Required Reading:

There is one required textbook for the course. In addition to our text, you will be required to read several journal articles.

Textbook:

Hofstede, Geert, Gert Jan Hofstede, and Michael Minkov. *Cultures and Organizations: Software of the Mind*. 3rd ed., McGraw-Hill Education, 2010.

Journal Articles:

A Reading List is provided in the Syllabus Module on the course Home Page, and links to the articles are provided within the modules.

Evaluation Procedures

Grade Categories	Due Dates	Points
Introduction Message	11:59 pm Wednesday 8/22	5
International Audience Analysis*	11:59 pm Wednesday 9/12	20
Interview*	11:59 pm Wednesday 10/3	15
Writing for Translation*	11:59 pm Wednesday 10/24	25
Peer Review	11:59 pm Monday 11/12 **Draft Posted;** 11:59 pm Wednesday 11/14 **Peer Review Due**	10
Documentation Project*	11:59 pm Wednesday 11/28	25

- **See Description of Assignments in the Syllabus Module on the course Home Page for a detailed description of each assignment. Those assignments marked with an asterisk fulfill the Gordon Rule requirement.**

Grading Scale:

Points:	Grade:
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

Course Policies:

These course policies relate to issues of 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, standards for written work, and the Gordon Rule.

Class Participation:

In an online course, attendance as such is not an issue. However, students are expected to stay current with the required readings and other 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. To receive full credit, an assignment must be turned in on time and must be complete.

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 (Ferrell Commons 185; 407-823-2371; sas@ucf.edu; http://sas.sdes.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 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 Room 109, or call 407-823-2197.

Standards for Written Work:

An "A" text is exceptional. It presents sophisticated and significant critique and is guided by a meaningful argument. It contains the required elements of the assignment, is written in an engaging style, is arranged in a logical manner, is memorable, and is visually appealing. It is free of mechanical errors.

A "B" text is strong. It contains all required elements of the assignment. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It is free of mechanical errors.

A "C" text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has few mechanical errors.

Low "C" work is weak. It does not include the required elements of the assignment, and it falls below average in terms of one or more of the major criteria.

"F" work fails in terms of one or more of these criteria.

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 total number of points each assignment is worth and the due date for each assignment. All assignments are due by 11:59 pm on the day that they are due.

Introduction Message (5 points) Due by 11:59 pm Wednesday 8/22

Post a message in the Introduction discussion under Discussions. The purpose of this message is for you to introduce yourself to Dr. Flammia and to your classmates. Remember that the message you post is addressed to both Dr. Flammia and your classmates. It should be written in a formal manner. Be sure to use complete sentences and paragraphs and formal diction. The message should be at least three well-developed paragraphs in length.

Post a message that includes this information:

- What you know about intercultural communication and what you expect to learn about in this course.
- Any experience you have had creating documentation for international audiences, working in virtual teams, or other relevant professional experience.
- How you think this course will benefit you based on your career goals.

If you have any questions about what to include in your response, be sure to check with Dr. Flammia before posting your message.

International Audience Analysis (20 points) Due 11:59 pm Wednesday 9/12

When preparing documentation for an international audience, technical communicators must address many considerations related to cultural and language differences. When conducting an international audience analysis, they should strive to develop an understanding of cultural variables that may have an impact on the effectiveness of the documentation they are creating.

For this assignment, you should select a specific audience and purpose for documentation within another culture (e.g., users of a particular software program, tourists who want to visit the United States, students interested in studying abroad, or individuals seeking information on a healthcare company's products/services).

In your analysis, you should present current information on various aspects of the majority culture of the country that are relevant to the audience's ability to understand the documentation. You should address any of the seven cultural variables identified by Nancy Hoft (political, economic, social, religious, educational, linguistic, and technological) that have a bearing on your audience and purpose. You may also choose to include other relevant variables (e.g., environmental, recreational).

In the analysis, you should also refer to any of Hofstede's cultural value dimensions and any aspect of Hall's Theory of Contexting that will help you understand the audience. You may also use other theories of intercultural communication to inform your study of the audience.

While conducting your analysis, remember that beyond gaining an understanding of the majority culture of the country generally, you should be reflecting on how the cultural values you learn about will impact the creation of technical documentation for the specific audience and purpose you have chosen.

You should include a Works Cited section and in-text citations in the MLA format. The Purdue Online Writing Lab (Purdue OWL) is an excellent reference for the MLA format.

Your analysis should be between five and seven single-spaced pages, not counting the Works Cited.

Interview (15 points) Due by 11:59 pm Wednesday 10/3

For this assignment, you should locate a technical communication practitioner who is working or who has worked in another culture and arrange an interview with him/her. The purpose of the interview is for you to learn more about the way technical communication is practiced outside the United States. Your interview may be conducted via email, Google Hangouts, Skype, another computer-mediated technology, or in a face-to-face setting. If you have an opportunity to meet with your interviewee at his/her place of business, I strongly urge you to do so. If you do not know any technical communicators with international experience, you may be able to locate one through our local chapter of the Society for Technical Communication, the Florida Chapter (https://stc-orlando.org/).

Be sure to contact your potential interviewee well ahead of the due date for the assignment so that you can schedule your interview at a mutually convenient time. Before your interview, you should draft a set of questions. It would also be a very good idea to take the time to learn a bit about the organization for which your interviewee works.

After the interview, you should write up a brief (2-3 single-spaced pages) memo reflecting on the interview. In this memo, you should discuss how the interview expanded your knowledge of technical communication practices outside the United States. Be sure to relate what you learned in the interview to what you are learning in our class. Also, you should reflect upon how what you learned in the interview will inform your work on your documentation project.

IMPORTANT NOTE: Do not write the memo as a series of questions and answers. Instead, you should synthesize the information from the interview with your reflections on how what you learned relates to our course and your project.

Writing for Translation (25 points) Due by 11:59 pm Wednesday 10/24*

*See Project Schedule for a list of the due dates for all deliverables

For this assignment, students will work in teams; each team will consist of two or three technical communication students at the University of Central Florida (UCF) and two or three translation students at the Université Paris Diderot (PDU). The collaboration will last for six weeks beginning on September 12th and ending on October 24th.

Description of Project

The aim of the project is virtual collaboration between UCF students and PDU students. The central topic is writing for translation. Technical communicators should be aware that they also write for translators, and the two professions should know how to collaborate effectively.

The UCF students on each team will collaborate to write a short set of instructions; the instructions should be between 1000 and 1500 words in length. They should be written for a general audience (i.e., not for experts) and should help the audience perform a task using technology (e.g., setting up voice mail on a smart phone; creating a Facebook account). The PDU students on each team will review a draft of the instructions and provide feedback on them. They will explain any challenges the instructions would present to a translator, any ambiguity that might make the instructions difficult to translate, and any questions that a translator would need answered in order to be able to translate them.

The professors will create a Google Drive platform for the project containing: procedures for the assignment, a list of team members, and any other materials for the project.

Each team will have its own folder, and students should organize it to be fully readable. All team members should do the majority of their work on the platform so the professors can track their collaboration.

Project Schedule

September 12th: The project will begin on September 12th. Students will be given contact information for their teammates and access to their team's Google Drive folder.

September 12th to September 26th: During these two weeks, students will have time to get to know one another and to plan the team project. A team leader (or leaders) should be selected, the team structure and routines of communication should be established, and the topic for the instructions should be chosen in collaboration with all team members; in other words, the translators should be just as involved in the selection of the topic as the writers. These decisions and other relevant information should be documented in a team agreement due on September 26th.

October 10th: A draft of the instructions is due to the translators.

October 17th: The translators' comments to the writers are due on this date. The writers should revise their instructions based on the feedback that they receive.

October 24th: Final project deliverables are due on this date. For the UCF students, they consist of a revised draft of the instructions and a brief memo discussing the reasons for the specific revisions and what (if anything) the writers would do differently on future documentation projects based on what they learned from the experience. For the PDU students, they consist of a memo (at least 2 pages in length).

Project Deliverables

NOTE: Only UCF students are responsible for Deliverables 2 and 4, and only PDU students are responsible for Deliverables 3 and 5.

1. Team agreement due September 26th. ALL TEAM MEMBERS

2. Original draft due October 10th UCF STUDENTS ONLY

The UCF students will write a short set of instructions; the instructions should be between 1000 and 1500 words in length. They should be written for a general audience (i.e., not for experts) and should help the audience perform a task using technology (e.g., setting up voice mail on a smart phone; creating a Facebook account).

3. Review from translators due October 17th PDU STUDENTS ONLY

The PDU students on each team will review a draft of the instructions and provide feedback on them. They will explain any challenges the instructions would present to a translator, any ambiguity that might make the instructions difficult to translate, and any questions that a translator would need answered in order to be able to translate them. If needed, they will make suggestions for clarifying the draft.

4. Revised draft and team memo due October 24th UCF STUDENTS ONLY

The UCF students should submit a revised draft of their instructions. They should also submit one brief memo (1-2 single-spaced pages) per team. The memo should discuss the reasons for the specific revisions made and what (if anything) they would do differently on future documentation projects based on what they learned from the experience. The memo should also discuss what the students liked and disliked about the project, what the major challenges were, and how they addressed those challenges.

5. Individual memo due October 24th PDU STUDENTS ONLY

Each PDU student will write a memo of at least 2 pages (single-spaced) about:

- What they liked and disliked in the project
- What were the major challenges
- What kind of revisions students proposed and why
- What they learned from the experience.

The memos will all be placed on the Google Drive platform in a folder labeled "Memos."

Peer Review of Documentation Project Draft (10 points) Draft Posted 11:59 pm Monday 11/12; Peer Review Due 11:59 pm Wednesday 11/14

The Peer Review assignment has two parts (each part is worth 5 points):

1. Post a draft of your Documentation Project for peer review no later than 11:59 pm on Monday 11/12.
2. Complete a review of the work of your peer review partner no later than 11:59 pm on Wednesday 11/14.

Your review should answer all the questions posed in Module 13 in detail. It should be written in complete sentences and paragraphs and should be thoroughly developed. You should use headings to organize the review.

You may also include comments within your review partner's draft; however, you must write a formal review in addition to the in-text comments.

Documentation Project (25 points) Due 11:59 pm Wednesday 11/28

Develop a documentation project for a non-US audience. The project may be created for individuals living in another country, but the audience may also be individuals from other cultures currently living in the United States; for example, suitable projects might include a manual for international students enrolled at UCF, a newsletter for individuals from Barbados currently residing in Orlando, or a guide for foreign visitors to Orlando.

You should draw on what you learned from the International Audience Analysis, Interview, and Writing for Translation assignments when developing this project.

Suitable document types include a short manual, a web page, a newsletter, an event program, or a brochure. Your completed document should be accompanied by a brief summary (not more than one single-spaced page) that discusses how you tailored your document to your target audience.

Schedule

Week	Date	Topic	Assignments Due
1	8/20	Introduction to Course	Read Chapters 1 & 2; Introduction Message assignment due 11:59 pm Wednesday 8/22
2	8/27	Traditional Approaches to the Study of Intercultural Communication	Read Chapter 3 & 4; Hunsinger article
3	9/3	Critiques of the Traditional Approaches	Read Chapters 5 & 6; Cardon article
4	9/10	Verbal Communication	International Audience Analysis assignment due 11:59 pm Wednesday 9/12
5	9/17	Nonverbal Communication	Read Chapters 7, 8, & 11; Fang article
6	9/24	Visual Communication	Walton article; Zakaria article
7	10/1	Virtual Collaboration	Interview assignment due Wednesday 10/3
8	10/8	Social Media	Shuter article
9	10/15	Writing for Translation	Batova & Clark article
10	10/22	Writing for Translation	Writing for Translation assignment due Wednesday 10/24
11	10/29	Ethics and Social Justice	Jones, Moore, & Walton article
12	11/5	Work on Documentation Project	No assignments due
13	11/12	Peer Review	Draft of Document Project due for peer review 11:59 pm Monday 11/12; Peer Review due 11:59 pm Wednesday 11/14
14	11/19	Revision	No assignment due
15	11/26	Documentation Project Due	Documentation Project due 11:59 Wednesday 11/28

College of Arts and Humanities - Grad Course Addition - ENC 6255 International Technical Communication

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type: Grad Course Addition

College:* College of Arts and Humanities

Unit / Department / College:* Department of English

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

Full Title:* Grad Course Addition - ENC 6255 International Technical Communication

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

Department Chair Phone Number:* 3-5596

Dept Chair Email* Trey.Philpotts@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* ENC	**Number:*** 6255
Course Title:* International Technical Communication	
30 Character Abbreviation:* International Tech Comm	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Documentation for international audiences and the challenges of communicating across cultures.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admission to the English MA program or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

for information only.

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

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	ENC 6255 introduces our students to international issues in the field of technical communication including writing and designing documentation for international audiences, writing for translation, international collaboration, and the rhetorical and logistical challenges of intercultural communication. In this course, students have an opportunity to participate in a global virtual team project and to learn how to work with translators. ENC 6255 is the only course in the curriculum that focuses on these issues.
What grad programs/tracks require or recommend this course for graduation?	English MA--Technical Communication Track
What will be the source of students?*	English MA--Technical Communication Track
What is the estimated annual enrollment?*	15

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

Detail Discussion	The course has been offered as a special topics several times. We see no potential conflict with any other UCF unit.

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

ENC 6255 Section 0W62

- **Dr. Flammia**
- **Term: TBD**
- **Course Credit: 3 credit hours**
- **ENC 6255 is a W Course (all course activities will occur in Webcourses)**

Contacting Dr. Flammia:

Office Hours:	By appointment
Online Office Hours:	T, W, & TH 2:00 pm to 4:00 pm
Office Location:	Trevor Colbourn Hall Room 253G
FAX:	407-823-6582
Email:	Madelyn.Flammia@ucf.edu

Course Description:

ENC 6255 focuses on the development of documentation for international audiences. Students will learn to address the challenges of communicating across cultures; they will learn to conduct an international audience analysis and to prepare documentation for translation. Students will also learn to create visuals for global audiences. They will have an opportunity to interact with graduate students at European universities.

Course Requirements:

Students should be prepared for the rigors of graduate level work. They should be proficient researchers and critical readers. Students are expected to have strong writing, research, and critical thinking skills coming into the course.

Course Objectives:

Upon completion of the course students will have

- Developed a thorough understanding of the challenges of international technical communication and learned key strategies to address those challenges
- Conducted an international audience analysis

Course Objectives (continued):

- Learned to prepare documentation for translation and to collaborate effectively with translators
- Developed their intercultural communication skills
- Learned to design documents and to create visuals for global audiences
- Produced a real-world project for a client
- Established and maintained a professional work ethic in dealing with their clients

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Required Reading:

There is one required textbook for the course. In addition to our text, you will be required to read several journal articles.

Textbook:

Hofstede, Geert, Gert Jan Hofstede, and Michael Minkov. *Cultures and Organizations: Software of the Mind*. 3rd ed., McGraw-Hill Education, 2010.

Journal Articles:

A Reading List is provided in the Syllabus Module on the course Home Page, and links to the articles are provided within the modules.

Evaluation Procedures

Grade Categories	Due Dates	Points
Introduction Message	11:59 pm Wednesday 8/22	5
International Audience Analysis*	11:59 pm Wednesday 9/12	20
Interview*	11:59 pm Wednesday 10/3	15
Writing for Translation*	11:59 pm Wednesday 10/24	25
Peer Review	11:59 pm Monday 11/12 **Draft Posted;** 11:59 pm Wednesday 11/14 **Peer Review Due**	10
Documentation Project*	11:59 pm Wednesday 11/28	25

- **See Description of Assignments in the Syllabus Module on the course Home Page for a detailed description of each assignment. Those assignments marked with an asterisk fulfill the Gordon Rule requirement.**

Grading Scale:

Points:	Grade:
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	F

Course Policies:

These course policies relate to issues of 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, standards for written work, and the Gordon Rule.

Class Participation:

In an online course, attendance as such is not an issue. However, students are expected to stay current with the required readings and other 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. To receive full credit, an assignment must be turned in on time and must be complete.

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 (Ferrell Commons 185; 407-823-2371; sas@ucf.edu; http://sas.sdes.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 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 Room 109, or call 407-823-2197.

Standards for Written Work:

An "A" text is exceptional. It presents sophisticated and significant critique and is guided by a meaningful argument. It contains the required elements of the assignment, is written in an engaging style, is arranged in a logical manner, is memorable, and is visually appealing. It is free of mechanical errors.

A "B" text is strong. It contains all required elements of the assignment. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It is free of mechanical errors.

A "C" text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has few mechanical errors.

Low "C" work is weak. It does not include the required elements of the assignment, and it falls below average in terms of one or more of the major criteria.

"F" work fails in terms of one or more of these criteria.

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 total number of points each assignment is worth and the due date for each assignment. All assignments are due by 11:59 pm on the day that they are due.

Introduction Message (5 points) Due by 11:59 pm Wednesday 8/22

Post a message in the Introduction discussion under Discussions. The purpose of this message is for you to introduce yourself to Dr. Flammia and to your classmates. Remember that the message you post is addressed to both Dr. Flammia and your classmates. It should be written in a formal manner. Be sure to use complete sentences and paragraphs and formal diction. The message should be at least three well-developed paragraphs in length.

Post a message that includes this information:

- What you know about intercultural communication and what you expect to learn about in this course.
- Any experience you have had creating documentation for international audiences, working in virtual teams, or other relevant professional experience.
- How you think this course will benefit you based on your career goals.

If you have any questions about what to include in your response, be sure to check with Dr. Flammia before posting your message.

International Audience Analysis (20 points) Due 11:59 pm Wednesday 9/12

When preparing documentation for an international audience, technical communicators must address many considerations related to cultural and language differences. When conducting an international audience analysis, they should strive to develop an understanding of cultural variables that may have an impact on the effectiveness of the documentation they are creating.

For this assignment, you should select a specific audience and purpose for documentation within another culture (e.g., users of a particular software program, tourists who want to visit the United States, students interested in studying abroad, or individuals seeking information on a healthcare company's products/services).

In your analysis, you should present current information on various aspects of the majority culture of the country that are relevant to the audience's ability to understand the documentation. You should address any of the seven cultural variables identified by Nancy Hoft (political, economic, social, religious, educational, linguistic, and technological) that have a bearing on your audience and purpose. You may also choose to include other relevant variables (e.g., environmental, recreational).

In the analysis, you should also refer to any of Hofstede's cultural value dimensions and any aspect of Hall's Theory of Contexting that will help you understand the audience. You may also use other theories of intercultural communication to inform your study of the audience.

While conducting your analysis, remember that beyond gaining an understanding of the majority culture of the country generally, you should be reflecting on how the cultural values you learn about will impact the creation of technical documentation for the specific audience and purpose you have chosen.

You should include a Works Cited section and in-text citations in the MLA format. The Purdue Online Writing Lab (Purdue OWL) is an excellent reference for the MLA format.

Your analysis should be between five and seven single-spaced pages, not counting the Works Cited.

Interview (15 points) Due by 11:59 pm Wednesday 10/3

For this assignment, you should locate a technical communication practitioner who is working or who has worked in another culture and arrange an interview with him/her. The purpose of the interview is for you to learn more about the way technical communication is practiced outside the United States. Your interview may be conducted via email, Google Hangouts, Skype, another computer-mediated technology, or in a face-to-face setting. If you have an opportunity to meet with your interviewee at his/her place of business, I strongly urge you to do so. If you do not know any technical communicators with international experience, you may be able to locate one through our local chapter of the Society for Technical Communication, the Florida Chapter (https://stc-orlando.org/).

Be sure to contact your potential interviewee well ahead of the due date for the assignment so that you can schedule your interview at a mutually convenient time. Before your interview, you should draft a set of questions. It would also be a very good idea to take the time to learn a bit about the organization for which your interviewee works.

After the interview, you should write up a brief (2-3 single-spaced pages) memo reflecting on the interview. In this memo, you should discuss how the interview expanded your knowledge of technical communication practices outside the United States. Be sure to relate what you learned in the interview to what you are learning in our class. Also, you should reflect upon how what you learned in the interview will inform your work on your documentation project.

IMPORTANT NOTE: Do not write the memo as a series of questions and answers. Instead, you should synthesize the information from the interview with your reflections on how what you learned relates to our course and your project.

Writing for Translation (25 points) Due by 11:59 pm Wednesday 10/24*

*See Project Schedule for a list of the due dates for all deliverables

For this assignment, students will work in teams; each team will consist of two or three technical communication students at the University of Central Florida (UCF) and two or three translation students at the Université Paris Diderot (PDU). The collaboration will last for six weeks beginning on September 12th and ending on October 24th.

Description of Project

The aim of the project is virtual collaboration between UCF students and PDU students. The central topic is writing for translation. Technical communicators should be aware that they also write for translators, and the two professions should know how to collaborate effectively.

The UCF students on each team will collaborate to write a short set of instructions; the instructions should be between 1000 and 1500 words in length. They should be written for a general audience (i.e., not for experts) and should help the audience perform a task using technology (e.g., setting up voice mail on a smart phone; creating a Facebook account). The PDU students on each team will review a draft of the instructions and provide feedback on them. They will explain any challenges the instructions would present to a translator, any ambiguity that might make the instructions difficult to translate, and any questions that a translator would need answered in order to be able to translate them.

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Project Schedule

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NOTE: Only UCF students are responsible for Deliverables 2 and 4, and only PDU students are responsible for Deliverables 3 and 5.

1. Team agreement due September 26th. ALL TEAM MEMBERS

2. Original draft due October 10th UCF STUDENTS ONLY

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3. Review from translators due October 17th PDU STUDENTS ONLY

The PDU students on each team will review a draft of the instructions and provide feedback on them. They will explain any challenges the instructions would present to a translator, any ambiguity that might make the instructions difficult to translate, and any questions that a translator would need answered in order to be able to translate them. If needed, they will make suggestions for clarifying the draft.

4. Revised draft and team memo due October 24th UCF STUDENTS ONLY

The UCF students should submit a revised draft of their instructions. They should also submit one brief memo (1-2 single-spaced pages) per team. The memo should discuss the reasons for the specific revisions made and what (if anything) they would do differently on future documentation projects based on what they learned from the experience. The memo should also discuss what the students liked and disliked about the project, what the major challenges were, and how they addressed those challenges.

5. Individual memo due October 24th PDU STUDENTS ONLY

Each PDU student will write a memo of at least 2 pages (single-spaced) about:

- What they liked and disliked in the project
- What were the major challenges
- What kind of revisions students proposed and why
- What they learned from the experience.

The memos will all be placed on the Google Drive platform in a folder labeled "Memos."

Peer Review of Documentation Project Draft (10 points) Draft Posted 11:59 pm Monday 11/12; Peer Review Due 11:59 pm Wednesday 11/14

The Peer Review assignment has two parts (each part is worth 5 points):

1. Post a draft of your Documentation Project for peer review no later than 11:59 pm on Monday 11/12.
2. Complete a review of the work of your peer review partner no later than 11:59 pm on Wednesday 11/14.

Your review should answer all the questions posed in Module 13 in detail. It should be written in complete sentences and paragraphs and should be thoroughly developed. You should use headings to organize the review.

You may also include comments within your review partner's draft; however, you must write a formal review in addition to the in-text comments.

Documentation Project (25 points) Due 11:59 pm Wednesday 11/28

Develop a documentation project for a non-US audience. The project may be created for individuals living in another country, but the audience may also be individuals from other cultures currently living in the United States; for example, suitable projects might include a manual for international students enrolled at UCF, a newsletter for individuals from Barbados currently residing in Orlando, or a guide for foreign visitors to Orlando.

You should draw on what you learned from the International Audience Analysis, Interview, and Writing for Translation assignments when developing this project.

Suitable document types include a short manual, a web page, a newsletter, an event program, or a brochure. Your completed document should be accompanied by a brief summary (not more than one single-spaced page) that discusses how you tailored your document to your target audience.

Schedule

Week	Date	Topic	Assignments Due
1	8/20	Introduction to Course	Read Chapters 1 & 2; Introduction Message assignment due 11:59 pm Wednesday 8/22
2	8/27	Traditional Approaches to the Study of Intercultural Communication	Read Chapter 3 & 4; Hunsinger article
3	9/3	Critiques of the Traditional Approaches	Read Chapters 5 & 6; Cardon article
4	9/10	Verbal Communication	International Audience Analysis assignment due 11:59 pm Wednesday 9/12
5	9/17	Nonverbal Communication	Read Chapters 7, 8, & 11; Fang article
6	9/24	Visual Communication	Walton article; Zakaria article
7	10/1	Virtual Collaboration	Interview assignment due Wednesday 10/3
8	10/8	Social Media	Shuter article
9	10/15	Writing for Translation	Batova & Clark article
10	10/22	Writing for Translation	Writing for Translation assignment due Wednesday 10/24
11	10/29	Ethics and Social Justice	Jones, Moore, & Walton article
12	11/5	Work on Documentation Project	No assignments due
13	11/12	Peer Review	Draft of Document Project due for peer review 11:59 pm Monday 11/12; Peer Review due 11:59 pm Wednesday 11/14
14	11/19	Revision	No assignment due
15	11/26	Documentation Project Due	Documentation Project due 11:59 Wednesday 11/28

College of Arts and Humanities - Grad Course Deletion - SPN 5920 AP Spanish Language

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

Proposal Type:*	Grad Course Deletion
College:*	College of Arts and Humanities
Unit / Department / College:*	Department of Modern Languages and Literatures

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

Prefix:* SPN	**Code:*** 5920
Course Title:*	AP Spanish Language
Full Title:*	SPN 5920 AP Spanish Language
Course Description:*	Graduate status or senior standing or C.I. Participants will enhance their knowledge of the language and culture of Spanish-speaking peoples and develop further proficiency in listening, comprehension, speaking, reading, and writing.
Credit Hours:	3
Class Hours:	3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Graduate status or senior standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

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

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

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	Not required in any UCF program or a prerequisite for any UCF course. This includes the Spanish MA program. No impacts on other prgrams.
Notes:	Confirmed with Steffen Guenzel. Email below (copy upon request): Lisa Nalbone Tue 9/24/2019 9:28 PM

>> Dear Steffen,

>>

>> I hope all is well!

>> I'm writing because a course came up on our 5-year review report with an SPN prefix, but it's not one we offer as part of our Spanish MA program. By looking at the title, I wonder if this is a course you are familiar with from the AP training courses that you have run in the past.

>> CAH FOR LANG 009795 A SPN 5920 AP Spanish Language

>>

>> Thanks for any insight you may have!

>> All my best,

>> Lisa

Steffen Guenzel

Wed 9/25/2019 7:34 AM

> Dear Lisa,

>

> In the AP Summer Institute, we are not using any course designations on the UCF campus / in the catalog, because the courses are limited to teachers from high schools that attend the Institutes for one week only. Everything is external, and we only use the space.

>

> I could imagine that this course designation maybe used to record credit for students who took AP Lang and Culture or AP Literature and Culture, but then this would be for undergraduate students.

>

> If you would like, I can contact Kathleen Bell, the previous Director, to see if she is aware about this course designation.

> This appears to be a mystery, indeed.

> Have a great day!

> Steffen

Attachment

Supporting ☐ Y ☑ N

documents from impacted units of the deletion*	Yes No

Administration Use Only

Catalog Ownership:	Department of Modern Languages and Literatures
Course OID	
Course Type	Spanish Language
Status	Active-Visible Inactive-Hidden

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	009795

Close Window

Impact Report for SPN 5920

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SPN 5920 - AP Spanish Language

College of Arts and Humanities - Grad Course Revision - ENG 6813 Interdisciplinary Teaching

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Arts and Humanities

Unit / Department / College:* Texts and Technology PhD

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

Prefix:* ENG

Code:* 6813

Course Title:* ~~**Online**~~ **Interdisciplinary** Teaching ~~**Pedagogy and Practice**~~

30 Character Abbreviation:* ~~**Online**~~ **Interdisciplinary** Teaching ~~**Pedagogy and Practice**~~

Full Title:* Grad Course Revision - ENG 6813 Interdisciplinary Teaching

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

Department Chair Phone Number:* 407-823-2126	**Dept Chair Email*** anastasia@ucf.edu

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

Course Description:*	Theory and practice ~~for~~ **of** designing ~~electronic~~ **interdisciplinary** courses and curricula for the humanities~~;~~**. Includes** strategies, theories, and best practices.
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	○ Yes ◉ No
Grading Scheme:	ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?

Activity Log

Trisha Farmer

\+ **No**

○ Yes ◉ No

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

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

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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?* This course is being redesigned in response to challenges noted in T&T students transitioning into instructional roles across the range of disciplines supported by the program. The new curriculum focuses on digital humanities and transdisciplinary approaches to teaching, rather than specifically teaching online, to better reflect T&T teaching assignments and career paths observed among alumni.

What grad programs/tracks require or recommend this course for graduation? **Areas of specialization within T& T**

If not a major requirement, what will be the source of students? **Will be required for GTAs**

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 was revised by the T& T Curriculum Committee, which includes representation from all the Areas of Specialization within T& T. The committee worked to design an approach complementary to existing pedagogy courses.**

Course Syllabus Policy

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

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

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

Core policy statements

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

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

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

Attachment List

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

Check

Activity Log

Anastasia Salter

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Anastasia Salter

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: Dean's Office

Course OID

Course Type English: General

Status ◉ Active-Visible ○ Inactive-Hidden

ENG 6813 Interdisciplinary Teaching

WWW mode

Instructor: Sara Raffel, sara.raffel@ucf.edu, TCH 358M

Catalog description: Theory and practice of designing interdisciplinary courses and curricula for the humanities. Includes strategies, theories, and best practices.

Course description: In this course, students will explore definitions of interdisciplinarity, consider a range of approaches for teaching interdisciplinary humanities courses, and develop curricular materials for an interdisciplinary humanities course. The emphasis for the major project will be on creating a syllabus and well-structured assignments for an interdisciplinary course of your choice, with the approval of the instructor.

The course has two overarching goals:

1. To imagine the future of pedagogy in the humanities and understand how a scholarship of teaching and learning can inform ongoing inquiry into the impact of innovation.
2. To develop a framework for evaluating and designing pedagogies, syllabi, and assignments for the learning and knowledge contexts that are relevant to your interests.

Course objectives:

- Learn about the different varieties of multidisciplinarity, interdisciplinarity, and transdisciplinarity, and the role of disciplinarity in teaching.
- Develop practical and conceptual frameworks for understanding how people learn effectively in varied environments, including formal, informal, fully online, and mixed-mode learning.
- Reflect on your experiences, attitudes, values, and expertise as interdisciplinary educators and practitioners while synthesizing ideas and information from course readings and discussions.
- Propose and develop a well-theorized syllabus and accompanying course materials for an interdisciplinary course.
- Develop strategies for developing structured assignments within an interdisciplinary context.

Required readings:

- L. Dee Fink (2013). *Creating significant learning experiences: An integrated approach to designing college courses*.
- Julie Thompson Klein (2015) *Interdisciplining Digital Humanities: Boundary Work in an Emerging Field*
- Paulo Freire, *Pedagogy of the Oppressed*

Shorter readings (position, papers, articles, etc.):

- Association for Integrative Studies, & Institute in Integrative Studies. (1996). Guide to Interdisciplinary Syllabus Preparation. *The Journal of General Education, 45*(2), 170-173.
- Julie T. Klein: “Typologies of Interdisciplinarity: The Boundary Work of Definition"
- Jan Meyer and Ray Land, “Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the disciplines”
- Martin Willis (2012) "Open Fields? The Future of Interdisciplinary Studies in the Humanities"
- Brown, V. S., Toussaint, M., & Lewis, D. (2018). Students’ Perceptions of Quality across Four Course Development Models. *Online Learning*, 22(2), 173–195.

- Tabitha Grier-Reed and Anne Williams-Wengerd (2018). Integrating Universal Design, Culturally Sustaining Practices, and Constructivism to Advance Inclusive Pedagogy in the Undergraduate Classroom. *Educ. Sci.* 8(4), 167; https://doi.org/10.3390/educsci8040167

Assignments:

- Course Concept Wiki for a New Pedagogy in the Humanities: this will serve as a class resource on class pedagogical practice - 10%
- Course discussion postings: we will discuss course readings throughout the semester - 10%
- Course concept proposal: you will lay out a vision for an interdisciplinary course concept and possible assignment sequence - 10%
- Proposed bibliography: along with your course concept proposal, you will develop an annotated bibliography of teaching practice and theory readings that are appropriate for the course you will be designing - 20%
- Critical pedagogical practice portfolios: based on the course concept proposal, you will develop the following documents in support of your new course - 50% (25% as drafts, 25% for final portfolio)
    - Intellectual framework statement
    - Schedule of major activities and concept map linking them
    - One major assignment description
    - Full course syllabus for a teaching mode of your choice (F2F, WWW, or mixed-mode)
    - Teaching mode modification statement about how you might modify activities if teaching in a different mode

Course Outline

Unit I: What does it mean to teach interdisciplinary humanities? (4 weeks)

The first unit provides students a broad introduction to concepts of disciplinarity, multidisciplinarity, interdisciplinarity, and transdisciplinarity, their history, and their values. While we will focus on these concepts as they pertain to the humanities, we will also discuss how interdisciplinarity has been conceptualized in the social and natural sciences, as well as the fine arts. Students will develop a broader understanding of key concepts in the above areas, as well as reflect critically on their own interdisciplinary pedagogical interests and how they might draw from existing disciplinary traditions to develop an interdisciplinary course proposal.

- Values of disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary work (reading: Klein “Typologies”; Meyer & Land)
- Interdisciplinarity in the humanities (Klein “Interdisciplining”; Willis)
- Assignments:
    - Contribute to course concept wiki
    - Discussion posts/reading responses

Unit II: How do we approach course design from a holistic perspective? (4 weeks)

The second unit focuses on both evidence-based pedagogical strategies for learning and critical approaches to pedagogy. We will discuss course philosophies and ethical considerations when designing courses, how to scaffold and structure assignments, and appropriate methods for assessing learning. During this unit, students will develop a course concept proposal for a course for which they will construct course materials, as well as a proposed bibliography of interdisciplinary pedagogy theory and practice texts that they will draw on in order to plan their course.

- Principles of effective learning (reading: Fink)
- Creating a workflow for course development (reading: Brown et al.)
- Learning in different modes (reading: FCTL, Grier-Reed and Williams-Wengerd)
- Student-centered learning (reading: Freire or other TBD)
- Assignments:
    - Discussion posts/reading responses
    - Course concept proposal
    - Proposed bibliography

Unit III: How can we develop a new interdisciplinary pedagogy for the humanities? (8 weeks)

The third unit focuses on completion of the major course pedagogical portfolio, for which students will develop several documents. Students will turn in drafts at various points during this unit, and respond to instructor feedback in the final versions that they will develop for the final portfolio. Reading will largely be based on students' individual bibliography lists, though we will read about legal and ethical policies related to teaching (e.g., FERPA) as a whole class.

- Developing an interdisciplinary syllabus (reading: Association for Integrated Studies)
- Ethical and legal concepts and policies (reading: from FCTL website; about FERPA, etc.)
- Assignments:
    - Discussion posts/reading responses
    - Intellectual framework statement
    - Schedule of major activities and concept map linking them
    - Major assignment description
    - Full course syllabus for a specified teaching mode
    - Teaching mode modification statement
    - Final teaching portfolio with polished assignments

General Grading Criteria for Assignments

A (Excellent)
Assignment meets all of the requirements (for example, all required sections, length, and formatting; documentation style and attachments—when required; design elements and illustrations—when required), and typically exceeds the requirements in at least several areas. The content is complete, on topic, thorough, and ideas are effectively supported with relevant details. The introduction, middle (or body), and closing of the document are all impressive. Paragraphs have particularly clear and well

phrased and well placed topic sentences. Organization is strong throughout. Style and tone are especially appropriate throughout for the purpose and audience. The work is free of errors in mechanics and grammar.

B (Good)
Assignment meets all of the requirements. The content is complete, on topic, especially thorough, and ideas are effectively supported with relevant details. The introduction, middle (or body), and closing of the document are effective throughout. Paragraphs have clear and well phrased topic sentences. Organization is effective throughout. Style and tone are appropriate throughout for the purpose and audience. The work is largely free of errors in mechanics and grammar but may have a few minor errors in either.

C (Average)
Assignment meets all but one of the requirements, typically missing a minor requirement. The content is complete, on topic, and, for the most part, adequately supported with relevant details. The introduction, middle (or body), and closing of the document are all adequate. Most paragraphs have clear and well phrased topic sentences, but one or two paragraphs need topic sentences or better topic sentences. Organization needs improvement in one area. Style and tone are appropriate for the purpose and audience, but some style choices need improvement. The assignment contains some minor errors mechanics and one major error in grammar.

D (Unsatisfactory)
Assignment does not meet one major and several minor requirements. The content is weak in several sections (not complete, or on topic, or adequately supported in several areas). The introduction, middle (or body), or closing of the document contain adequate development and support. Many paragraphs have clear and well-phrased topic sentences, but three or four paragraphs need topic sentences or better topic sentences. Organization needs improvement in several areas. Style and tone are appropriate for the purpose and audience, but many style choices need improvement, and the tone may be unprofessional. The assignment contains many minor errors and several major errors in mechanics or grammar or both.

F (Failing)
Assignment does not meet several minor and major requirements. The content is weak in many sections (not complete, or on topic, or adequately supported in many areas). The introduction, middle (or body), and closing of document are not college-level work. Many paragraphs are missing topic sentences or need more clear topic sentences. Organization is weak throughout. Style and tone are inadequate for the purpose and audience. The work contains many minor and many major errors in mechanics and grammar.

Posting of Assignment Grades

Grades for all assignments will be made available to you in the Grades area of the Webcourse after each assignment is graded. I generally grade assignments within a week of the due date, so you should be able to determine your course grade at any point in the semester. Final course grades are provided by UCF about a week after the end of the semester.

Course Policies

Communication etiquette. Follow typical email protocols for polite and professional communication. You may frequently disagree with the opinions of others, but you must always respond in a considerate and professional manner.

Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule Student Handbook. See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

Proper course conduct also entails creating a positive learning experience for all students, regardless of gender, race, religion, sexual orientation, social class, disability, or any other feature of personal identification; therefore, I will not tolerate sexist, racist, prejudicial, homophobic, ableist, or other derogatory remarks.

Late or missed assignments. Assignments are due on the time and date specified on Webcourses. Late assignments will receive a penalty of 10% per day late for the first week. Once the assignment is a week late, it will receive a zero. You must have your reading material by the first day of classes. Please plan ahead so that you can meet all deadlines. If a conflict arises that will prevent you from turning in an assignment, let me know as soon as possible before the due date; I may be able to accommodate the late assignment without a penalty if I'm notified early enough. Accommodations will also be made for students who enroll during UCF's add/drop period.

Technical problems with Webcourses. If you experience technical problems with Webcourses on the date assignments are due, you must email me before the deadline to let me know, and you must also provide as attachments any assignments due before the deadline. Otherwise, I will assess the late penalty (10% per day) on the assignment.

Make-up assignments. Occasionally, after a semester is over, a student will request an opportunity to do additional or supplementary work in an effort to receive a passing grade. I do not give make-up assignments or offer extra credit.

Course grades. Please keep in mind that once the semester is over all course grades are final. I do not round grades up or down. I grade assignments in a timely manner so you can assess your standing in the course at any time.

Attaching files. If you simply forget to attach any submitted via Webcourses, the assignment will still be counted as late (once the deadline has passed), and you will receive the appropriate late penalty. Make sure your files are attached throughout the semester and download them to be sure you've uploaded the complete and correct file.

Word (.docx) or PDF format. You must use Microsoft's Word or Adobe PDF for your written assignments for this course. If you'd like to use another type of document, clear it with me at least a week prior to the due date.

Plagiarism. Plagiarism is defined in The Golden Rule Student Handbook 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." See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

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 their own, is plagiarism.

Plagiarism and cheating of any kind on a quiz or other assignment will result at least in an "F" for that assignment and may also lead to an "F" for the entire course. Plagiarism subjects a student to referral to the Office of Student Conduct for further action.

Other Rules of Academic Misconduct. UCF's rules concerning academic misconduct also prohibit, concerning providing examination information to another student, "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."

The rules of academic misconduct also state, "Any student who knowingly helps another violate academic behavior standards is also in violation of the standards." See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

Accessibility. The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. 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.

Mandatory reporting and UCF Cares. As an instructor, I have a mandatory reporting responsibility. If you share information with me about sexual misconduct or crimes that may have occurred on campus, I am required to contact the appropriate UCF student support agency. If you prefer to remain anonymous and are seeking resources or support for yourself, a friend, or a classmate, you can also visit UCFCares.com for free services and information about a variety of student concerns. You can reach a UCF Cares staff member at ucfcares@ucf.edu or call (407) 823-5607 between 8:00 a.m. and 5:00 p.m. If you are in immediate distress, UCF offers counselors 24/7 at (407) 823-2811.

Campus safety statement for students in online-only courses. Though emergency situations involving campus closures affect 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 or access is affected by off-campus emergencies.

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

If you have a special need or accommodation related to an emergency situation, please contact me directly when you are able.

Deployed active duty military students. If you are deployed active duty military and/or National Guard personnel and require accommodation, let me know as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Incompletes. No incompletes will be provided for this course.

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. I will use the Announcements feature in Webcourses to notify you of any changes, so I suggest you update your Webcourses "Settings" to send you either email or push (if you have the mobile app installed) notifications of course announcements.

Questions/concerns. If you have any questions or concerns about the syllabus or any other matter for the course, please don't hesitate to email me either using the messages feature in Webcourses or using my UCF email address. I respond to all email promptly during business hours (9:00 a.m.-5:00 p.m. ET Monday-Friday), but that means within 24 hours.

Requirement for Disbursement of Financial Aid

In order to document that you began this course for UCF's financial aid reporting, you must complete the initial discussion post during the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. If you add this course after this date, please email me ASAP to make sure you meet the requirement.

College of Arts and Humanities - Grad Course Revision - SPW 6315 Early Modern Spanish Theatre

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Arts and Humanities

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

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

Prefix:* SPW

Code:* 6315

Course Title:* ~~Golden Age Drama~~ **Early Modern Spanish Theatre**

30 Character Abbreviation:* **Early Modern** Spanish ~~Golden Age Drama~~ **Theatre**

Full Title:* Grad Course Revision - SPW 6315 Early Modern Spanish Theatre

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

Department Chair Phone Number:* 407-823-2472

Dept Chair Email* Geri.Smith@ucf.edu

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

Course Description:* ~~An analysis of the meaning~~ **Intensive reading** and ~~artistic values~~ **analysis** of selected theatrical works of the ~~Spanish Golden Age~~ **Early Modern Spain**.

Prerequisite(s): **Graduate Standing or C. I.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?

Activity Log

Martha Garcia

\+ No

○ Yes ◉ No

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

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

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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:	**Activity Log** **Trisha Farmer** + **Elective Course** ○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	The title of the course 'Golden Age Drama' needs to be updated to 'Early Modern Spanish Theatre' to maintain the consistency in terminology and to reflect better the intendend purpose of this graduate course as part of the Master of Arts in Spanish. It may be beneficial for advanced students in the Bachelor of Arts in Spanish~~,~~ **or** the Minor in Medieval and Rennaissance Studies~~, and for the Tech& Technology PhD program~~ if it is applicable.
What grad programs/tracks require or recommend this course for graduation?	**Spanish MA (recommended)**
If not a major requirement, what will be the source of students?	**Spanish MA 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	**N/A**

Course Syllabus Policy

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

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

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

Assessment and grading procedures
Course Materials and Resources

Core policy statements

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

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: Department of Modern Languages and Literatures

Course OID

Course Type Spanish Literature (Writings)

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

SPW 6315.0M01
Spanish Golden Age Drama

[Proposed change:
Early Modern Spanish Theatre]

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

Faculty member:	Martha García, PhD Professor	**Term:**	TBA
Office Location:	TCH 363F	**Class Meeting Days:**	TBA
Office Hours:	TBA	**Class Meeting Time:**	TBA
Phone:	407-823-2472	**Class Location:**	TBA
Email:	Martha.Garcia@ucf.edu	**Course Modality:**	Hybrid

Course description:

UCF Catalog: An analysis of the meaning and artistic values of selected theatrical works of the Spanish Golden Age.

[Proposed change: Intensive reading and analysis of selected theatrical works of the Early Modern Spain.]

Student Learning Outcomes:

- ✓ Reading theatrical texts in Spanish at the graduate level of proficiency
- ✓ Practicing writing and creative skills at the graduate level in Spanish
- ✓ Developing analytical skills at the graduate level in Spanish
- ✓ Understanding the complexity of the theatrical text, performance, and cultural context of the Early Modern Spain

SPW 6315 Early Modern Spanish Theatre

- ✓ Show proficiency at the graduate level in the Spanish language in oral presentations and written term paper assignment
- ✓ Apply the MLA style
- ✓ Apply relevant theoretical framework
- ✓ Converse and present the student's point of views in a respectful, proper, and academic style during class time, e-mail communication, and oral and written assignments
- ✓ Practicing self-discipline, individual responsibility, and time management

Enrollment requirements: Prerequisites

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

This course will be conducted in Spanish.

Required Texts:

Miguel de Cervantes y Saavedra, *Numancia*
Félix Lope de Vega, *El caballero de Olmedo*
Pedro Calderón de la Barca, *La vida es sueño*
Tirso de Molina, *El condenado por desconfiado*
Pedro Ruiz de Alarcón, *Las paredes oyen*
María de Zayas, *La traición en la amistad*

MLA Handbook Eight Edition:

https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition (Links to an external site.)

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

ISBN-13: 978-0873529778
ISBN-10: 0873529774

Theoretical Framework:

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

SPN 6315 Early Modern Spanish Theatre

Course Objective:

The primary requirement of this course is to study at the graduate level—since the material previously studied at the undergraduate level (BA) should constitute part of the previous knowledge of the graduate student— the most representative masterpieces of the early modern Spanish theatre without forgetting the socio-cultural context of the Iberian Peninsula. Therefore, the most representative theatrical works will be analyzed within the viable possibilities offered by an academic semester.

Course requirements, activities, and assessment and grading procedures:

Attendance and participation:

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

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

Readings and individual oral presentation of academic articles:

Each graduate student must prepare a 20 minute-presentation of one of the articles in the comprehensive and up to date scholarly academic reading section in Modules on Webcourses. The readings in the section of required academic articles will be read by all students. Please refer to Modules on Webcourses.

Readings assigned for the virtual component week (online):

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

Exams:

Mid-term exam.

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Graduate research paper and oral presentation (individually):

An 8-10-page research paper (2000-2500 words) will be written, plus the works cited with a minimum of 8-10 entries in MLA style. The premises granted by Bakhtin and Derrida will be applied in this assignment as a theoretical framework. A first version (100 points) will be given to receive the professor's feedback, and then the revised final version (100 points). Each graduate student will present their graduate research in a summary form on a panel at the end of the semester. Please refer to Modules on Webcourses.

Creative Project (individually or in group):

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

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

Attendance	100
Participation	100
Individual oral presentation of an academic article:	100
Written component of the readings assigned for the virtual component week (online)	300
Mid-term	100
Creative project	100
Graduate research paper	
First version and final revised version	200
	Total: 1000

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

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

Final Grade:

1000 – 940: A	869 - 830: B	769 – 730: C	669 – 630: D
939 – 900: A-	829 – 800: B-	729 – 700: C-	629 – 600: D-
899 – 870: B+	799 – 770: C+	699 – 670: D+	Below 600: F

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

Important Dates:

Withdrawal Deadline

TBA

UCF Academic Calendar holidays

TBA

Grade Dissemination:

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

SPW 6315 Early Modern Spanish Theatre

POLICY STATEMENTS:

Academic Integrity:

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

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

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

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

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

Plagiarism:

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

Misuse of Sources:

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

SPW 6316 Early Modern Spanish Theatre

Responses to Academic Dishonesty, Plagiarism, or Cheating:

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

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

Unauthorized Use of Class Materials:

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

Unauthorized Use of Class Notes:

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

In-Class Recording Policy:

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

Course Accessibility Statement:

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

SPW 6311 Early Modern Spanish Theatre

Campus Safety Statement:

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

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

Deployed Active Duty Military Students:

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

Academic Expectations for students

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

To respect your personal time and faculty member's as well, e-mails will not be answered after 5:00 p.m., or during weekends and/or during official university holidays. Your correspondence should be answered in 48 hours during normal departmental office hours (8:00 a.m. to 5:00 p.m.) on regular weekdays (Monday-Friday). It might take longer during weekends and academic breaks.

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If you did not receive an answer within that time frame, you can send a **reminder** to your instructor. IMPORTANT: Please, make sure you include your name, last name, course prefix and number, and subject. For example:

Name & Last Name

SPN/SPW course number

Homework

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

If you are experiencing strenuous circumstances at any moment during the semester, do please notice that UCF offers multiple resources to undergraduate and graduate students, so do please visit the Student Counseling Center Information.

Academic Conduct Policy: According to the University of Central Florida Golden Rule: Plagiarism, cheating, and/or commercial use of unauthorized academic materials such selling or buying papers or information of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook http://www.goldenrule.sdes.ucf.edu for further details.

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

Attendance and Financial Aid: All faculty members are required to document students' academic activity at the beginning of each course. This course is conducted using the mixed/hybrid learning modality so attendance will be registered accordingly throughout the entire semester. The UCF expectations should be read and the correspondent PDF form should be read and submitted to the professor no later than the **due date**.

Academic Honesty: Every student is expected to do his/her **own work** in its entirety. Presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Please feel free to ask what is acceptable and what is not.

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

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

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

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

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

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

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

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

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

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

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

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

UCF Cares: During your UCF career, you may experience **challenges including struggles with academics, finances, or your personal well-being**. UCF has a multitude of resources available to all students. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to

Spring 2015 Early Modern Spanish Theatre

learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

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

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

SPW 6315 Early Modern Spanish Theatre

From: Martha Garcia
To: Trisha Farmer
Cc: Martha Garcia
Subject: Fw: Curriculog: SPW 6315 Early Modern Spanish Theatre
Date: Tuesday, November 26, 2019 9:50:18 AM

Hello Trisha,

This is the confirmation from the Theatre Department.

Thank you!

Martha

From: Michael Wainstein <Michael.Wainstein@ucf.edu>
Sent: Tuesday, November 26, 2019 9:44 AM
To: Martha Garcia <Martha.Garcia@ucf.edu>
Subject: Re: Curriculog: SPW 6315 Early Modern Spanish Theatre

We have no issues with this at all.
Sounds like a great class.

--
Michael Wainstein
Director, School of Performing Arts
University of Central Florida
407-823-2519
Michael.wainstein@ucf.edu

From: Martha Garcia <Martha.Garcia@ucf.edu>
Date: Monday, November 25, 2019 at 12:45 PM
To: Michael Wainstein <Michael.Wainstein@ucf.edu>
Cc: Julia Listengarten <Julia.Listengarten@ucf.edu>, Martha Garcia <Martha.Garcia@ucf.edu>
Subject: Curriculog: SPW 6315 Early Modern Spanish Theatre

Good afternoon, Michael,

I would like to let you know that we are updating the title of one of our graduate courses in the Master of Arts in Spanish with the following criteria:

SPW 6315 (Spanish Golden Age Drama) to Early Modern Spanish Theatre

I can state here in writing that I have taught this course with this content consistently for the past fifteen years as part of the Master of Arts in Spanish and each entire course is conducted only in Spanish, not in English, (the syllabus indicates this aspect of the course), so we cannot have any overlap with the Theatre Department. All the authors and works studied are from Spain. This change of title has been

approved by our Department Chair and by the ML&L Graduate Curriculum Committee. It is in alignment with the HSI mission and its official designation.

This is the link to access the *Curriculog* where you can find the syllabus and all the necessary information submitted at this point. I would appreciate that, when you may count with a moment, confirm to me that this change of title does not overlap with the Theatre Department's courses.

https://ucf.curriculog.com/

With my kind regards,

Martha

Martha García, PhD
Professor, Department of Modern Languages & Literatures
Coordinator/Director, Bachelor of Arts in Spanish Program & Minor in Spanish
Faculty Liaison, Honors Undergraduate Thesis of the College of Arts & Humanities
University of Central Florida

Office number: 407-823-2472
Martha.Garcia@ucf.edu
https://mll.cah.ucf.edu/faculty-staff/?id=116
ucf.edu

College of Arts and Humanities - Grad Course Revision - SPW 6825 Colloquium in Don Quixote & Cervantes in the 21st Century

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:* College of Arts and Humanities

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

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

Prefix:* SPW

Code:* 6825

Course Title:* ~~Seminar Series~~ ~~Colloquium in Don Quixote& Cervantes in the 21st Century Seminar Series~~ Colloquium in Don Quixote& Cervantes in the 21st Century

30 Character Abbreviation:* ~~Seminar Series~~ ~~Colloquium in Don Quixote DQ& Cervantes in the 21st Century Seminar Series~~ Colloquium in DQ and Cervantes

Full Title:* Grad Course Revision - SPW 6825 Colloquium in Don Quixote & Cervantes in the 21st Century

Course Instructor (Must be Approved Martha Garcia

Graduate Faculty/Scholars):

Department Chair Phone Number:* 407-823-2472

Dept Chair Email* Geri.Smith@ucf.edu

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

Course Description:* ~~**A seminar course that focuses on**~~ **Intensive reading and** ~~**analyzing**~~ **analysis of the first modern novel *Don Quixote* and** a ~~**single**~~ **selection of works by** ~~**its**~~ **the** author~~**, a geographical area or a specific topic within a period or literary movement from Spain, Latin American or Hispanics in the U. S. May be repeated for credit**~~ **Miguel de Cervantes**.

Prerequisite(s): ~~**Prerequisite(s): Graduate Standing or C. I.**~~
Graduate Standing or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme: ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?	**Activity Log** **Martha Garcia** + **No** ○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

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

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

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:

Activity Log

Trisha Farmer

+ **Elective Course**

○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

The 'seminar' term needs to be updated to 'colloquium' due to the nature of the course and its purpose as part of the Master of Arts in Spanish. It may be used for advanced students in the Bachelor of Arts in Spanish~~,~~ **or** the Minor in Medieval and Rennaissance Studies~~, and for the Tech& Technology PhD program if it is applicable~~.

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

Spanish MA (recommended)

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

Spanish MA 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

N/A

Course Syllabus Policy

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

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

Information from the official Schedule of Classes

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

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

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

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

Attachment List

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

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: Department of Modern Languages and Literatures

Course OID

Course Type Spanish Literature (Writings)

Status ◉ Active-Visible ○ Inactive-Hidden

SPW 6825.0M01
Seminar Series
Proposed change:
Colloquium in *Don Quixote* and works by Cervantes in the 21st Century

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

Faculty member:	Martha García, PhD Professor	**Term:**	TBA
Office Location:	TCH 363F	**Class Meeting Days:**	TBA
Office Hours:	TBA	**Class Meeting Time:**	TBA
Phone:	407-823-2472	**Class Location:**	TBA
Email:	Martha.Garcia@ucf.edu	**Course Modality:**	Hybrid

SPW 6825 Colloquium in Don Quixote and works by Cervantes

Course description:

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

Propose change: Intensive reading and analyzing of the first modern novel *Don Quixote* and a selection of works by its author, Miguel de Cervantes.

Student Learning Outcomes:

- ✓ Reading editions of *Don Quixote* texts and works by Miguel de Cervantes in Spanish at the graduate level of proficiency
- ✓ Practicing writing and creative skills at the graduate level in Spanish
- ✓ Developing analytical skills at the graduate level in Spanish

- ✓ Understanding the complexity of the first modern novel and its transcendence from the early modern Spain up to the 21st century
- ✓ Demonstrating proficiency at the graduate level in the Spanish language in oral presentations and written term paper assignment
- ✓ Applying the MLA style
- ✓ Applying relevant theoretical framework
- ✓ Conversing and presenting the student's point of views in a respectful, proper, and academic style during class time, e-mail communication, and oral and written assignments
- ✓ Practicing self-discipline, individual responsibility, and time management
- ✓ Presenting final term papers in a colloquium formal presentation style at the end of the semester

Enrollment requirements: Prerequisites

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

This course will be conducted in Spanish.

Required Texts:

Don Quijote (Part I and Part II)
Novelas ejemplares
Entremeses

MLA Handbook Eight Edition:

https://www.mla.org/Publications/Bookstore/Nonseries/MLA-Handbook-Eighth-Edition (Links to an external site.)

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

ISBN-13: 978-0873529778
ISBN-10: 0873529774

Theoretical Framework:

In addition to the premises by Mikhail Mikhailovich Bakhtin, the corpus of principles related to the *multiple intelligences* granted by Howard Earl Gardner such as: musical-rhythmic and harmonic intelligence; visual-spatial intelligence; verbal-linguistic intelligence; logical-mathematical intelligence; bodily-kinesthetic intelligence; interpersonal and intrapersonal intelligence; naturalistic intelligence; existential and spiritual intelligence; and educational and research intelligence in relation to the arts and humanities will be used as a theoretical framework. A comprehensive list of works by Bakhtin and Gardner will be provided to be applied as part of the graduate term paper. This final term paper will be based on the works studied as well as the theoretical framework.

SPAN 6825 Colloquium in Don Quijote and works by Cervantes

Course Objective:

The primary requirement of this course is to study at the graduate level—since the material previously studied at the undergraduate level (BA) should constitute part of the previous knowledge of the graduate student—the first modern novel, *Don Quixote*, and the most representative works by its author, Miguel de Cervantes y Saavedra, with emphasis in the adaptation of the text into multiple modalities and means of communication in the global context of the 21st century. Therefore, the most representative canonic works of poetry, narrative and theatre by this author will be analyzed also within the viable possibilities offered by an academic semester.

Course requirements, activities, and assessment and grading procedures:

Attendance and participation:

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

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

Readings and individual oral presentation of academic articles:

Each graduate student must prepare a 20 minute-presentation of one of the articles in the comprehensive and up to date scholarly academic reading section in Modules on Webcourses. The readings in the section of required academic articles will be read by all students. Please refer to Modules on Webcourses.

Readings assigned for the virtual component week (online):

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

Exams:

Mid-term exam.

Graduate research paper and oral presentation (individually):

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

Each graduate student will present their graduate research in a colloquium format in the classroom at the end of the semester. Please refer to Modules on Webcourses.

Creative Project (individually or in group):

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

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

Attendance	100
Participation	100
Individual oral presentation of an academic article:	100
Written component of the readings assigned for the virtual component week (online)	300
Mid-term	100
Creative project	100
Graduate research paper	
First version and final revised version	200
	Total: 1000

SEW 6825 Colloquium in Don Quijote and Works by Cervantes

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

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

Final Grade:

1000 – 940: A	869 - 830: B	769 – 730: C	669 – 630: D
939 – 900: A-	829 – 800: B-	729 – 700: C-	629 – 600: D-
899 – 870: B+	799 – 770: C+	699 – 670: D+	Below 600: F

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

Important Dates:

Withdrawal Deadline

TBA

UCF Academic Calendar holidays

TBA

Grade Dissemination:

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

SPW 6825 Colloquium in Don Quixote and Works by Cervantes

POLICY STATEMENTS:

Academic Integrity:

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

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

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

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

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

Plagiarism:

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

Misuse of Sources:

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

SPN 6825 Colloquium in Don Quixote and Works by Cervantes

Responses to Academic Dishonesty, Plagiarism, or Cheating:

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

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

Unauthorized Use of Class Materials:

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

Unauthorized Use of Class Notes:

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

In-Class Recording Policy:

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

Course Accessibility Statement:

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

Spn 6825 Colloquium in Don Quixote and Works by Cervantes

Campus Safety Statement:

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

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

Deployed Active Duty Military Students:

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

Academic Expectations for students

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

To respect your personal time and faculty member's as well, e-mails will not be answered after 5:00 p.m., or during weekends and/or during official university holidays. Your correspondence should be answered in 48 hours during normal departmental office hours (8:00 a.m. to 5:00 p.m.) on regular weekdays (Monday-Friday). It might take longer during weekends and academic breaks.

If you did not receive an answer within that time frame, you can send a **reminder** to your instructor. IMPORTANT: Please, make sure you include your name, last name, course prefix and number, and subject. For example:

Name & Last Name

SPN/SPW course number

Homework

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

If you are experiencing strenuous circumstances at any moment during the semester, do please notice that UCF offers multiple resources to undergraduate and graduate students, so do please visit the Student Counseling Center Information.

Academic Conduct Policy: According to the University of Central Florida Golden Rule: Plagiarism, cheating, and/or commercial use of unauthorized academic materials such selling or buying papers or information of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook http://www.goldenrule.sdes.ucf.edu for further details.

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

Attendance and Financial Aid: All faculty members are required to document students' academic activity at the beginning of each course. This course is conducted using the mixed/hybrid learning modality so attendance will be registered accordingly throughout the entire semester. The UCF expectations should be read and the correspondent PDF form should be read and submitted to the professor no later than the **due date**.

Academic Honesty: Every student is expected to do his/her **own work** in its entirety. Presenting another's ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the UCF degrees earned by their more honest peers. Please feel free to ask what is acceptable and what is not.

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

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

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

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

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

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

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

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

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

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

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

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

UCF Cares: During your UCF career, you may experience **challenges including struggles with academics, finances, or your personal well-being**. UCF has a multitude of resources available to all students. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to

SPW 6825 Colloquium in Don Quixote and works by Cervantes

learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

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

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

SPW 6825 Colloquium in Don Quixote and works by Cervantes

College of Arts and Humanities - Graduate Program Revision - Creative Writing MFA

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Arts and Humanities

Unit / Department / College:* Department of English

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

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

Name of program, track and / or certificate:*	Creative Writing MFA
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	CRW 6130 ~~Graduate~~ Fiction Workshop CRW 6151 ~~Graduate~~ Novel Workshop CRW 6235 ~~Graduate~~ Creative Nonfiction Workshop CRW 6331 ~~Graduate~~ Poetry Workshop CRW 6023 ~~Graduate~~ Multi-Genre Workshop
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Currently we offer CRW 6025 Advanced Graduate Workshop for all of our graduate workshops, regardless of genre (poetry, fiction, nonfiction). This course was put into place when we started the MFA CW program. Now that our program has grown, continues to grow and develop a national reputation, our curriculum needs to reflect the types of focused study we offer on different genres within the study of creative writing (fiction, poetry, nonfiction). The new courses will focus in each genre (speciality) and the catalog language needs to reflect the new minimums and maximums.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Arts and Humanities	**Degree:** MFA
Department: English	**Option:** Thesis
Program Website: http://english.cah.ucf.edu/ma-mfa-cw.php	

Program Websites: http://english.cah.ucf.edu/graduate/creative.php
Graduate Program Handbook

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Program Description

The Creative Writing MFA offers a workshop-intensive program in fiction, literary nonfiction, and poetry, emphasizing the art and craft of literary writing and concentrating on the student's written work.

The MFA program emphasizes the study of craft and published writing alongside the closely analyzed production of original work by students. Opportunities for professional development as writers, teachers, and editors abound. Our prolific, dedicated faculty members have won numerous prestigious awards for their work and have served as officers in the Associated Writing Programs (AWP) and other national organizations. The MFA program in Creative Writing offers workshop courses in fiction, literary nonfiction, and poetry, emphasizing the art and craft of literary writing and concentrating on the student's written work.

Curriculum

The minimum total hours required for the Creative Writing MFA is 36 credit hours, including a minimum of nine required credit hours of

graduate writing workshop classes. Each candidate will write a book-length creative thesis. There is no nonthesis option in Creative Writing.

Total Credit Hours Required: 36 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites and Co-requisites

Students are required to have a proficiency in American and British Literature as reflected by completing at least one survey course in each field. Students with baccalaureate degrees in subjects other than English whose transcripts do not clearly indicate successful completion of such courses will be required to complete survey courses in British and American literature as co-requisites before the thesis defense. The particular courses that satisfy these co-requisites are selected in consultation with the MFA program director.

Required Courses—15 Credit Hours

Core—9 Credit Hours

While ~~students are~~ the student is expected to concentrate their workshop study in ~~the~~ their chief genre, multi-genre proficiency is encouraged. Additional credit hours beyond the required 9 credit hours in ~~CRW 6025 Advanced Graduate Writing Workshop~~ workshops that include their chief genre are recommended to assist the student in developing better writing and publication skills.

CRW 6025 Advanced Graduate Writing Workshop
~~**[Right]**~~
CRW 6023 Multi-Genre Workshop
CRW 6130 Fiction Workshop
CRW 6151 Novel Workshop
CRW 6235 Creative Nonfiction Workshop
CRW 6331 Poetry Workshop

Specialization—6 Credit Hours

The student will complete two of the following courses:

LIT 6039 Studies in Contemporary Poetry

LIT 6097 Studies in Contemporary Fiction

LIT 6076 Studies in Contemporary Nonfiction

CRW 5130 Form and Theory in Creative Writing

Elective Courses—15 Credit Hours

Restricted Electives—6 Credit Hours

~~**CRW 6130, CRW 6151, CRW 6235, CRW 6331, CRW 6023 may substitute for CRW 6025**~~

CRW 6720 Professional Development in Creative Writing

CRW 6721 Literary Journal Editing

CRW 6976 Scholarship and Publication Models

CRW 6806C Teaching Creative Writing

[After] CRW 5938 - Special Topics Seminar **3 Credit Hours**

[Right] (Required for teaching assistants who wish to be considered for teaching Creative Writing courses in our undergraduate program.)

CRW 5948C Creative Writing Service Learning

[After] CRW 6946 - Internship **3 Credit Hours**

CRW 6025 Advanced Graduate Writing Workshop

~~**[After]**~~ *****
[Right]

[After] *CRW 6130, CRW 6151, CRW 6235, CRW 6331, CRW 6023 may substitute for CRW 6025

Unrestricted Electives—6 Credit Hours

CRW 5130 Form and Theory in Creative Writing

LIT 6216 Issues in Literary Study

LIT 6936 Studies in Literary, Cultural, and Textual Theory

ENC 5705 Approaches to Teaching College Composition

LIT 6276 Teaching College Literature

Additional Electives—3 Credit Hours

Thesis—6 Credit Hours

CRW 6971 Thesis 3 Credit Hours

The candidate will complete a book-length manuscript of publishable quality, written and revised in CRW 6971 Thesis, that meets both departmental and university requirements for the thesis.

Practicum and Internship

Although a practicum or an internship is not required, they are encouraged to better prepare the student for their profession. These courses fulfill the 6-hour requirement in restricted electives and are listed in that category.

CRW 6946 Internship

The Florida Review Internship 3 Credit Hours

The Cypress Dome Internship 3 Credit Hours

Other Approved Internship 3 Credit Hours

CRW 5948C Creative Writing Service Learning

Independent Learning

The creative thesis, a book-length manuscript of original creative work, is the independent learning experience.

Application Requirements

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

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

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **Official, competitive GRE score taken within the last five years.**
- **Three letters of recommendation (preferably from current or former teachers).**
- **Statement of background and goals. In the first sentence of your statement, please specify the primary genre of study (fiction, poetry, or literary nonfiction). If you were not an English major, we recommend you include a list (5-7 titles) of recently read contemporary books in the genre in which you are applying.**
- **Résumé or CV.**
- **A portfolio of fiction, poetry, or creative nonfiction. The portfolio must be in English and in the applicant's primary genre (up to 15 pages of poetry, 30 pages of fiction, or 30 pages of literary nonfiction). This manuscript is the most important element of a candidate's application. It will be evaluated by a committee of creative writing faculty to assess the candidate's readiness for graduate study. The committee's decision is based upon its qualitative assessment for the manuscript's competence in standard English and originality, and the author's demonstrated potential to succeed in the profession of creative writing.**
- **At least one survey course in both English and American literature at the university level (may be taken while in graduate residence).**

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

Application Deadlines

Creative Writing MFA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 1	Jan 1		
International Applicants	Jan 1	Jan 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

Terry Thaxton

terry.thaxton@ucf.edu

Telephone: 407-823-2112

TCH 252G

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ethan.watford@ucf.edu

Telephone: 407-823-5329

TCH 251E

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

○ Yes ◉ No

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

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

Activity Log

Trisha Farmer

\+ **Yes**

− ~~**No**~~

◉ Yes ○ No

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

It gives the students the opportunity to study within their focused genre.

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	Department of English
Program OID	7623
Program Type	Master of Fine Arts
Degree Type	Master of Fine Arts
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Arts and Humanities - Graduate Program Revision - Emerging Media MFA, Studio Art and Design Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

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

Name of program, track and / or certificate:*	Emerging Media MFA, Studio Art and ~~**the Computer**~~ **Design** Track
Are you revising the name of the program, track, or certificate?*	◉ Yes ○ No
Proposed Effective Term / Year:*	2020/2021
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	~~**We made significant course**~~ **Many of these changes are in response to the** ~~**catalog**~~ **2016-17 academic program review exercise. In addition, the total number of required hours has been reduced from 66 to 60. Many courses were revised last year and we are** ~~**just**~~ **updating to make the catalog** ~~**consistant**~~ **consistent.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Arts and Humanities	**Degree:** MFA
Department: School of Visual Arts and Design	**Option:** Thesis
Program Websites: https://svad.cah.ucf.edu/program/studio-art-mfa/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog.

Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Studio Art and ~~the Computer~~ Design track of the MFA in Emerging Media, provides students an opportunity to inform and enhance their artistic practice using 21st Century electronic media.

This emphasis on electronic media is pliable enough to encompass the many ways in which technology intersects with contemporary art and design.

Students in the program are invited to combine their backgrounds in traditional art or computer-related disciplines within a conceptually driven, interdisciplinary environment. Courses provide exposure to time-based media, performance art, video art, sound works, kinetic sculpture, computer-based art, and art using the Internet in order to understand how these forms are driving 21st century artistic practice and informing our understanding of contemporary cultural identities.

Curriculum

The Studio Art and ~~the Computer~~ Design MFA track is composed of a minimum of ~~66~~ 60 credit hours, to be acquired in three years (six full-time semesters excluding summers). Degree credit is obtained in theory courses, studio art courses, electives, and supervised research. All courses must be approved by the Graduate Program Director. The thesis consists of a body of artistic work accompanied by electronic (Internet) documentation and a culminating exhibition.

Total Credit Hours Required: ~~66~~ 60 Credit Hours Minimum beyond the Bachelor's Degree

~~beyond the Bachelor's Degree~~

Graduate students must maintain a 3. 0 or better GPA in all course work to complete the program. Continuation in the MFA program requires a positive annual evaluation by the Program Director of the School of Visual Arts and Design and by the Graduate Committee of the School of Visual Arts and Design.

Required Courses: ~~51 30~~ 24 Credit Hours

~~ART 5280 Serial Content~~

~~ART 5284 Design Theory and Methods~~

~~ART 5696 Art, Design and Human Interactions~~

~~ART 5698 Concourse I~~

ARH 5897 Advanced Seminar in Art History

~~ART 5910 Studio Concentration I~~

~~[Right] should be taken twice for a total of 6 Credit Hours~~

~~ART 5941 Graduate Practicum I~~

ART 6687 Research Concentration

~~ART 6689 Research Concentration II~~

~~ART 6699 Concourse II~~

ART 6911C Studio Concentration

~~ART 6942 Graduate Practicum II~~

~~DIG 5487 Media Aesthetics~~

~~DIG 6136 Design for Interactive Media~~

[Right] Should be ~~take~~ taken 4 times for a total of 12 credit hours.

ART 6930 Graduate Seminar

[Right] Should be taken 6 times for a total of 6 credit hours.

Elective Courses: ~~9~~ 18 Credit Hours

Students should choose from graduate level courses within the School of Visual Arts& Design that are not already required for their program. These courses included those with the following prefixes: ARH, ART, ~~DIG~~ GRA, and ~~FIL~~ PGY. If approved by the Graduate Program Director, there are many graduate-level courses in the College of Arts and Humanities that can be used as electives in addition to other graduate courses. These courses must be selected so as to ensure that at least one-half of the courses in the student's plan of study are taken at the 6000 level. Normally, at least half of the selected electives should be taken within the School of Visual Arts and Design.

A listing of courses offered can be found in the drop-down Catalog Menu at the top of the page under "Courses."

~~Electives 9 Credit Hours~~

~~New Core~~ Restricted Electives: 9 credit hours

Students must take 3 of the following:

ART 5280 Serial Content
ART 5284 Design Theory and Methods
ART 5696 Art, Design and Human Interactions
ART 5811 The Professional Practice of Art
ART 6683 Time Arts

~~New Core~~ Unrestricted Electives: 9 credit hours

Graduate students enroll in three graduate ART/ARH/GRA/PGY split-level courses (graduate courses stacked with corresponding undergraduate ~~courses~~ courses). The graduate level syllabus distinctly highlights the increased research, production and evaluative criteria.

Thesis: ~~6~~ 18 Credit Hours

The thesis consists of a body of artistic work accompanied by electronic (Internet) documentation and a culminating exhibition.

The final oral review before the supervisory thesis committee occurs at the end of the sixth semester. At the same time, the graduate student presents a thesis exhibition of selected works from the cumulative body of works produced during his/her three years of residency. In addition, the thesis requires an artist's statement and documentation. The thesis will contain research intentions, results, and the body of the creative works produced. Students are required to submit an electronic version of the thesis to the UCF College of Graduate Studies. After approval by the UCF College of Graduate Studies, the UCF Library will add it to its archives and make the electronic version of the thesis accessible on the web. The required thesis is the independent learning experience in the degree program.

ART 6971-Thesis ~~18 6~~ 18 Credit Hours

Course Schedule

The Emerging Media MFA is a full-time 3-year cohort program that requires students to abide by the following course sequence. Students must remain with their cohort in order to remain in good academic standing and graduate.

Year 1

Fall: ~~13~~ 10 Credit Hours

ARH 5897 Advanced Seminar in Art History
~~ART 5284 Design Theory and Methods~~
~~ART 5910 Studio Concentration I~~
~~ART 5941 Graduate Practicum I~~
~~DIG 5487 Media Aesthetics~~
ART 6911C Studio Concentration
ART 6930 Graduate Seminar
~~[Before]~~ART/ARH/GRA/PGY 5XXX elective 5000
~~[Right]~~ ~~Level 5000-Level~~ Restrictive Elective: 3
~~[Left]~~ ~~credit hour~~ Credit Hours
[After]

Spring: ~~13~~ 10 Credit Hours

~~ART 5280 Serial Content~~
~~ART 5910 Studio Concentration I~~
~~ART 6942 Graduate Practicum II~~
~~DIG 6136 Design for Interactive Media~~
~~[After]~~ ~~ART, DIG or FIL Elective~~ **~~3 Credit Hours~~**
ART 6911C Studio Concentration
ART 6930 Graduate Seminar
~~[Before]~~ART/ARH/GRA/PGY 5XXX 5000 Level
[After] **~~5000-Level~~ Restricted Elective: 3 Credit Hours**
~~[Before]~~ART/ARH/GRA/PGY ~~5XXX Restricted~~
[After] **~~5000 Level~~ 5000-Level Unrestricted**

Elective: 3 Credit Hours

Year 2

Fall: 10 Credit Hours

~~**ART 5696 Art, Design and Human Interactions**~~

~~**ART 6683 Time Arts**~~

ART 6911C Studio Concentration

ART 6930 Graduate Seminar

[After] ~~**5000 Level 5000-Level**~~ **Restricted Elective: 3 Credit Hours**

[Before] ART/ARH/GRA/PGY ~~**5000 Level**~~ **5000-Level Unrestricted Elective: 3 Credit Hours**

Spring: 10 Credit Hours

ART 6687 Research Concentration

ART 6911C Studio Concentration

[After] ~~ART, DIG or FIL Elective **3 Credit Hours**~~

[After] ~~ART, DIG or FIL Elective **3 Credit Hours**~~

ART 6930 Graduate Seminar

[Before] ART/ARH/GRA/PGY ~~**5000 Level**~~ **5000-Level Unrestricted Elective: 3 Credit Hours**

Year 3

Fall: 10 Credit Hours

~~**ART 5698 Concourse I**~~

~~**ART 6687 Research Concentration**~~

ART 6930 Graduate Seminar

[After] ART 6971 Thesis **3.0 Credit Hours**

ART 6971-Thesis ~~3~~ 9 **Credit Hours**

Spring: 10 Credit Hours

~~**ART 6689 Research Concentration II**~~
~~**ART 6699 Concourse II**~~
ART 6930 Graduate Seminar
[After] ART 6971-Thesis ~~**9 3**~~ **9 Credit Hours**

Equipment Fee

Students in the Emerging Media MFA program pay a $90 equipment fee each semester that they are enrolled.

Independent Learning

A thesis is required.

Application Requirements

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

Applicants to the MFA program normally must hold an earned BFA degree in Visual Art from a regionally accredited institution. Applicants who hold an earned BA, BS, or other baccalaureate degree in Visual Art or a related discipline from an accredited university may also apply.

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 letter of research intent that is at least a page describing the applicant's creative background, proposed research interests, and the relationship between this program and the applicant's future goals. Research in the context of the MFA program primarily means the full-time creation of an original body of art work over the course of three years of**

residence.

Two letters of recommendation preferably from former visual art professors.
A computer-based score of 230 (or 89 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.
Applicants 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.
Portfolio of original creative works

20 jpeg images total (1000 pixels longest dimension – 72 dpi) or a 3-minute demo reel for animation portfolios. Please abide by these guidelines.
The total portfolio file size must no larger than 2.5 MB. If you are submitting a video file that is larger than 2.5 MB please upload the video to YouTube or Vimeo and provide the link in this section of the application. View YouTube uploading instructions here: **http://www.google.com/support/youtube/bin/answer.py?hl=en&answer=57924**. When uploading the video, please title the submission with your full name, and select "unlisted" as your Privacy choice.
Please upload a document with the link to your portfolio to the application. The link can be from You Tube, Vimeo, DropBox, Google Drive, etc. You may also upload your PDF portfolio directly to the application or submit it via email to **svadadvising@ucf.edu**.

Meeting minimum UCF admission criteria does not guarantee admission to the MFA program. Final admission is based on evaluation of the applicant's abilities, past performance, recommendations, match of this program and faculty expertise to the applicant's career/academic goals, the applicant's potential for completing the degree, and the current applicant pool. A strong emphasis is placed on the review of the portfolio of original creative work and the letter of research intent.

portfolio of original creative work and the letter of research intent.

Application Deadlines

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

Financials

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

Fellowships

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

Contact Info

Graduate Program

Jason Burrell

jason.burrell@ucf.edu

jason. burrell@ucf. edu

Telephone: ~~407-823-0092 407-823-2676~~ 407-362-8460

VAB 105-0

Graduate Admissions

Keri Corbett

gradadmissions@ucf. edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf. edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf. edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* (•) Yes ( ) No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible: **Previous name Emerging Media MFA, Studio Art and the Computer ~~Track~~ TrackCurrently enrolled student are as follows: Ryan PriceThenard SheherazadeLewis BraswellHunter PylantForrest WilsonAnthony MancusoJeremy RobinsonGabriel CorteseDanielle CulibaoAnnette TojarZhefu WanJason FronczekLana LasherTim Reid**

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

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	School of Visual Arts and Design
Program OID	7627
Program Type	Master of Fine Arts
Degree Type	Master of Fine Arts
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Arts and Humanities - Graduate Program Revision - English, Rhetoric and Composition MA

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Arts and Humanities

Unit / Department / College:* Department of Writing and Rhetoric

Unit(s) Housing Program:

Type of Action:* [x] Program

☐ Track

☐ Certificate

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

Name of program, track and / or certificate:*	English, Rhetoric and Composition MA
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	**New course addtion for ENC 5707**
Is the CIP code being updated?	**Activity Log** **Dustin Edwards** **+ No** ☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	**Graduate faculty in the Deparment of Writing and Rhetoric have found a need to revise the MA program in Rhetoric and Composition. These changes stem from two developments. First, our most recent Academic Program Review recommended adding a non-thesis option to be more inclusive of a broad range of students. Second, ongoing discussions among faculty have concluded the need for coursework that better prepares our students for the rigors of the program and graduate school in general. To meet these needs, faculty have created two non-thesis options (an MA essay and a MA portfolio) and added two new courses to our core (Colloquium in Rhetoric and Composition and Histories and Theories of Composition). In addition, to better meet the needs of a broader ranger of students, we have removed Approaches to Teaching College Composition from the core.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational	

Description Chart- this will import.*

College: Arts and Humanities	**Degree:** MA
Department: Writing and Rhetoric	**Option:** Thesis, **Non-thesis**
Program Websites: ~~**http://writingandrhetoric.cah.ucf.edu/graduate.php**~~ https://writingandrhetoric.cah.ucf.edu/rhetoric-and-composition-ma/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

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

Will students have the option to stay in their existing ◉ Yes ○ No

program, track, or certificate?*	

If yes, how will current students be impacted by this change?	**Faculty believe the changes will impact students in a positive way. Students will be provided more guidance and depth in coursework as well as more options for a culminating project in the MA. Additionally, given more flexibility with the thesis, students will be more likely to complete the program within two years. Students who elect to remain in previous catalog years will be minimally affected, as the core course we have decided to remove (ENC 5705) will continue to be taught on a regular basis.**

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

Faculty List* ○ Attached ◉ Not Applicable

Support from involved units that no duplication exists*

Activity Log

Trisha Farmer

\+ **Not Applicable**

− ~~**Attached**~~

○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership: Department of Writing and Rhetoric

Program OID 7614

Program Type Master

College of Arts and Humanities - Graduate Program Revision - Texts and Technology PhD

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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

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

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

College:* College of Arts and Humanities

Unit / Department / College:* Texts and Technology PhD

Unit(s) Housing Program:

Type of Action:* [x] Program

☐ Track

☐ Certificate

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

Name of program, track and / or certificate:*	Texts and Technology PhD
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	**Course Action: update to ENG 6813**
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	**This update primarily addresses curricular alignment with changes to graduate courses across the college: it clarifies and updates the appropriate coursework recommended for each area of specialization. In addition, it addresses clarity in admissions materials requirements based on applications trends noted over the past few years.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Arts and Humanities	**Degree:** PhD
Department: Arts and Humanities	**Option:** Dissertation
Program Websites: http://tandt.cah.ucf.edu/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog

purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*	

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No
If yes, how will current students be impacted by this change?	**Students who have already completed most or all of their Area of Specialization requirements will be advised to remain in their current catalog year. Students with these requirements in progress will be advised based on their current coursework and progress on which option is most appropriate to provide them flexibility of options moving forward. As the edits keep most of the existing coursework, and primarily reflect curricular updates across the CAH MA programs, the changes will have no impact on progress towards graduation.**

Future Students

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

Year 1

Headcount:	**SCHs:**

Year 2

Headcount:	**SCHs:**

Year 3

Headcount:	**SCHs:**

Indicate likely career or student outcomes upon completion:	

Please complete the following section on financial support:

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

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

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:	Dean's Office
Program OID	7610
Program Type	Doctoral
Degree Type	Doctor of Philosophy
Status*	(•) Active-Visible ( ) Inactive-Hidden

T&T FACULTY	EMAIL	DEPT	LOCATION
APPLEN, JD	jd.applen@ucf.edu	English	TCH 255-E
BEEVER, Jonathan	jonathan.beever@ucf.edu	T&T/ Philosophy	PSY 238
BEILER, Rose	rosalind.beiler@ucf.edu	History	TCH 315-E
BOWDON, Melody	melody.bowdon@ucf.edu	DTL	Millican 210
BRENCKLE, Martha	martha.brenckle@ucf.edu	Writing & Rhetoric	TCH 170-F
CAMPBELL, James	james.campbell@ucf.edu	English	TCH 251-F
EDWARDS, Dustin	dustin.edwards@ucf.edu	Writing & Rhetoric	TCH 167-E
FLAMMIA, Madelyn	madelyn.flammia@ucf.edu	English	TCH 253-G
FRENCH, Scot	scot.french@ucf.edu	History	TCH 313-E
GIROUX, Amy	Amy.Giroux@ucf.edu	CHDR	TCH321D
GRAJEDA, Tony	anthony.grajeda@ucf.edu	English	TCH 254-A
HARRINGTON, Maria	maria.harrington@ucf.edu	NSCM	
JANZ, Bruce	bruce.janz@ucf.edu	Philosophy	PSY 223
JOHNSON, Emily	ekj@ucf.edu	NSCM	
KAMRATH, Mark	mark.kamrath@ucf.edu	English	TCH 254-E
LARSON, Peter	peter.larson@ucf.edu	History	TCH 319-B
LESTER, Connie	connie.lester@ucf.edu	History	TCH 311-D
LISTENGARTEN, Julia	julia.listengarten@ucf.edu	Theater	PACT220
LOHMEYER, Eddie	Edwin.Lohmeyer@ucf.edu	NSCM	
MAUER, Barry	barry.mauer@ucf.edu	English	TCH 236-B
McDANIEL, Rudy	rudy@ucf.edu	SVAD	VAB 117
MURRAY, John	jtm@ucf.edu	NSCM	
RAFFEL, Sara	Sara.Raffel@ucf.edu	English	TCH 251-C
RAVELA, Christian	christian.ravela@ucf.edu	Philosophy	PSY 227
RONEY, Lisa	lisa.roney@ucf.edu	English	TCH 254-B
SALTER, Anastasia	anastasia.salter@ucf.edu	T&T/CAH	TCH 236-B
SCOTT, Blake	bscott@ucf.edu	Writing & Rhetoric	TCH 168-F
SHIER, Mike	Mike.Shier@ucf.edu	CHDR	TCH321A
SINGER, Sarah	Sarah.Singer@ucf.edu	English	TCH253E
SMITH, Peter	peter.smith@ucf.edu	NSCM	
STANFILL, Mel	mel.stanfill@ucf.edu	T&T/NSCM	TCH 236-D
STEPHENS, Sonia	sonia.stephens@ucf.edu	T&T/English	TCH 256-A
UNDERBERG-GOODE, Natalie	natalie.underberg-goode@ucf.edu	NSCM	
VIE, Stephanie	stephanie.vie@ucf.edu	Writing & Rhetoric	TCH 165H
WATSON, Keri	keri.watson@ucf.edu	SVAD	VAB 105 H

College of Engineering and Computer Science - Grad Course Addition - CAP 5201 Virtual Reality Engineering

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition
College:*	College of Engineering and Computer Science
Unit / Department / College:*	Department of Computer Science

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

Full Title:*	Grad Course Addition - CAP 5201 Virtual Reality Engineering
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Joseph LaViola, Ryan McMahan
Department Chair Phone Number:*	(407) 823-4758
Dept Chair Email*	leavens@cs.ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CAP	**Number:*** 5201
Course Title:* Virtual Reality Engineering	
30 Character Abbreviation:* VR Engineering	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Virtual reality, scene graphs and computer graphics, development of travel, selection, manipulation, system control, animation-based, and physics-based interaction techniques, implementation of 360° videos.	
Grading Scheme:* ABCDF	
Prerequisite(s): MAS 3105 or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	2
Lab / Studio / Field Work Hours:*	1
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	0

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

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

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

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

Intended Utilization of Course

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

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

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

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course is an important addition to the UCF curriculum for three reasons. First, it will be part of the Mixed Reality Engineering Graduate Certificate and Mixed Reality Master's track in computer science. Second, it is a necessary course given the proliferation of virtual reality in the world today. This course will be useful for helping students get technical and software programming jobs with virtual and mixed reality companies and those companies who make use of virtual and mixed reality.
What grad programs/tracks require or recommend this course for graduation?	Computer science masters, computer science masters track in Mixed Reality Engineering, Graduate certificate in Mixed Reality Engineering
What will be the source of students?*	Computer Sciene and engineering, modeling and simulation
What is the estimated annual enrollment?*	24

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

Detail Discussion	We do not see any conflicts with other colleges or departments.

Course Syllabus Policy

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

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

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with**

faculty and with Student Accessibility Services to ensure equal access to educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

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

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

UNIVERSITY OF CENTRAL FLORIDA

CAP 5201: Virtual Reality Engineering

3 Credit Hours

Course Syllabus

Course Information

Course Number:	CAP 5201	Term:	Semester and year
Course Section:	Section number	Class Meeting Times:	Days and time
Course Name:	Virtual Reality Engineering	Class Location:	Class location
Prerequisite(s):	MAS 3105: Matrix and Linear Algebra or C.I.		

Contact Information

Instructor:	Instructor name	GTA:	GTA name
Office Location:	Office location	Office Location:	Office location
Office Hours:	Days and time	Office Hours:	Days and time
Email:	Instructor's UCF email	Email:	Instructor's UCF email
Phone:	Office phone number	Phone:	Office phone number

Course Description

Virtual reality, scene graphs and computer graphics, development of travel, selection, manipulation, system control, animation-based, and physics-based interaction techniques, implementation of 360° videos.

Student Learning Outcomes

Students are expected to achieve the following by using current tools and applying best practices:

- Design and implement high-fidelity virtual environments.
- Implement usable travel techniques.
- Implement usable manipulation techniques.
- Design and implement functional menus and user interfaces.
- Design and implement animation-based interactions.
- Design and implement physics-based interactions.
- Implement suitable 360° video-based virtual environments.

Course Activities

Calendar

Week	Topics	Readings	Assignments
1	Mixed and virtual reality	Jerald p9-30	
2	Scene graphs and computer graphics		
3	Immersion and presence	Jerald p45-52	Homework 1 due
4	Travel techniques and wayfinding	Jerald p335-343	
5	VR sickness	Jerald p159-176	Homework 2 due
6	Selection and manipulation techniques	Jerald p325-334	
7	Spatial audio and haptics	Jerald p85-110	Homework 3 due
8	System control and user interfaces	Jerald p344-354	
9	Perception and interaction principles	Jerald p355-368	Homework 4 due
10	Physics		
11	Scenario fidelity and constraints	Jerald p223-236	Homework 5 due
12	Animations		
13	Virtual agents		Homework 6 due
14	360° videos		
15	Evaluations of MR		Homework 7 due

Important Dates

- List of university holidays, closures, drop/withdrawal deadlines, and final exam date.

Assignments

Students are expected to complete and submit the following assignments through Webcourses@UCF. Specifications and details for each assignment can be found on Webcourses@UCF.

- Homework 1: Design and implement a high-fidelity virtual environment.
- Homework 2: Implement a usable travel technique.
- Homework 3: Implement a usable manipulation technique.
- Homework 4: Design and implement a functional menu interface.
- Homework 5: Design and implement a physics-based interaction.
- Homework 6: Design and implement an animation-based interaction.
- Homework 7: Implement a suitable 360° video-based virtual environment.

Final Exam

Students are expected to take a final examination on all course content during the designated final exam period. Details of the final exam, including format, date, and time.

Assessment and Grading Procedures

Grading Methods

A point-based grading system will be used with 100 total points distributed among the assignments and final exam as follows:

- Homework 1 10 points

- Homework 2 10 points
- Homework 3 10 points
- Homework 4 10 points
- Homework 5 10 points
- Homework 6 10 points
- Homework 7 10 points
- Final Exam 30 points

The following grading scale will be employed on the final point totals:

- A 93 or above
- A- 90-93
- B+ 87-90
- B 83-87
- B- 80-83
- C+ 77-80
- C 70-77
- F 70 or below

Make-up Assignments and Exams

Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. Otherwise, make-up assignments and exams will not be accepted.

Attendance/Participation

Attendance and participation in class meetings are required. **Every unexcused absence will result in a 3-point deduction from the student's final point total.** Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays. Students must email the professor in advance or within one week of the absence to request that an acceptable absence be excused.

Extra Credit

No extra credit will be offered unless otherwise noted in an assignment.

Grade Dissemination

All grades will be disseminated through Webcourses@UCF.

Course Materials and Resources

Required texts

- Jerald, Jason (2015). *The VR Book: Human-Centered Design for Virtual Reality*. Morgan & Claypool Publishers. ISBN-10: 1970001127.

Required materials

- Unity version number

Policy Statements

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing 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 appropri-ately.

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.
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Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

College of Engineering and Computer Science - Grad Course Addition - CAP 6202 Augmented Reality Engineering

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: Grad Course Addition

College:* College of Engineering and Computer Science

Unit / Department / College:* Department of Computer Science

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* Grad Course Addition - CAP 6202 Augmented Reality Engineering

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Joseph LaViola, Ryan McMahan

Department Chair Phone Number:* (407) 823-4758

Dept Chair Email* leavens@cs.ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CAP	**Number:*** 6202
Course Title:* Augmented Reality Engineering	
30 Character Abbreviation:* AR Engineering	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Augmented reality, tracking, situated visualization, simultaneous localization and mapping, AR interactions, calibration, registration, occlusion, photometric registration, common illumination, diminished reality, viewpoint guidance, multiple perspectives, collaboration.	
Grading Scheme:* ABCDF	
Prerequisite(s): CAP 5201.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

Credit Hours:*	3
Instruction Time:*	2
Lab/Studio/Field Work Hours:*	1
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	0

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☐ Odd Fall ☐ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course is an important addition to the UCF curriculum for three reasons. First, it will be part of the Mixed Reality Engineering Graduate Certificate and Mixed Reality Master's track in computer science. Second, it is a necessary course given the proliferation of augmented reality in the world today. This course will be useful for helping students to get technical and software development jobs with augmented and mixed reality companies and those companies who make use of augmented and mixed reality.
What grad programs/tracks require or recommend this course for graduation?	CS Masters, Grad Certificate in Mixed Reality Engineering, Computer Science Masters Track in Mixed Reality Engineering
What will be the source of students?*	Computer science and engineering, modeling and simulation
What is the estimated annual enrollment?*	24

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	We do not see any duplications with other colleges or departments.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	

UNIVERSITY OF CENTRAL FLORIDA

CAP 6202: Augmented Reality Engineering

3 Credit Hours

Course Syllabus

Course Information

Course Number:	CAP 6202	Term:	Semester and year
Course Section:	Section number	Class Meeting Times:	Days and time
Course Name:	Augmented Reality Engineering	Class Location:	Class location
Prerequisite(s):	CAP 5201: Virtual Reality Engineering or C.I.		

Contact Information

Instructor:	Instructor name	GTA:	GTA name
Office Location:	Office location	Office Location:	Office location
Office Hours:	Days and time	Office Hours:	Days and time
Email:	Instructor's UCF email	Email:	Instructor's UCF email
Phone:	Office phone number	Phone:	Office phone number

Course Description

Augmented reality, tracking, situated visualization, simultaneous localization and mapping, AR interactions, calibration, registration, occlusion, photometric registration, common illumination, diminished reality, viewpoint guidance, multiple perspectives, collaboration.

Student Learning Outcomes

Students are expected to achieve the following by using current tools and applying best practices:

- Implement marker tracking techniques.
- Implement object recognition techniques.
- Implement markerless tracking techniques.
- Implement model tracking techniques.
- Design and implement visually coherent virtual content.
- Design and implement viewpoint guidance techniques.
- Design and implement remote collaboration applications.

Course Activities

Calendar

Week	Topics	Readings	Assignments
1	Mixed and augmented reality	p1-32	
2	Tracking	p85-120	
3	Marker tracking	p121-131	Homework 1 due
4	Natural feature tracking	p138-155	
5	Situated visualization	p239-270	Homework 2 due
6	Simultaneous localization and mapping	p156-178	
7	AR interactions	p271-310	Homework 3 due
8	Calibration and registration	p179-194	
9	Occlusion	p195-204	Homework 4 due
10	Photometric registration and illumination	p205-226	
11	Diminished reality	p227-238	Homework 5 due
12	Viewpoint guidance	p345-354	
13	Multiple perspectives	p354-360	Homework 6 due
14	Collaboration	p361-378	
15	Future of MR		Homework 7 due

Important Dates

- List of university holidays, closures, drop/withdrawal deadlines, and final exam date.

Assignments

Students are expected to complete and submit the following assignments through Webcourses@UCF. Specifications and details for each assignment can be found on Webcourses@UCF.

- Homework 1: Implement a marker tracking technique.
- Homework 2: Implement an object recognition technique.
- Homework 3: Implement a markerless tracking technique.
- Homework 4: Implement a model tracking technique.
- Homework 5: Design and implement visually coherent virtual content.
- Homework 6: Design and implement a viewpoint guidance technique.
- Homework 7: Design and implement a remote collaboration application.

Final Exam

Students are expected to take a final examination on all course content during the designated final exam period. Details of the final exam, including format, date, and time.

Assessment and Grading Procedures

Grading Methods

A point-based grading system will be used with 100 total points distributed among the assignments and final exam as follows:

- Homework 1 10 points

- Homework 2 10 points
- Homework 3 10 points
- Homework 4 10 points
- Homework 5 10 points
- Homework 6 10 points
- Homework 7 10 points
- Final Exam 30 points

The following grading scale will be employed on the final point totals:

- A 93 or above
- A- 90-93
- B+ 87-90
- B 83-87
- B- 80-83
- C+ 77-80
- C 70-77
- F 70 or below

Make-up Assignments and Exams

Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. Otherwise, make-up assignments and exams will not be accepted.

Attendance/Participation

Attendance and participation in class meetings are required. **Every unexcused absence will result in a 3-point deduction from the student's final point total.** Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays. Students must email the professor in advance or within one week of the absence to request that an acceptable absence be excused.

Extra Credit

No extra credit will be offered unless otherwise noted in an assignment.

Grade Dissemination

All grades will be disseminated through Webcourses@UCF.

Course Materials and Resources

Required texts

- Schmalstieg, Dieter and Tobias Hollerer (2016). *Augmented Reality: Principles and Practice*. Addison-Wesley Professional. ISBN-10: 0321883578.

Required materials

- Unity version number
- Vuforia version number
- A Vuforia-supported device: https://library.vuforia.com/articles/Solution/vuforia-fusion-supported-devices.html

Policy Statements

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing 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 appropri-ately.

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- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

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College of Engineering and Computer Science - Grad Course Addition - CAP 6203 Mixed Reality Project

2020-2021 Graduate Course New

General Catalog Information

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3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Engineering and Computer Science
Unit / Department / College:*	Department of Computer Science

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - CAP 6203 Mixed Reality Project
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Joseph LaViola, Ryan McMahan
Department Chair Phone Number:*	(407) 823-4758
Dept Chair Email*	leavens@cs.ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CAP	**Number:*** 6203
Course Title:* Mixed Reality Project	
30 Character Abbreviation:* MR Project	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Mixed reality, project management, reporting, prototyping, gesture and voice recognition, design walkthroughs, sound design, 3D scanning, character generation, motion capture, UX inspections, tutorials, help, documentation.	
Grading Scheme:* ABCDF	
Prerequisite(s): CAP 6201.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

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4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

Credit Hours:*	3
Instruction Time:*	6
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	0

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course is an important addition to the UCF curriculum for three reasons. First, it will be part of the Mixed Reality Engineering Graduate Certificate and Mixed Reality EngineeringMaster's track in computer science. Second, it is a necessary course given the proliferation of virtual reality and augmented reality in the world today. This course will be useful for helping students get technical and software development jobs with mixed reality companies and those companies who make use of mixed reality.
What grad programs/tracks require or recommend this course for graduation?	CS masters, Grad Certificate in Mixed Reality Engineering, computer science masters track in Mixed Reality Engineering
What will be the source of students?*	Computer Science and engineering, modeling and simulation
What is the estimated annual enrollment?*	24

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	We see no confilicts with other departments or colleges.

Course Syllabus Policy

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- **Course Materials and Resources**
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  - **Statement directing students needing accommodations to work with**

faculty and with Student Accessibility Services to ensure equal access to educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

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Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

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Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

UNIVERSITY OF CENTRAL FLORIDA

CAP 6203: Mixed Reality Project

3 Credit Hours

Course Syllabus

Course Information

Course Number:	CAP 6203	Term:	Semester and year
Course Section:	Section number	Class Meeting Times:	Days and time
Course Name:	Mixed Reality Project	Class Location:	Class location
Prerequisite(s):	CAP 6202: Augmented Reality Engineering or C.I.		

Contact Information

Instructor:	Instructor name	GTA:	GTA name
Office Location:	Office location	Office Location:	Office location
Office Hours:	Days and time	Office Hours:	Days and time
Email:	Instructor's UCF email	Email:	Instructor's UCF email
Phone:	Office phone number	Phone:	Office phone number

Course Description

Mixed reality, project management, reporting, prototyping, gesture and voice recognition, design walkthroughs, sound design, 3D scanning, character generation, motion capture, UX inspections, tutorials, help, documentation.

Student Learning Outcomes

Students are expected to achieve the following by using current tools and applying best practices:

- Function effectively on teams to design and implement MR prototypes.
- Design and implement low-fidelity MR prototypes.
- Design and implement moderate-fidelity MR prototypes.
- Design and implement high-fidelity MR prototypes.
- Communicate progress effectively through written reports and live demonstrations.
- Communicate technical information about products effectively through written reports.

Course Activities

Calendar

Week	Topics	Assignments
1	Project specifications	
2	Project management and reporting	
3	Prototyping	
4	White-box prototyping	
5	Gesture and voice recognition	Prototype 1 due Report 1 due
6	Design walkthroughs	Demonstration 1
7	Sound design	
8	3D scanning	
9	Character generation	
10	Motion capture	Prototype 2 due Report 2 due
11	UX inspections	Demonstration 2
12	Optimizations	
13	Tutorials and help	
14	Project closeouts and documentation	
15	Project closeouts and documentation (cont.)	Prototype 3 due Report 3 due Documentation due
Exam	Final Demonstration	Demonstration 3

Important Dates

- List of university holidays, closures, drop/withdrawal deadlines, and final exam date.

Assignments

Students are expected to complete and submit the following assignments through Webcourses@UCF. Specifications and details for each assignment can be found on Webcourses@UCF.

- Prototype 1: Design and implement a low-fidelity MR prototype.
- Prototype 2: Design and implement a moderate-fidelity MR prototype.
- Prototype 3: Design and implement a high-fidelity MR prototype.
- Report 1: Communicate progress on the low-fidelity prototype through a written report.
- Report 2: Communicate progress on the moderate-fidelity prototype through a written report.
- Report 3: Communicate progress on the high-fidelity prototype through a written report.
- Demonstration 1: Communicate progress on the low-fidelity prototype through a live demo.
- Demonstration 2: Communicate progress on the moderate-fidelity prototype through a live demo.
- Demonstration 3: Communicate progress on the high-fidelity prototype through a live demo.
- Documentation: Communicate technical info about final prototype through a written report.

Final Demonstration
Students are expected to communicate final progress on the high-fidelity prototype through a live demonstration of the prototype during the designated final exam period. Details of the final demonstration, including format, date, and time.

Assessment and Grading Procedures

Grading Methods
A point-based grading system will be used with 100 total points distributed among the assignments and final exam as follows:

- Prototype 1 10 points
- Prototype 2 20 points
- Prototype 3 30 points
- Report 1 5 points
- Report 2 5 points
- Report 3 5 points
- Demonstration 1 5 points
- Demonstration 2 5 points
- Demonstration 3 5 points
- Documentation 10 points

The following grading scale will be employed on the final point totals:

- A 93 or above
- A- 90-93
- B+ 87-90
- B 83-87
- B- 80-83
- C+ 77-80
- C 70-77
- F 70 or below

Make-up Assignments and Exams
Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. Otherwise, make-up assignments and exams will not be accepted.

Attendance/Participation
Attendance and participation in class meetings are required. **Every unexcused absence will result in a 3-point deduction from the student's final point total.** Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays. Students must email the professor in advance or within one week of the absence to request that an acceptable absence be excused.

Extra Credit
No extra credit will be offered unless otherwise noted in an assignment.

Grade Dissemination
All grades will be disseminated through Webcourses@UCF.

Course Materials and Resources

Required texts
- None.

Required materials
- Unity version number

Policy Statements

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing 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 appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the

university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen

in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

College of Engineering and Computer Science - Grad Course Revision - EML 5311C Systems Controls

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. **Changes will only be tracked after the proposal is launched.**

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Proposal Type:* Grad Course Revision

College:* College of Engineering and Computer Science

Unit / Department / College:* Department of Mechanical and Aerospace Engineering

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do **not** type the course prefix and code.

Prefix:* EML

Code:* 5311C

Course Title:* Systems Controls

30 Character Abbreviation:* Systems Controls

Full Title:* EML 5311C Systems Controls

Course Instructor (Must be Approved Graduate Faculty / Scholars): Dr. Tuhin Das

Faculty/Scholars):*

Department Chair Phone Number:* 407-823-5448

Dept Chair Email* Yoav.Peles@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Modern control theory for linear and non-linear systems; controllability and observability. Linear state feedback and state estimators, compensator design.

Prerequisite(s): EML 4225.

Corequisite(s): EML 5060.

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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 pre-requisite of EML 4225 was outdated based on a curriculum revision at the Undergraduate Level. The previous pre-requisite is no longer offered.
What grad programs/tracks require or recommend this course for graduation?	Aerospace and Mechanical Engineering Graduate Students
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	50

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion	Not Applicable.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with**

actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check	☑ I have completed all relevant parts of the form.
Attached	☑ I have attached a course syllabus and rationale.

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	

EML 5311 System Control

Mechanical and Aerospace Engineering

College of Engineering and Computer Science, University of Central Florida

COURSE SYLLABUS

Instructor:	Kuo-Chi "Kurt" Lin	Term:	Fall 2019
Office:	ENGR I 451	Class Meeting Days:	Mon. Wed.
Phone:	(407) 823-0137	Class Meeting Hours:	4:30 PM – 5:45 PM
E-Mail:	Kurt.Lin@ucf.edu	Class Location:	ENG2 103
Office Hours:	Mon. Wed. 1:30 pm -4:30 pm		

I. Welcome!

This is a required course for Master of Science in Aerospace Engineering (M.S.A.E.) Space Systems Design Track, and elective for the Thermofluid Aerodynamic System Design & Engineering Track, and Master of Science in Mechanical Engineering (M.S.M.E.) degrees.

II. University Course Catalog Description

Modern control theory for linear and non-linear systems; controllability and observability. Linear state feedback and state estimators, compensator design.

III. Course Overview

Understand linear control theories and implement them. Some advanced systems and control topics will also be introduced.

IV. Course Objectives

At the end of this course, the students will be able to

- Understand the State-Space Solutions and Realizations.
- Understand the Interpretation and Properties of the State-Transition Matrix.
- Understand the concepts of Stability, Controllability, and Observability.

V. Course Prerequisites

EML 4312C (Feedback Control), or EML 4225+ EML 4313, or equivalent;
(CR) EML 5060 (Mathematical Methods in Mechanical and Aerospace Engineering).

VI. Course Credits

3

VII. Required Texts and Materials

Linear System Theory and Design, 3rd Edition, C. Chen, Oxford University Press, 4th edition.

VIII. Basis for Final Grade

Assessment	Percent of Final Grade
Academic Engagement Assignment	1%
Homework	20%
Exam 1—Close Book	35%
Exam 2—Close Book (Comprehensive)	45%
	101%

Grading Scale (%)	
90-101	A
87-89	A-
83-87	B+
80-83	B
77-79	B-
74-76	C+
70-73	C
0 - 69	F

IX. Grade Dissemination

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.

X. Course Policies: Homework

Homework must be hand-written, scanned into a pdf file, and uploaded.
Late Work Policy: 50% off for late homework within 24 hours and no credit after that
Make-up Exam and Assignment Policy:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf)
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.
No partial credits for late submission

XI. Important Dates to Remember

The course schedule will be posted (and updated) on the WebCourses.

Last Day to Drop Classes:	Thursday, August 29, 2019
Last Day to Add Classes:	Friday, August 30, 2019
Mid Term Exam:	Wednesday October 16
Final Exam:	Monday December 9
	4:00 PM – 6:50 PM
Grade Forgiveness Deadline:	*Wednesday, December 4, 2019*
Withdrawal Deadline:	*Friday, November 1, 2019 11:59 PM*

XII. Important Announcement

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 "Verification of engagement" by the end of the first week of classes, or as soon as possible after adding the course, but no later than May 20. Failure to do so will result in a delay in the disbursement of your financial aid.

XIII. Statements

Academic Integrity:
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity http://www.academicintegrity.org/icai/assets/FVProject.pdf.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement:
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement:

- Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Student in Online-Only Courses:

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

This syllabus is subject to change. Please check the class Webcourses often.

College of Engineering and Computer Science - Grad Course Revision- EAS 5211 Aeroelasticity

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:*	College of Engineering and Computer Science
Unit / Department / College:*	Department of Mechanical and Aerospace Engineering

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	EAS	**Code:***	5211
Course Title:*	Aeroelasticity		
30 Character Abbreviation:*	Aeroelasticity		
Full Title:*	Grad Course Revision- EAS 5211 Aeroelasticity		
Course Instructor (Must be Approved Graduate Faculty/Scholars):	Dr. Seetha Raghavan		
Department Chair Phone Number:*	4078235448	**Dept Chair Email***	Yoav.Peles@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Concerned with consequences and trade-offs created by interactions between aerodynamic forces and structural deformation. Static aeroelastic problems; control effectiveness; lift effectiveness; divergence. Dynamic aeroelasticity; flutter and vibration.
Prerequisite(s):	EAS 3101 or EML 3701 and EML 4225.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	(•) Yes ( ) No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	2-3
Total Engagement Hours:*	6

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	Updates to Undergraduate Pre-Requisites

What grad programs/tracks require or recommend this course for graduation?	Mecahical and Aerospace Engineering
If not a major requirement, what will be the source of students?	Mechanical and Aerospace Engineering
What is the estimated annual enrollment?	40 Students

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion	N / A

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check	☑ I have completed all relevant parts of the form.
Attached	☑ I have attached a course syllabus and rationale.
Proposal Type:	Grad Course Revision

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

EAS 5211 – Aeroelasticity

Instructors:	Dr. Seetha Raghavan	**Phone:**	(407) 823-1737
Office:	ENGR I – RM 407C	**E-mail:**	seetha.raghavan@ucf.edu
Class:	M W 7.30 PM – 8.45 PM	**Room:**	BA1 0216
Office Hours:	M W 1.30 PM – 4.30 PM	**Code:**	ECS-MAE 3 (3,0)

Required Text: Jan Robert Wright, Jonathan Edward Cooper***, Aircraft Aeroelasticity and Loads, Second Edition*** Wiley, 2015. (with Matlab programs on companion website)

Optional Refs: Dowell, A Modern Course in Aeroelasticity

Hodges D.H. and Pierce A.G., ***Introduction to Structural Dynamics and Aeroelasticity,*** Cambridge University Press, 2002.

Bismarck-Nasr, Maher N., ***Structural Dynamics in Aeronautical Engineering,*** AIAA

Description: Aeroelasticity is concerned with the consequences and trade-offs created by interactions between aerodynamic forces and structural deformation. Static aeroelastic problems; control effectiveness; lift effectiveness; divergence. Dynamic aeroelasticity; flutter and vibration.

Goals:

1) Model aeroelastic aero-structure interactions that create phenomena such as divergence, lift effectiveness and control effectiveness
2) Predict structural instabilities such as flutter and divergence
3) Calculate unsteady aerodynamic forces for elementary wings

Webpage: https://webcourses.ucf.edu (Use your own ID and Password)
Pre-requisite: **EAS4210 or EML4220 and EAS3101 or EML3701**

Evaluation:

Homework	15%
Review Paper	15%
Project	20%
Midterm	25%
Final Examination (Comprehensive)	25%

Homework:
Homework will be assigned on Mondays and due a week after it has been assigned (**Monday, 5 pm**). Homework assignments are required to be turned in through Webcourses (pdf). Submit all associated Matlab files where relevant.

Grading: The letter grade will be assigned according to the following scale.

A	[90, 100]
B	[80, 90)
C	[70, 80)
D	[60, 70)
F	[0, 60)

Course Schedule:

Week	Date	Topic	Reading	Notes
1	Aug 26	Introduction to Aeroelasticity & Certification	Ch 21, 26	
	Aug 28	Introduction to SDOF & MDOF Systems	Ch 1, 2	Course Goals due
2	*Sept 2*	*Labor Day*	*No Class*	
	Sept 4	Introduction to SDOF & MDOF Systems	Ch 1, 2	
3	Sept 9	Vibration of Continuous Systems	Ch 3	
	Sept 11	Vibration of Continuous Systems	Ch 4	
4	Sept 16	Steady Aerodynamics	Ch 5	
	Sept 18	Introduction to Loads	Ch 6	
5	Sept 23	Introduction to Loads	Ch 6,18	*Project progress Rep. 1 due*
	Sept 25	Static Aeroelasticity – Typical model	Ch 8	
6	Sept 30	Static Aeroelasticity – Effect of Trim	Ch 8	
	Oct 2	Static Aeroelasticity – Wing Sweep	Ch 9	
7	Oct 7	Static Aeroelasticity – Control Reversal	Ch 9	
	Oct 9	***Review***	***Wk 1-7***	
8	**Oct 14**	**Midterm**	**Wk 1-7**	
	Oct 16	Unsteady Aerodynamics	Ch 10	
9	Oct 21	Dyn. Aeroelasticity – Flutter Models & Solution	Ch 11	*Review Paper due*
	Oct 25	Dyn. Aeroelasticity – Aeroelastic Behavior	Ch 11	
10	Oct 28	Dyn. Aeroelasticity – Flutter Speed	Ch 11	
	Oct 30	Dyn. Aeroelasticity – Frequency Matching	Ch 11	
11	Nov 4	Dyn. Aeroelasticity – Complex numbers	Ch 11	
	Nov 6	Dyn. Aeroelasticity – Wing and Panel Flutter	-	*Project progress Rep. 2 due*
12	Nov 11	Veteran's Day	-	
	Nov 13	Dyn. Aeroelasticity – Rayleigh Ritz	-	
13	Nov 18	Dynamic Aeroelasticity – EOMS with Unsteady Aerodynamics	-	
	Nov 20	Dynamic Aeroelasticity – k or V-g method	-	
14	Nov 25	Dynamic Aeroelasticity – p-k method		
	Nov 27	Aeroelasticity in Rotorcraft & Turbomachines	Ref	*Project due*
15	Dec 2	Project Presentations		
	Dec 4	***Review***		
16	**Dec 11**	**Final Exam (7.00 PM - 9.50 PM)**	**Wk 8 - 14**	**Check online**

Note: This schedule may be modified by Dr. Raghavan

General Policies:
All exams will be closed book. Late homework will not be accepted. No make-up exams will be given.

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

Course Goals Assignment

by the end of the first week of classes but no later than August 30. Failure to do so will result in a delay in the disbursement of your financial aid.

All course content received from the instructor is the intellectual property of the instructor and should not be distributed online or in print in any shape or form.

Make-up Exam and Assignment Policy:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf)
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.
No partial credits for late submission

Course Policy Statement:
Academic Integrity:
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not

limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity http://www.academicintegrity.org/icai/assets/FVProject.pdf. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
Course Accessibility Statement:
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Campus Safety Statement:
- Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Student in Online-Only Courses:

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

College of Engineering and Computer Science - Graduate Program Revision - Engineering Management MSEM, Professional Project & Systems Engineering (PP&SE) Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Engineering and Computer Science

Unit / Department / College:* Department of Industrial Engineering and Management Systems

Unit(s) Housing Program:

Type of Action:* [ ] Program [x] Track [ ]

Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Engineering Management MSEM, Professional Project & Systems Engineering (PP&SE) Track
Are you revising the name of the program, track, or certificate?*	(•) Yes ( ) No
Proposed Effective Term / Year:*	Summer 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	None
Is the CIP code being updated?	[ ] Yes [x] No
If yes, please provide the new CIP code:	
Rationale for revision:	The existing Professional Engineering Management (PEM) track is a cohort-based program where specific cohorts are established periodically based on the needs of industry. Our stakeholders have requested that we provide a systems engineering (SE) focus for the program in addition to the current project engineering (PE)-based curriculum. Students/employers would like some type of formal recognition of both the PE and SE content. Because this is a market-based program changing the track name is the best option and adding content. Thus, we propose adding a SE class and changing the name to Professional Project & Systems Engineering Track (P&SET) as part of the Masters of Science in Engineering Management degree. Note that the proposed curriculum would satisfy all of the requirements for a graduate certificate in SE.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Engineering and Computer Science	**Degree:** MS
Department: Industrial Engineering and Management Systems	**Option:** Nonthesis
Program Websites: http://www.iems.ucf.edu/graduate/programs	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum *

Track Description

The Professional Project & Systems Engineering (PP&SE) Track is a cohort-based program that offers a customized and personalized approach to learning engineering management with a curriculum developed based upon the needs of industry. The PP&SE Track is designed to be a lock-step, cohort-based program that can be completed in 18 to 24 months. For information about the start of the next cohort, please contact the PP&SE Program Director Dr. Timothy Kotnour (timothy.kotnour@ucf.edu).

Professional Project & Systems Engineering (PP&SE) Track

The PP&SE track in the Master of Science in Engineering Management (MSEM) program focuses on effective decision-making and successful project delivery of innovative solutions in engineering and technological organizations. The program is tailored to the needs of the experienced, working early and mid-career professionals.

The MSEM program requires an undergraduate degree in engineering or a closely related discipline. Students with undergraduate degrees outside of industrial engineering may be required to take additional prerequisite courses.

prerequisite courses.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in the profession in order to help students acquire knowledge and skills pertaining to research-based best practices.

Courses may be substituted or added to provide domain depth based upon the student or customer's needs.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree

Master Core Courses: 9 Credit Hours

EIN 5140 Project Engineering
ESI 6551 Systems Engineering
EIN 6357 Advanced Engineering Economic Analysis

Elective Courses: 27 Credit Hours

EIN 5108 The Environment of Technical Organizations
EIN 5117 Management Information Systems I
EIN 6182 Engineering Management
EIN 6326 Technology Strategy
EIN 6370 Innovation in Engineering Design
ESI 5219 Engineering Statistics
ESI 6358 Decision Analysis
ESI 6511 Systems Integration and Testing
ESI 6552 Systems Architecture

Comprehensive Examination

Students must successfully pass an oral comprehensive examination as part of a capstone exercise (usually in the form of EIN 6182 - Engineering Management) to satisfy all degree requirements. In some

instances, industry might require students to participate in a capstone course to integrate the material in a specific project related to the

industry sponsor's needs. Typically, this additional class is in the form of EIN 6950 - Industrial and Systems Engineering Capstone which is a 3-credit hour course. Please see the program director for cohort-specific details.

Equipment Fee

Students in the Engineering Management MSEM program pay a $90 equipment fee each semester that they are enrolled. For part-time students, the equipment fee is $45 per semester.

Independent Learning

The Independent Learning Requirement is met by successful completion of the research studies required in individual courses, EIN 6182 - Engineering Management, and the capstone project, which requires that students integrate material from all the courses in their program.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to the general UCF graduate application requirements, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in Engineering or a closely related discipline.
- A letter of recommendation from the corporate sponsor.
- Résumé.
- 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

Professional Project & Systems Engineering Track, MSEM	*Fall Priority	Fall	Spring	Summer
Domestic Applicants				Apr 1
International Applicants				Nov 1
This is a Summer Cohort Program Only.				

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

Mansooreh Mollaghasemi PhD

Associate Professor

mollagha@ucf.edu

Engineering 2, Room 312

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

○ 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:

This is a cohort-based 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?

This is a cohort-based program... the proposed new curriculum will only be applied to a new cohort.

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

The current PEM program has a proven track record with about 8 cohorts being offered since its inception. Currently, the cohort that will graduate in 2020 has 42 students and has strong industry support to include Lockheed, Disney, Siemens, NASA, etc. The proposed course additions and name change is responding to their requests, add flexibility, and ensure that depth can be provided as necessary for emerging areas such as cyber, systems, etc. The program must evolve to meet our stakeholders' needs because of its unique nature, customers, etc.

Year 1

Headcount: 40	**SCHs:** 1320

Year 2

Headcount:	**SCHs:**

Year 3

Headcount: 40	**SCHs:** 1320

Indicate likely career or student outcomes upon completion:	All of these students are being sponsored by their current employers. All already have jobs.

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:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students 0	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students: 0	**Source of funds:**
Number of fellowship students (specify fellowship):	

Number of tuition remissions:	**Source of funds:**

Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	Department of Industrial Engineering and Management Systems
Program OID	7756
Program Type	Master
Degree Type	Master of Science in Engineering Management
Status*	◉ Active-Visible ○ Inactive-Hidden

Potential New Catalog Wording

Engineering Management MSEM,

Professional Project & Systems Engineering Track

⇦ Return to: **Graduate Programs by College**

College: Engineering and Computer Science	**Degree:** MS
Department: Industrial Engineering and Management Systems	**Option:** Nonthesis
Program Websites: http://www.iems.ucf.edu/graduate/programs	

Track Description

The Professional Project & Systems Engineering (PP&SE) Track is a cohort-based program that offers a customized and personalized approach to learning engineering management with a curriculum developed based upon the needs of industry. The PP&SE Track is designed to be a lock-step, cohort-based program that can be completed in 18 to 24 months. For information about the start of the next cohort, please contact the PP&SE Program Director Dr. Timothy Kotnour (**timothy.kotnour@ucf.edu**).

Curriculum

The PP&SE track in the Master of Science in Engineering Management (MSEM) program focuses on effective decision-making and successful project delivery of innovative solutions in engineering and technological organizations. The program is tailored to the needs of the experienced, working early and mid-career professional.

The MSEM program requires an undergraduate degree in engineering or a closely related discipline. Students with undergraduate degrees outside of industrial engineering may be required to take additional prerequisite courses.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in the profession in order to help students acquire knowledge and skills pertaining to research-based best practices.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses

- EIN 5140 Project Engineering
- ESI 6551 Systems Engineering
- EIN 6357 Advanced Engineering Economic Analysis

Elective Courses

- EIN 5108 The Environment of Technical Organizations
- EIN 5117 Management Information Systems I
- EIN 6182 Engineering Management
- EIN 6326 Technology Strategy
- EIN 6370 Innovation in Engineering Design
- ESI 5219 Engineering Statistics
- ESI 6358 Decision Analysis
- ESI 6511 Systems Integration and Testing
- ESI 6552 Systems Architecting

Courses may be substituted or added to provide domain depth based upon the student or customer's needs.

Comprehensive Examination

Students must successfully pass an oral comprehensive examination as part of a capstone exercise (usually in the form of EIN 6182 - Engineering Management) to satisfy all degree requirements. In some instances, industry might require students to participate in a capstone course to integrate the material in a specific project related to the industry sponsor's needs. Typically, this additional class is in the form of EIN 6950 - Industrial and Systems Engineering Capstone which is a 3-credit hour course. Please see the program director for cohort specific details.

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Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the **Admissions** section of the Graduate Catalog. Applicants must **apply online**. All requested materials must be submitted by the established deadline. In addition to the **general UCF graduate application requirements**, applicants to this program must provide:

- One official transcript (in a sealed envelope) from each college/university attended.
- A bachelor's degree in engineering or a closely related discipline.
- A letter of recommendation from the corporate sponsor.
- Resume.

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

Professional Project & Systems Engineering Management	***Fall Priority**	**Fall**	**Spring**	**Summer**
Domestic Applicants				Apr 1
International Applicants				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 Director
Mansooreh Mollaghasemi, Ph.D.
mansooreh.mollaghasemi@ucf.edu
Telephone: (407) 823-2204
Room: Engineering II, Room 312

Graduate Admissions
Khue Duong Rymer
gradadmissions@ucf.edu
Telephone: 407-823-2766
Room: Millican Hall, Room 230

Online Application
https://applynow.graduate.ucf.edu/apply/

Graduate Admissions
Mailing Address
UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Fellowships
Telephone: 407-823-0127
gradfellowship@ucf.edu
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
⇦ Return to: **Graduate Programs by College**

College of Business Administration - Grad Course Addition - QMB 6003 Software Tools for Business Analytics

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Business Administration
Unit / Department / College:*	Department of Economics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - QMB 6003 Software Tools for Business Analytics
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Lealand Morin
Department Chair Phone Number:*	407-823-4429
Dept Chair Email*	mcaputo@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* QMB	**Number:*** 6003
Course Title:* Software Tools for Business Analytics	
30 Character Abbreviation:* Business Analytics Software	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Introduction to the main software tools used in business analytics, specifically, Python, R, and SQLite as well as UNIX.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admission into the MSM Business Analytics program.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	once

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:*	(•) Required Course ( ) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course provides the necessary skills in various software tools required for the successful completion of the MSM Business Analytics program.
What grad programs/tracks require or recommend this course for graduation?	MSM Business Analytics
What will be the source of students?*	MSM Business Analytics cohort
What is the estimated annual enrollment?*	25-30

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

QMB 6003
Software Tools for Business Analytics

Executive Development Centre, College of Business Administration

Instructor Information

- Instructor: Lealand Morin
- Office Location: BA2 302L
- Office Hours: TBA
- Phone: 407-823-4468
- Digital Contact: Lealand.Morin@ucf.edu

Course Information

- Term: Fall Semester 2020
- Course Number & Section: QMB6003.XXXX
- Course Name: Software Tools for Business Analytics
- Credit Hours: 3 Credit Hours
- Class Meeting Days: TBA
- Class Meeting Time: TBA
- Class Location: Executive Development Centre, Room TBA
- Course Modality: P

Catalog Description:

Introduction to the main software tools used in business analytics, specifically, Python, R, and SQLite as well as UNIX.

Course Description

This course is designed to introduce you to the main tools of business analytics. In the first section of the course, I introduce you to the powerful operating system UNIX, the versatile and compact database management system SQLite, and the modern programming language Python. The second part focuses on analyzing data (using R, a programming language and software environment for statistical computing and graphics) and implementing numerical methods (using the many useful modules and

packages available in Python). Throughout the course, many examples will be illustrated by way of a spreadsheet program, such as Microsoft Excel.

Course Materials and Resources

Required:

- A Gentle Introduction to Effective Computing in Quantitative Research: What Every Research Assistant Should Know by Konstantin Golyaev and Harry J. Paarsch. Cambridge, MA: MIT Press, 2015

Optional:

- Introductory Econometrics: Using Monte Carlo Simulation with Microsoft Excel by Humberto Barreto and Frank Howland

The textbook by Paarsch and Golyaev will be the main text for the course and outlines the industrial strength toolkit for business analysis. The optional textbook provides a number of empirical exercises using Microsoft Excel to illustrate the programming concepts used throughout the course.

When I lecture I presume that my students have read the work and completed the exercises assigned for that day. I urge you to read avidly prior to attending lectures since we have a lot of ground to cover; you cannot afford to get behind in your reading. The textbooks contain many examples; you should attempt as many of these as you have time for; only through practice will you master this material.

Neither the lectures nor the textbooks will be self-sufficient for an adequate understanding of business analytics. Parts of the course will involve material not in the textbooks, and parts of the textbooks will not be discussed in class. In short, you are expected to read widely from the list of important readings provided in Appendix B of the textbook by Golyaev and Paarsch. This is a foundations course: the more effort you put in now, the easier will be the remaining program.

Course Activities

The course requirements include five problem sets, an empirical case, and a final examination. The final examination will be scheduled TBA.

The problem sets will account for 25 percent of your grade; your scores on the empirical case and the final examination will account for the remaining 75 percent. In particular, either the case or the examination will be worth 50 percent, while the other will be worth 25 percent, with the greater of the two scores used as your grade worth 50 percent. Number grades will be mapped to letter grades according to the following table.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Problem sets to be submitted for grading will be due every couple of weeks or so during the semester; the due dates are noted on each. The problem sets must be submitted by the beginning of the class for which they are assigned due. Because you can always submit assignments electronically, no late assignments will be accepted. In other words, late assignments will be assessed the score zero.

You are encouraged to work on the problem sets with other students, but you must complete your answers by yourself; you must complete the empirical case by yourself; the final examination will be closed-book, so you must complete it by yourself as well.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Course Schedule

The course will largely follow the chapters of A Gentle Introduction to Effective Computing by Paarsch and Golyaev.

1. The Virtual Machine
2. Productivity Tools
3. Organizing Data
4. Simple Programming
5. Geek Stuff
6. Dealing with Data
7. Statistical Learning
8. Numerical Methods
9. Solved Examples
10. Extensions to Python and R
11. Distributed and Parallel Computing

General Statements (Applying to all Courses):

** 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.

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) <https://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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or 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, click here.

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 https://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://www.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.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

Deployed Active Duty Military Students

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.

College of Business Administration - Grad Course Addition - QMB 6102 Probability and Statistics for Business Analytics

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Business Administration
Unit / Department / College:*	Department of Economics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - QMB 6102 Probability and Statistics for Business Analytics
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dean Jens
Department Chair Phone Number:*	823-4429
Dept Chair Email*	mcaputo@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/. The

number. Instructions can be found at https://graduatecatalog.ucf.edu/curriculum-committee/. The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* QMB	**Number:*** 6102
Course Title:* Probability and Statistics for Business Analytics	
30 Character Abbreviation:* Business Analytics Statistics	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Introduction to the main tools of probability and statistics used in business analytics.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admission to the MSM Business Analytics program.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	once

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:*	(•) Required Course ( ) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course offers students the requisite tools in probability and statistics to succeed in business analytics.
What grad programs/tracks require or recommend this course for graduation?	MSM Business Analytics program
What will be the source of students?*	MSM Business analytics cohort
What is the estimated annual enrollment?*	25-30

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There is no duplication or conflict with courses in other departments or colleges.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

QMB 6102

Probability and Statistics

for Business Analytics

Spring 2021

class meets on
Monday, 6–9:50 PM
in EDC 110

Dean Jens
dean.jens@ucf.edu
(also reachable through webcourses)

Office hours: 4–5 PM, Mondays

Final Exam: Monday, April 27, 2020, 7:00 PM–9:50 PM

Description: Introduction to the main tools of probability and statistics used in business analytics.

Textbooks:

- *Probability and Statistics*, Fourth Edition, by Morris DeGroot and Mark Schervish. Essex, England: Pearson, 2014. `978-0-321-50046-5`
- *Introduction to Probability and Statistics*, Fourteenth Edition, by William Mendenhall and Robert J. Beaver. Boston: Brooks/Cole, 2013. `978-1133103752`
- *R in Action: Data Analysis and Graphics with R*, Second Edition, by Robert I. Kabacoff. Shelter Island, New York: Manning, 2015. `978-1617291388`

Assessed Work: A final examination will account for fifty percent of your grade; there is one midterm exam that will account for twenty-five percent; the problem sets together will account for twenty-five percent. Problem sets must be submitted by the beginning of the class for which they are due. They may be emailed or submitted on webcourses.

Group Work: You are encouraged to work on the problem sets with other students, but you must write up your answers by yourself.

Integrity: Students are expected to be familiar with the University's standards regarding academic integrity and academic misconduct, as well as the course of action that will be taken if a violation occurs; these links

`http://goldenrule.sdes.ucf.edu/`

and

`http://osc.sdes.ucf.edu`

provide such information. Information on accommodations for those with disabilities may be found at

`http://sds.sdes.ucf.edu/`

Learning Outcomes

The primary purpose of this class is for students to understand inference, especially Bayesian inference. Other learning outcomes from this class are in support of that. Accordingly, students will understand, well enough to apply them to realistic problems,

- common descriptive statistics, and their use in summarizing (even possibly quite large) data sets.
- the basic mathematics of probability theory.
- the philosophical interpretations of probability, i.e. the meanings that can be ascribed to the mathematics of probability and purposes to which it can be put.
- random variables and in particular statistics understood as random variables.
- classical hypothesis testing.
- Bayes's theorem and its use in inference.
- exponential families of probability distributions, and their relationship to inference.

- linear models and their motivations and interpretations.

Course Description

Broadly speaking, business analytics is a collection of methods and tools that researchers use to answer questions or to solve problems by examining data. The problems/questions may simply involve measurement, could require prediction, or may want testing an hypothesis. Regardless of the application, however, business analytics is central to informed decisions.

The methods of probability and statistics underlie all of business analytics. In particular, one of the most important tools in all of science is linear regression. In this course, we study elementary probability theory as well as basic statistics. Along the way, you will teach yourself how to implement the theory using data on a computer in R — a programming language and software environment for statistical computing and graphics. By the end of the course, you should know how to combine theory with applications to make better business decisions.

Simple logic and basic mathematics are used extensively throughout the course, particularly differential and integral calculus as well as algebraic manipulation at the level of QMB 6755.

I urge you to read avidly prior to attending lectures because we have a lot of ground to cover; you cannot afford to get behind in your reading. Also, the textbook contains many sample problems; you should attempt as many of these as you can. Only through practice will you master this material.

Neither the lectures nor the textbook will be self-sufficient for an adequate understanding of the material that makes up this course. Parts of the course will involve material not in the textbook and parts of the textbook will not be discussed in class. Thus, you are expected to read widely and to pay attention, too.

Please notify me if you plan to be absent.

Five problem sets are assigned for grading: one will be due every other week or so during the semester; the due dates are noted on the problem sets themselves as well as the timetable attached. The solutions to these problem sets must be submitted by the beginning of the class for which they are due. They may be

Timetable

Subject to some change as the course proceeds.

Date	Topic. Chapter in textbook.	Problem set due?
01/06	MBB Ch.2–3: simple descriptive statistics; preview MdG Ch.1	
01/13	MBB Ch.4, MdG Ch.1–2: Probability	
01/27	MdG Ch.3–4: Functions of Random Variables	**Problem Set #1 due**.
02/03	MdG Ch.5, MBB Ch.5: some important distributions	
02/10	MdG Ch.6,7: Samples, inference	**Problem Set #2 due**.
02/24	MdG Ch.8, MBB Ch.7: classical estimation;	**Midterm Examination.**
03/02	MBB Ch.8: Estimation.	
03/16	MdG Ch.9, MBB Ch.9: Hypothesis testing	**Problem Set #3 due**.
03/23	MBB Ch.10: Classical small-sample estimation	
03/30	MdG Ch.11 (MBB Ch.11, 12): linear models	**Problem Set #4 due**.
04/13	MdG Ch.11 (MBB Ch.12, 13): linear models; approaches to inference.	
04/20	review; approaches to inference	**Problem Set #5 due**.

emailed or submitted on webcourses.

Except in trivial cases, implementing methods of business analytics requires using a computer. In this course, you should use the freely-available R system, a programming language and software environment for statistical computing and graphics—the *lingua franca* of statistics. Because R is available for the three major operating systems (Windows, OS X, and Linux), it is widely used among business analysts in industry. By learning R you will be developing human capital that has network externalities.

Little or no lecture time will be devoted to teaching `R`. To an even greater

extent than is the case with probability and statistics, `R` can only be learned from practice. You are expected to pick up the relevant skills on your own, in the context of the work of the class, as you would in industry when confronted with a new software tool. To help you learn R, I recommend you work through Robert I. Kabacoff's book *R in Action: Data Analysis and Graphics with R*. This book is a wonderful introduction to the R system, written for novices. You are welcome to ask me questions about R during my office hours, though, as with all questions in office hours, you should have wrestled with the material yourself first.

You may find the integrated development environment (IDE) RStudio easier to use than R; to download it, go to `http://www.rstudio.org/`.

One way to help you reinforce what you have learned by reading Kabacoff's book is to install the R package `swirl` and then to work through the interactive tutorials; to learn more about `swirl` go to `http://http://swirlstats.com/`.

More General Information

A university, and especially a university classroom, must be a space in which it is okay for any relevant idea to be expressed. This does not mean that any form of expression is okay; indeed, in some contexts it means that an idea expressed in an unnecessarily disrespectful way is a threat to the comfort with which other ideas will be expressed. This is less of an issue in economics than in some other subjects, but it is important to say what you have to say — and to behave more generally — in a way that best cultivates an environment of scholarship.

If you need for me to reschedule an exam or a due date, it will be easier for me (and I will therefore be more likely to do it, and with greater alacrity) the sooner I am informed. If you know you will need something rescheduled more than two weeks in advance, I should know it at least two weeks in advance as well.

https://dtl.ucf.edu/faculty/syllabus-policy/ lists a variety of university policies, which will largely be reproduced verbatim below. All of the elements are important, but I will emphasize those that I have found to more often catch people by surprise.

Most of the rules about "academic integrity" come down to the principle that

work that you present as your own should be your own, and under the conditions that you present (e.g. if you are not permitted to use certain resources in its production, you should not do so). Item 6 below, called "Multiple Submissions" here, but often called "self-plagiarism", is regarded as a serious academic offense; it is assumed that work presented for a course was performed for that course. Some professors, under some circumstances, may allow a certain amount of re-use of work used for other courses, but such permission should be sought in advance.

If a student has a disability that requires accommodation, he or she should contact Student Disability Services (https://sas.sdes.ucf.edu/).

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work

is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The "Golden Rule" (pdf link). 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, click here.

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) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to 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.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due

to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

Deployed Active Duty Military Students

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.

College of Business Administration - Grad Course Addition - QMB 6357 Microeconomic Analysis for Business Analytics

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Business Administration
Unit / Department / College:*	Department of Economics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - QMB 6357 Microeconomic Analysis for Business Analytics
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	John Solow
Department Chair Phone Number:*	823-4429
Dept Chair Email*	mcaputo@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* QMB	**Number:*** 6357
Course Title:* Microeconomic Analysis for Business Analytics	
30 Character Abbreviation:* Microeconomic Analysis	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Introduction to the main tools of microeconomic analysis for use in business analytics.	
Grading Scheme:* ABCDF	
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	once

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [x] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [ ] Occasional

Intended Utilization of Course

The course will be used primarily as:*	(•) Required Course ( ) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course will replace the MAR 6646 (Marketing Analytics for Strategic Decision Making) course that was part of the MSM Business Analytics degree program as a more appropriate offering.
What grad programs/tracks require or recommend this course for graduation?	MSM Business Analytics
What will be the source of students?*	MSM Business Analytics cohort
What is the estimated annual enrollment?*	25-30

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There are no duplications or conflicts with other departments or colleges.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with**

encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	College of Business Administration
Course Type	Economics
Status	○ Inactive-Hidden ◉ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

QMB 6357
Microeconomic Analysis for Business Analytics
The University of Central Florida
Spring 2020

Contact Information:

Professor: Dr. John Solow
Office: BA2 302J
Office Hours: Monday 4:00 pm-5:30 pm or by appointment
Office hours will be held at the Executive Development Center
E-mail: john.solow@ucf.edu
Phone: (407) 823-3833

Course Description: Introduction to the main tools of microeconomic analysis for use in business analytics.

Course Goals:

This course is designed to introduce the PMSM Business Analytics student to important economic concepts that are relevant to business decision-making. The material for the course will draw primarily on microeconomic analysis - that is, the analysis of individual firms and markets - which provides the tools for analyzing consumer behavior, firms' interactions, and the likely outcomes of strategic decisions. The first third of the course focuses on deterministic decision-making, and the latter two-thirds on decision-making under incomplete information and game theory.

Required Course Materials:

- McGuigan, J., R. C. Moyer and F. Harris. *Managerial Economics: Applications, Strategy and Tactics,* 14th Edition (Boston: Cengage, 2017).

McGuigan, Moyer and Harris's *Managerial Economics* is the text for the class. I will not follow it from start to finish, nor will I be able to cover everything in the book, but you should read it for background and use it as a reference when you don't understand something. Economics may seem simple, but reading it and understanding it are different. Economics is like math in that the only way to learn it is to do problems; hence I am going to focus to a great extent on applications using problems and cases. Explaining your economic reasoning to someone else, particularly to someone who hasn't studied economics, is a good way to test your knowledge.

Grading Policies

Points will be awarded as follows:

Assignments	25 percent
Midterm Exam	25 percent
Final Exam (cumulative)	50 percent
Total possible	100 percent

You are encouraged to work on assignments with other students, but you must complete your answers in your own words. This ensures that each student understands the answers.

Letter grades will be determined as follows.

95 percent or more of **top score**:	A
94 - 90 of **top score**:	A-
89 – 85 of **top score**:	B+
84 - 80 of **top score**:	B
79 - 75 of **top score**:	B-
Less than 74 of **top score**:	C+ or below

where the **top score** is the average score of the three highest scores received by students in the class.

Policy Statements

Make-up Exams and Assignments

Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for **university-sponsored events, religious observances, or legal obligations (such as jury duty).** In these instances, students must also be excused from class without penalty.

If you will miss class on an exam or assignment day for a planned absence (university-sponsored event, religious holiday, etc.), you must notify me in writing one week prior to the absence. If it is an emergency (e.g. you are hospitalized making it impossible to take the exam), you must provide documentation as soon as possible after the emergency. If you miss class on a day when no graded work is due, you can stop by office hours or the help desk to follow up on missed lecture materials.

Late Work Policy

If you arrive more than 20 minutes late to the in-class assessments (the Midterm Exam or the Final Exam), you will be allowed to take the exam, but will receive a 20% point reduction off the points earned.

Attendance/Participation

Although attendance/participation is not formally assessed (there are no points given for simply showing up to class), you should plan to come to class prepared to actively engage with the material. Since there are only twelve weeks in the semester, and two of those will be taken up at least in part by exams, attendance in class is important. It is

understood that business travel may occasionally conflict with class. One absence will be excused automatically. A student may petition for a second excused absence, which may be granted at the instructor's discretion. Missing two or more classes may be reflected in a lower class participation score and may result in a lower grade. A student who knows there is a strong likelihood that they will have to miss more than one class this semester should re-evaluate whether this is a good time to be enrolled in a 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 acknowledg-ing 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 appropri-ately.

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.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid

kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Grades of "Incomplete"

A grade of "I" (Incomplete) may be assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can be completed in a short time following the end of the term. When an instructor assigns an "I" grade for a course, the student is notified through email about the grade. The student is responsible to arrange with the instructor for the completion of the requirements of the course. Effective with Incomplete grades assigned in the Fall semester 1997 and thereafter, a student cannot graduate from the University with an "I" on the transcript. The Incomplete must be changed within one year of the last day of the term attempted or prior to graduation from the University, whichever comes first. Unresolved Incomplete grades automatically will be changed to "F" by the Registrar's Office. Unresolved "I" grades in courses graded with "S" or "U" will be converted to "U."

Grade Change

A grade change is the change of any originally assigned grade to another grade, including grades of "I" and grades earned by administrative withdrawals. GPA is recalculated after the grade change. Grade changes other than medical withdrawals will be considered only during the term immediately following the one in which the grade was assigned, except that grades assigned during the spring semester may be changed during either the following Summer term or Fall semester. A change in grade must be approved by the dean of the college or school. A grade will not be changed after a degree has been conferred. The Registrar will change a student's academic status if necessitated by a change of grade, except in cases of academic suspension. If a student is suspended, the Admissions and Standards Committee may review the suspension and readmit the student if the Committee decides readmission is warranted.

Students' Academic Activity Policy

As of fall 2014, all faculty members are required to document students' academic activity at

the beginning of each course. Attendance at the first class meeting will constitute academic activity for this purpose. Failure to do so may result in a delay in the disbursement of financial aid.

Revisions to the Syllabus

I do not anticipate making any changes to this syllabus. If, however, unusual circumstances necessitate a revision during the semester, I will announce the changes in class and update the course website accordingly. It is your responsibility to keep up with these changes.

Policy on Student Complaints Concerning Faculty Actions:

You have the right to adjudication of any complaints you have about classroom activities or instructor actions. If you have a complaint or concern about the instructor that you can't solve satisfactorily by speaking with the instructor, or if you have a complaint or concern that you do not feel can be or has been addressed adequately by the instructor, you should take the matter up with the Chair of the Department of Economics, Professor Michael Caputo, at (407)-823-1405.

Miscellaneous Course Policies:

1. Please turn off your cell phone during class.

2. For email inquiries to the instructor, please allow at least 24 hours for a response.

Schedule and Important Dates:

	Topic	Material can be found in:
Week 1	Introduction Cost Minimization	MMH Chapter 8
Week 2	Profit Maximization	MMH Chapter 11
Week 3	Consumer Choice	MMH Chapter 3 and Web Appendix A
Week 4	Equilibrium	MMH Chapter 10
Week 5	Midterm	
Week 6	Incomplete Information: Adverse Selection	MMH Chapter 10
Week 7	Incomplete Information: Moral Hazard	MMH Chapter 15
Week 8	Game Theory: Introduction	MMH Chapter 13
Week 9	Game Theory: Auctions	MMH Appendix 15A
Week 10	Game Theory: Hidden Decision Model	MMH Chapter 15
Week 11	Mechanism Design	MMH Appendix 15A
Week 12	Final Exam	

College of Business Administration - Grad Course Addition - QMB 6911 Capstone Project in Business Analytics

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Business Administration
Unit / Department / College:*	Department of Economics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - QMB 6911 Capstone Project in Business Analytics
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Harry Paarsch
Department Chair Phone Number:*	823-4429
Dept Chair Email*	mcaputo@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* QMB	**Number:*** 6911
Course Title:* Capstone Project in Business Analytics	
30 Character Abbreviation:* Business Analytics Capstone	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Integration of all the tools developed in the program to solve an empirical problem.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admission into the MSM Business Analytics program, successful completion of all required courses in the program, permission of instructor.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☑ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course allows students to integrate all they have learned in the program to be able to complete a project designed to solve a business analytics problem.
What grad programs/tracks require or recommend this course for graduation?	MSM Business Analytics program
What will be the source of students?*	MSM Business Analytics cohort
What is the estimated annual enrollment?*	25-30

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
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  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Spring 2021 Harry J. Paarsch

University of Central Florida
College of Business

QMB 6911
Capstone Project in Business Analytics

Syllabus

Catalog Description:	Integration of all the tools developed in the program to solve an empirical problem.
Office:	202E, Executive Development Center
Telephone:	(407) 235-3901
E-Mail:	`Harry.Paarsch@UCF.edu`
Office Hours:	3:00–5:00 p.m., Mondays
Learning Outcomes:	At the end of the course, students will be able: (1) to formulate the appropriate empirical questions to ask for a particular problem in business analytics; (2) to evaluate answers to those questions in light of relevant data; (3) to replicate the empirical work of others, using data provided; (4) to conduct empirical work using data provided.
Requirements:	Ten problem sets.
Grading:	Each problems set is worth ten percent of your final grade. Problem sets must be submitted at the beginning of the class they are due. Because you can always e-mail me an assignment, no late assignments will be accepted. In other words, late assignments will be assessed the score zero. Letter grades will be determined by the following: A for scores between $[90, 100]$; B for those between $[80, 90)$; C for those between $[70, 80)$; D for those between $[60, 70)$; and F for those below 60. Plus/minus grades will be used where appropriate, for example, a score between 74 and 76 would be a C+, while one between 77 and 79 would be a B−, and a score between 84 and 86 would be a B+, while one between 87 and 89 would be a A−.
Group Work:	You are encouraged to work on the problem sets with other students, but you must write up your answers by yourself.

Spring 2021 Harry J. Paarsch

University of Central Florida
College of Business

QMB 6911
Capstone Project in Business Analytics

Policy Statments

Students are expected to be familiar with the University's standards regarding academic integrity and academic misconduct, as well as the course of action that will be taken if a violation occurs; these links

`http://goldenrule.sdes.ucf.edu/`

and

`http://osc.sdes.ucf.edu`

provide such information. Information on accommodations for those with disabilities may be found at

`http://sds.sdes.ucf.edu/`

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized Assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 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.
2. 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, and so forth.
3. Falsifying or misrepresenting the students own academic work.
4. Plagiarism: Using or appropriating anothers work without any indication of the source, thereby attempting to convey the impression that such work is the student;s own.

5. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*, which is referenced above. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see

`http://goldenrule.sdes.ucf.edu/zgrade`

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, `sas@ucf.edu`, telephone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

`http://emergency.ucf.edu/emergency_guide.html`

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

http://www.ehs.ucf.edu/workplacesafety.html

To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left-hand 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" and fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK".

Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the video *You CAN Survive an Active Shooter*,

https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, and so forth. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course, you might have the opportunity to use public online services and/or software applications, sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Spring 2021 **Harry J. Paarsch**

University of Central Florida
College of Business

QMB 6911
Capstone Project in Business Analytics

Additional Information

Broadly speaking, business analytics is a collection of methods and tools that researchers use to answer questions or to solve problems by examining data. The problems/questions may simply involve measurement, could require prediction, or may want testing an hypothesis. Regardless of the application, however, business analytics is central to informed decisions.

This project involves replicating some empirical work done in order to evaluate country-of-origin effects in the price of fly-fishing reels. Although this may seem like a trivial application, the methods learned by completing this problems sets for this course have wide application in many other domains.

Irregular attendance or inattentiveness during class will almost surely result in a poor grade in the course; that is, success will require attention and participation. To this end, please turn off and put away cell phones as well as laptops, tablets, and other electronic devices or toys during class, unless you are asked to do otherwise. Also, please notify me if you plan to be absent.

Ten problem sets are assigned for grading: one will be due every week or so during the semester; the due dates are noted on the problem sets themselves. The solutions to these problem sets must be submitted at the beginning of the class for which they are due. Because you can always e-mail me an assignment, no late assignments will be accepted. In other words, late assignments will be assessed the score zero.

Spring 2021 **Harry J. Paarsch**

University of Central Florida
College of Business

QMB 6911
Capstone Project in Business Analytics

Course Outline

1. Problem

2. Theory

2.1. Hedonics

3. Data

3.1. Collection

3.2. Organization

4. Empirical Work

4.1. Training

4.2. Validation

4.3. Testing

5. Conclusions

Spring 2021 **Harry J. Paarsch**

University of Central Florida
College of Business

QMB 6911
Capstone Project in Business Analytics

Timetable

Date	**Topic. Chapter in textbook. Problem set due?**
01/04	Problem: Country-of-Origin Effects in the Price of Fly-Fishing Reels..
01/11	Production Theory, Hedonic Theory, and Market Structure.
01/25	Data Collection and Organization; Problem Set #1 due.
02/01	Empirical Work: Training; Problem Set #2 due.
02/08	Training; Problem Set #3 due.
02/22	Training; Problem Set #4 due.
03/01	Validation; Problem Set #5 due.
03/15	Validation; Problem Set #6 due.
03/22	Testing; Problem Set #7 due.
03/29	Testing; Problem Set #8 due.
04/12	Testing; Problem Set #9 due.
04/19	Conclusions; Problem Set #10 due.

College of Business Administration - Grad Course Deletion - SPB 6608 The Sport Industries in the US: Challenges and Opportunities

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Business Administration
Unit / Department / College:*	DeVos Sport Business Management

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	SPB
Code:*	6608
Course Title:*	The Sport Industries in the US: Challenges and Opportunities
Full Title:*	SPB 6608 The Sport Industries in the US: Challenges and Opportunities
Course Description:*	Examines the factors that have created the American Sport Industry and those factors that sustain and insure its prosperity and survival.
Credit Hours:	1.5
Class Hours:	1.5

Lab and Field Work Hours:	0
Contact Hours:	2
Prerequisite(s):	Admitted to Master of Sport Business Management Program.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	◉ Yes ○ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	Course used in Sport Business Management MSBM. This course, SPB 6608, Sport Industry in the U.S.: Challenges and Opportunities, 1.5 credits; along with, SPM 6108, Event and Facility Managment in Sport, 1.5 credits, are being deleted. The above combined coursework equaling 3.0 credits, shall be replaced by GEB 6156, The Business of Hip-Hop Innovation and Entrepreneurship.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Administration Use Only

Catalog Ownership:	College of Business Administration
Course OID	
Course Type	Sport Business
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	045502

Close Window

Impact Report for SPB 6608

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SPB 6608 - The Sport Industries in the US: Challenges and Opportunities
Programs	Sport Business Management MSBM

College of Business Administration - Grad Course Deletion - SPM 6108 Event and Facility Management in Sport Business

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:* Grad Course Deletion

College:* College of Business Administration

Unit / Department / College:* DeVos Sport Business Management

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* SPM

Code:* 6108

Course Title:* Event and Facility Management in Sport Business

Full Title:* SPM 6108 Event and Facility Management in Sport Business

Course Description:* This course takes a comprehensive look into the discipline of public assembly facility management and event planning. Sports activities are held in large facilities that create unique opportunities for the manager.

Credit Hours: 1.5

Class Hours: 1.5

Lab and Field Work Hours:	0
Contact Hours:	2
Prerequisite(s):	CBA master's program of study foundation core and admission to the Sport Business Management program.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	◉ Yes ○ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	Used in Sport Business Management MSBM. Students will take the replacement coursework, GEB 6156, in Summer "A" session 2020, in order to fulfill graduation requirements.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Administration Use Only

Catalog Ownership:	College of Business Administration
Course OID	
Course Type	Sports Management
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	042422

Close Window

Impact Report for SPM 6108

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SPM 6108 - Event and Facility Management in Sport Business
Programs	Sport Business Management MSBM

College of Business Administration - Grad Course Revision - QMB 6001 Mathematical Tools for Business Analytics

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:*	College of Business Administration
Unit / Department / College:*	Department of Management

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	QMB
Code:*	~~6755~~ **6001**
Course Title:*	~~Models~~ **Mathematical Tools** for Business ~~Decisions~~ **Analytics**
30 Character Abbreviation:*	~~Models for~~ Business ~~Decisions~~ **Analytics Math Tools**
Full Title:*	Grad Course Revision - QMB 6001 Mathematical Tools for Business Analytics
Course Instructor (Must be Approved Graduate Faculty/Scholars):	Michael Tseng

Department Chair Phone Number:* 823-5504	**Dept Chair Email*** ronald.piccolo@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	~~**Examines quantitative techniques useful for**~~ **Introduction to** the ~~**solution of**~~ **most used mathematical tools in** business ~~**problems. Mathematical model building to aid the decision-making process is stressed. Techniques applied through case analysis**~~ **analytics, specifically, different and integral calculus as well as linear algebra**.
Prerequisite(s):	Acceptance into a graduate business program of study.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	(•) Yes ( ) No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Sevil Sonmez

+ **Yes**

(•) Yes ( ) No

If yes, indicate the degree program name and the total times the course may repeated. **once**

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ( ) Yes (•) No

List undergraduate split-level course:

Term of Offering

When will the course be offered? [ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as: ○ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

QMB 6755 is being revised as QMB 6001

The course title is being revised from "Business Decision-Making" to "Mathematical Tools for Business Analytics"

The revision is designed to provide those courses that are more directly aligned with their program of study. Mathematical tools are required at the start of the program to assure students succeed in the downstream courses.

What grad programs/tracks require or recommend this course for graduation?

MSM Business Analytics

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**

Assessment and grading procedures
Course Materials and Resources

Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Sevil Sonmez

I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached ☐ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Management

Course OID

Course Type Quantitative Methods in Business

Status ◉ Active-Visible ○ Inactive-Hidden



QMB 6001
Mathematical Tools for Business Analytics
University of Central Florida

Instructor Michael Tseng, `michael.tseng@ucf.edu`

Office EDC

Office Hours 5:00-6:00pm on Mondays (Please let me know if you plan to come in, to prevent unexpected delay due to traffic conditions, etc.)

Catalog Description Introduction to the most used mathematical tools in business analytics, specifically different and integral calculus as well as linear algebra.

Grading

30% homework, 40% midterm exam, 40% final exam. Midterm grade will be replaced by final exam grade if final exam grade is higher.

Grading Scale The final letter grade $Letter^{sign}$ is determined by the final grade X as follows. $Letter^{sign} = A^{+}$ if $X \geq 100$. Otherwise,

$$Letter = \begin{cases} A & \text{if } X \geq 90 \\ B & \text{if } X \in [80, 90) \\ C & \text{if } X \in [70, 80) \\ D & \text{if } X \in [60, 70) \\ F & \text{if } X < 60 \end{cases}, \quad sign = \begin{cases} + & \text{if } X \pmod{10} \geq 7 \\ \text{none} & \text{if } X \pmod{10} \in [4, 7) \\ - & \text{if } X \pmod{10} < 4 \end{cases}.$$

The grading scale is firm. No extra credit assignments will be given.

Course Summary

This three-hour course is an integral part of the PMSM-BA program. The objective of the course is to prepare students for the rest of the program by providing basic quantitative background for economics and data science. Time permitting, this course will also compliment the concurrent PMSM-BA course, QMB 6003 (Prof. Morin), by having students do some basic R programming.

Prerequisites Students entering the course are assumed to have the following background:

1. Competence in pre-calculus.
2. Some exposure to introductory economics at the level of a undergraduate first-year principles of microeconomics course.

Course Philosophy

Learning is encouraged to be collaborative in all aspects—*except the final deliverables*. The pool of knowledge the class is going to acquire throughout the semester is a public good the entire class will share. We hope each student is going to contribute to this public exchange of knowledge. There should be no under-provision of this public good. You are free, in fact encouraged, to teach and to learn from fellow classmates when completing assignments, use your classmates for practice runs of your presentations, double-check your code, etc.

On the other hand, the course material is both elementary and fundamental for the rest of the program. Individual competence is required, and assumed, for subsequent courses. Therefore, all final products—assignment/codes/exams/presentations/etc.—*must* be completed and submitted individually. Exams are closed book.

Textbook Hammond et al, *Essential Mathematics for Economic Analysis (5th ed)*

Course Outline

Review

· Review of pre-requisites.
· Hammond et al Chapters 4 and 5.

I Differentiation

· Hammond et al Chapter 6

II Applications of Differentiation

· Hammond et al Chapters 7 and 8

III Integration

· Hammond et al Chapter 9

IV Differential Calculus of Several Variables

· Hammond et al Chapter 11

V Comparative Statics

· Hammond et al Chapter 12

VI Unconstrained Optimization

· Hammond et al Chapter 13

VII Constrained Optimization

· Hammond et al Chapter 14

VIII Elementary Linear Algebra

· Hammond et al Chapters 15, 16, 17

Weekly Homeworks

Assignments are given every Monday, starting the first week.

Each assignment will consist of approximately 10-15 problems. In addition to reviewing topics already covered, some problems will be a guided preview for upcoming topics.

An assignment problem an either be an exercise that requires a written solution or a computational exercise that requires programming.

Written Exercises on Pearson MyMathLab

As a more efficient and comprehensive way to provide feedback, Pearson MyMathLab will be used to assign some homework problems that require written answers. For those problems that are assigned via MyMathLab, submission, and grading, will be done online.

Written Exercises not on Pearson MyMathLab

Problems may also be assigned that require students to turn in a physical copy of their solutions on paper.

Please keep a copy of your solutions for reference.

Programming Exercises

Depending on class progress, computational exercises that requires programming may be assigned occasionally during the latter parts of the semester.

Exercises that has a coding component will have R source codes and any appropriate accompanying analysis submitted on WebCourse.

Each assignment is due at the *beginning* of the class the following week.

Please note that source codes that do not compile will *not* receive a grade.

Well-documented and clean source codes are necessary but not sufficient for a satisfactory grade. An appropriate analysis of program output output should accompany the code.

Pearson MyMathLab

MyMathLab access is provided as part of textbook Hammond et al. MyMathLab will be integrated with WebCourse.

Instructions to register for MyMathLab, via WebCourse, will be provided once classes commence.

Extra Help Please do not hesitate to come to office hours or by appointment to discuss a homework problem or any aspect of the course.

Midterm Exam Date TBA.

Final Exam Date TBA.

Policy Statements

Academic Integrity Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see `http://goldenrule.sdes.ucf.edu/zgrade`.

Course Accessibility Statement The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and

sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at `http://emergency.ucf.edu/emergency_guide.html`. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left). To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing the video *You CAN Survive an Active Shooter*, `https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be`.

Deployed Active Duty Military Students If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

College of Business Administration - Grad Course Revision - QMB 6200 Data Visualization

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Business Administration

Unit / Department / College:* Department of Management

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* QMB

Activity Log
Sevil Sonmez
+ QMB
− ~~GEB~~

Code:* ~~6248~~ 6200

Course Title:* Data Visualization

30 Character Abbreviation:* Data Visualization

Full Title:* Grad Course Revision - QMB 6200 Data Visualization

Course Instructor (Must be Approved Graduate Faculty/Scholars): Stephen Sivo

Department Chair Phone Number:* 823-5503

Dept Chair Email* ronald.piccolo@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* This course 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 fata values, create visualization using geo-mapping techniques, combine data sources for blending and preparing data for analysis.

Prerequisite(s):

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme:

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement,

could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	9
Total Engagement Hours:*	12

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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:	**Activity Log** **Sevil Sonmez** **+ Required Course** (•) Required Course ( ) Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	The course prefix and number are being changed for consistency with the rest of the program **revisions**.
What grad programs/tracks require or recommend this course for graduation?	**MSM Business Analytics track**
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	**20-30**

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 offered for 4-5 years, there are not duplications that result from the minor changes of course prefix and number.**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**

Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Sevil Sonmez

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached ☐ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership: Department of Management

Course OID

Course Type General Business

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

GEB 6200 Data Visualization
College of Business Administration
Summer 2019 (3 credits)

Stephen A. Sivo, Ph.D.
Location: EDU 222-Q
E-mail: Stephen.Sivo@ucf.edu

Office Hours: Thursdays 4:50-5:50
(online via Webcourses or email below)
Wednesdays 1:30-5:30 p.m.

Catalog Description:

This course uses data visualization tools and technique to translate, summarize, represent, and communicate insights from data analysis.

Required Reading

Course notes, handouts and websites, as assigned.

Sleeper, R. (2018). *Practical Tableau: 100 Tips, Tutorials, and Strategies from a Tableau Zen Master*. " O'Reilly Media, Inc.".

Wexler, S., Shaffer, J., & Cotgreave, A. (2017). *The big book of dashboards: visualizing your data using real-world business scenarios*. John Wiley & Sons.

Recommended Reading

Knaflic, C. N. (2015). *Storytelling with data: A data visualization guide for business professionals*. John Wiley & Sons.

Milligan, J. N. (2016). *Learning Tableau 10*. Packt Publishing Ltd.

Software:

R, Python, SQLite, and Tableau are required (Instruction will be provided in class).

Here are the instructions for downloading and activating Tableau:

Download Tableau Desktop and Tableau Prep here:
https://www.tableau.com/tft/activation

Select each product download link to get started. When prompted, enter your school email address for Business E-mail and enter the name of your school for Organization.

Activate with your product key: TC3K-0806-C4F0-3E42-E9F1

Are you new to Tableau? Consult the free Data Analytics for University Students guide to help you get started: https://www.tableau.com/university-students

Course Description
This is an advanced course in data visualization, building upon earlier Masters level statistical coursework. It focuses on how Data Visualization increases an understanding of data structure and patterns as a compliment to statistical modeling empowering professionals to examine, adapt and improve business practices. Principles of data representation in dashboards and stories will be discussed as well.

Learning Objectives
This course was designed to help students
1. Identify the optimal data visualization procedures using Tableau based on the variables in question.
2. Explore data using Tableau to identify data structure and patterns
3. Represent data findings using worksheets for dashboards and dashboards for stories for reports and publishing.
4. Run R, Python, SQLite to conduct statistical analysis based on Tableau queries.

Course Requirements

1. Homework (**400 points**) This course will consist of at least four assignments. Unless the professor says otherwise, each homework assignment must be completed independently.

2. Quizzes (**100 points**) Quizzes will be given periodically to determine comprehension of concepts

Grading Criteria

Grades will be assigned according to the percentage of total points correct, with the following grade system. **(Total = 500 points)**

90% and above ($\geq$ 450 points) = A
80% – 89% (400 to 449 points) = B
70% – 79% (350 to 399 points) = C
Below 70% ($\leq$349 points) = F

Attendance Policy
Attendance is necessary to stay on top of class material and homework assignments. Students are encouraged to come to class but are left with the responsibility of managing their own attendance. Attendance will be taken to explain poor performance if a relationship appears to exist.

Observing the UCF Golden Rule

Student performance on all examinations and assignments for this course should comply with the standards detailed in the Student Academic Behavior section of the Golden Rule Student Handbook (available in the Office of Judicial Programs). This means that you may not give or receive any assistance on exams/assignments, discuss exam/assignment content, questions, or answers with others. Plagiarism is also a Golden Rule violation. Golden Rule offenses may result in your expulsion from the university.

Students with Disabilities

Students with disabilities who require special accommodations are strongly encouraged to notify the professor and contact the Office of Student Disabilities for assistance in receiving any special accommodations (located in the Student Resource Center 132). The office contact information is:

Phone (407) 823-2371
TDD Users Only (407) 823-2116
Fax (407) 823-2372
Email at sas@ucf.edu

Go to the following web site to find an extensive list of information about what Special Accommodations are commonly made: http://sas.sdes.ucf.edu/

Class Days for GEB 6210 Data Visualization are highlighted in *yellow* below:

May

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	~~27~~	28	29	30	31	

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	~~4~~	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Other UCF Policies Pertinent to UCF Students

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.
1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation,

see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

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Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

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- 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 athttp://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, seehttp://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

College of Business Administration - Graduate Program Revision - Management MSM, Business Analytics Track

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Business Administration

Unit / Department / College:* Department of Management

Unit(s) Housing Program:

Type of Action:* ☐ Program

☑ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Management MSM, Business Analytics Track
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	New courses: QMB 6001, QMB 6003, QMB 6357, QMB 6102, QMB 6911 Course revision: GEB 6210 as QMB 6200 Statistics courses revisions: STA 5014, STA 5711, STA 5712
Is the CIP code being updated?	**Activity Log** **Sevil Sonmez** + **Yes** − ~~**No**~~ ☑ Yes ☐ No
If yes, please provide the new CIP code:	**30. 3001**
Rationale for revision:	**The MSM Business Analytics is a data analytics program and therefore, the 30. 3001 (a STEM CIP code) is more appropriate than the current 52. 0201. The 30. 3001 CIP code is critical for attracting students with STEM backgrounds who will be better positioned to succeed in the program.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Business Administration	**Degree:** MSM
Department: Management	**Option:** Nonthesis
Program Websites: http://www.business.ucf.edu/graduate-programs	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Track Description

The MS in Business Analytics ~~track in the Professional Master of Science in Management (PMSM/BA)~~ provides students with the specialized skills necessary to respond to challenges of the new data-intensive business world of today.

The 30 credit hour, ten-course curriculum introduces students to the main quantitative methods and software tools of business analytics, a subfield of data science; namely, those used in numerical, optimization, simulation, and statistical methods. Designed for those interested in using quantitative methods to uncover economic relationships, to construct predictive models, and to communicate business intelligence, the curriculum provides students with the knowledge necessary in making informed business decisions. Specifically, students will learn how to acquire, organize, manage, and analyze data. In addition to gaining experience with software tools commonly used in industry (such as Python ~~and R)~~, ~~students will also be instructed in using commercial software (such as SAS) to train, validate~~ R, and ~~test empirical models~~ SQLite). Through a combination of case studies, hands-on lectures, and group projects, students will gain valuable experience in using quantitative methods to solve business ~~pr oblems~~ problems. The program culminates in an applied ~~field~~ capstone project that uses these methods and tools to solve ~~a non-trivial business~~ an empiric al problem.

View course sequence and descriptions.

A 20-month program offered Downtown Orlando
Limited class size, cohort program
Classes meet Monday and Wednesday evenings for odd year program starts; classes meet Tuesday and Thursday evenings for even year program starts.
No work experience requirement
Personal interview required for admission

The ~~PMSM/Business~~ Business Analytics (BA) classes are held at UCF's Executive Development Center located in Downtown Orlando. ~~PMSM/BA~~ BA students will find a high level of personal attention from program administrators from the moment they apply. Ideal candidates for this degree are students with an understanding of statistics and quantitative methods but come from a variety of degree fields such as business, economics, finance, statistics, information systems and engineering.

Prerequisites: ~~A minimum of college-level~~ College-level economics and statistics courses required. All foundation course requirements will be determined once the application is reviewed. Needed foundation courses must be completed during the summer prior to the program start.

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 for more information.

Curriculum

The Business Analytics track in the Professional Master of Science in Management (PMSM/BA) provides students with the specialized skills necessary to respond to challenges of the new data-intensive, decision-making business world of today. Students become business analysts skilled in the collection, management, analysis, interpretation and application of data to aid in more informed and successful business decisions. Skills learned in this degree are applicable across industries and organizations whether they be large or small, for-profit or nonprofit.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: ~~15~~ 30 Credit Hours

Students take ~~five~~ courses~~, selected by the advisor,~~ from the ~~courses listed~~ list below.

~~GEB 6895 Business Intelligence~~

~~MAN 6245 Organizational Behavior and Development~~

~~MAN 6305 Human Resources Management~~

~~MAN 6311 Advanced Topics in Human Resources Management~~

~~MAN 6325 Applied Research Tools~~

QMB 6001 Mathematical Tools for Business Analytics

~~MAN 6915 Applied Field Project~~

~~QMB 6755 Models for Business Decisions~~

QMB 6003 Software Tools for Business Analytics

QMB 6102 Probability and Statistics for Business Analytics

QMB 6357 Microeconomic Analysis for Business Analytics

GEB 6248 Data Visualization

MAN 6721 Applied Strategy and Business Policy

QMB 6911 Capstone Project in Business Analytics

STA 5104 Advanced Computer Processing of Statistical Data

STA 5711 Fundamental Data Analytical Methodology with Business Applications

STA 5712 Advanced Data Analytical Methodology with Business Applications

~~Business Analytics Specialization: 15 Credit Hours~~

~~Students take five courses from the courses list below.~~

~~GEB 6248 Data Visualization~~

~~MAR 6646 Marketing Analytics for Strategic Decision Making~~

~~STA 5104 Advanced Computer Processing of Statistical Data~~

~~STA 5711 Fundamental Data Analytical Methodology with Business Applications~~

~~STA 5712 Advanced Data Analytical Methodology with Business Applications~~

Course Sequence

The ~~Professional~~ MSM Business Analytics ~~Track~~ is a 10-course program. The courses are pre-selected and set in a lock-step sequence

~~program. The courses are pre-selected and set in a lock-step sequence~~ in the order below.

QMB 6001 Mathematical Tools for Business Analytics
QMB 6003 Software Tools for Business Analytics
QMB 6357 Microeconomic Analysis for Business Analytics
QMB 6102 Probability and Statistics for Business Analytics
STA 5104 Advanced Computer Processing of Statistical Data
GEB 6248 Data Visualization
STA 5711 Fundamental Data Analytical Methodology with Business Applications
MAN 6721 Applied Strategy and Business Policy
STA 5712 Advanced Data Analytical Methodology with Business Applications
QMB 6911 Capstone Project in Business Analytics

Capstone Course

The ~~Master of Science in Management/Business~~ MSM Business Analytics ~~(PMSM/BA)~~ capstone course, ~~MAN 6915 Applied Field~~ QMB 6911 (Capstone Project~~,~~ in Business Analytics) is required for all ~~PMSM/BA~~ MSM BA students. This capstone course ~~applies concepts, theories and methods learned earlier~~ integrates all the tools developed in the program to ~~organizational problems in business settings~~ solve an empirical problem and gives students practical experience.

QMB 6911 Capstone Project in Business Analytics

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 have appropriate COBA prerequisites (quantitative, economics, statistics courses)~~. Further they need to achieve a 90% or higher in on~~ and pass three online learning modules (statistics, economics, math).

Applicants 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.
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.

Application Deadlines

Business Analytics	*Fall Priority	Fall	Spring	Summer
Domestic Applicants		July 1		
The MS in Management/Business Analytics program is taught at the UCF Executive Development Center in downtown Orlando each fall term. A required econometrics foundation class will begin in July, regular classes will begin in August.				
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

Contact Info

Graduate Program

Robin Hofler

robin.hofler@ucf.edu

Telephone: 407-235-3913

DTC 201B

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	**The students enrolled in the MSM Business Analytics track will remain in the track.**
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No
If yes, how will current students be impacted by this change?	**The students enrolled in the MSM Business Analytics track will remain in the 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.

There is no licensure or certification that depends on this degree program. Students with STEM backgrounds (math, statistics, sciences, engineering, etc.) are eligible for acceptance into the program.

Year 1

Headcount: 20 **SCHs:** 15

Year 2

Headcount: 25 **SCHs:** 18. 75

Year 3

Headcount: 28 **SCHs:** 21

Indicate likely career or student outcomes upon completion:

Students enrolled in the previous three cohorts of the MSM Business Analytics degree program have either received promotions or substantial raises in their positions. Students are able to get positions as data analysts in a variety of business contexts.

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:**

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0 **Source of funds:**

Year 2

Number of assistantship students 0 **Source of funds:**

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0	**Source of funds:**

Year 3

Number of assistantship students: 0	**Source of funds:**
Number of fellowship students (specify fellowship): 0	
Number of tuition remissions: 0	**Source of funds:**

Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:	Department of Management
Program OID	7601
Program Type	Master
Degree Type	Master of Science in Management
Status*	(•) Active-Visible ( ) Inactive-Hidden

UCF | College of Business

UNIVERSITY OF CENTRAL FLORIDA

BUSINESS ANALYTICS

FACULTY DIRECTORY

2019-2020





Dean Jens, Ph.D.

ASSISTANT PROFESSOR
ECONOMICS

CONTACT
Dean.Jens@ucf.edu
407-823-4467

ABOUT ME
I've been a volunteer for 20 years at the National Science Bowl, a math and science competition for middle and high school students.

CREDENTIALS

- Ph.D., Rutgers University
- MA, Fordham University
- MS, Princeton University
- BS, University of Chicago

BUSINESS/INDUSTRY EXPERIENCE

- Computer Programmer
- Goldman Sachs, Quant

TEACHING AREAS

Financial Economics, Game Theory, Econometrics, Introductory Macroeconomics, Data Management

RESEARCH AREAS

Game Theory, Market Design

RECENT AWARDS

University and Bevier Dissertation Completion Fellowship, Rutgers University 2014-15

One of my favorite Business Analytics quotes (attributed to George Box) is "All models are wrong, but some are useful." We live in a world with far more data than ever before, but that does us no good if we can't understand it. The tools of business analytics help us to get that understanding.



Lealand Morin, Ph.D.

ASSISTANT PROFESSOR
ECONOMICS

CONTACT
Lealand.Morin
@ucf.edu
407-823-4468

CREDENTIALS

- Ph.D., Queen's University
- MA, Queen's University
- BA, Laurentian University

BUSINESS/INDUSTRY EXPERIENCE

- CapitalOne Bank, Data Scientist

TEACHING AREAS

Business Analytics, Financial Economics

RESEARCH AREAS

Econometrics, Predictive Modelling

"If you think that statistics has nothing to say about what you do or how you could do it better, then you are either wrong or in need of a more interesting job." – Stephen Senn



Harry J. Paarsch, Ph.D.

PROFESSOR
ECONOMICS

CONTACT
Harry.Paarsch
@ucf.edu
407-823-1576

CREDENTIALS

- Ph.D., Stanford University
- MS, Stanford University
- BA (Honours), First Class, Queens University

BUSINESS/INDUSTRY EXPERIENCE

- Amazon, Principal Economist

TEACHING AREAS

Econometrics, Numerical Methods

RESEARCH AREA

Auctions

RECENT AWARDS

Fellow, *Journal of Econometrics*

Business analytics is no more about computer programming than astronomy is about telescopes.



Ronald Piccolo, Ph.D.

GALLOWAY PROFESSOR AND CHAIR OF MANAGEMENT
MANAGEMENT

CONTACT
Ronald.Piccolo
@ucf.edu
407-823-5504

ABOUT ME
My wife and I adopted our two beautiful children.

CREDENTIALS

- Ph.D., University of Florida
- MBA., Rollins College
- BS, Stetson University

BUSINESS/INDUSTRY EXPERIENCE

- Arrow Electronics, Inc., Product Marketing, Sales, Marketing Management

TEACHING AREAS

Leadership, Management Strategy, Organizational Behavior, Research Methods

RESEARCH AREAS

Leadership, Motivation, Personality

RECENT AWARDS

Decennial Article Influence Award, *Leadership Quarterly,* 2019

The best leaders and managers have expertise and well-developed instincts for understanding, analyzing, interpreting and explaining data. These are the essential learning outcomes in UCF's Business Analytics program.



Stephen Sivo, Ph.D.

PROFESSOR
LEARNING SCIENCES AND EDUCATIONAL RESEARCH

CREDENTIALS

- Ph.D., Texas A&M University

BUSINESS/INDUSTRY EXPERIENCE

- Pennsylvania Power & Light, applied psychometric theory to create and improve the accuracy of tests used for promotion and hiring employees

TEACHING AREAS

Structural Equation Modeling, Psychometric Theory, Hierarchical Linear Modeling (HLM)

RESEARCH AREAS

Fit indices in Structural Equation Modeling, Time Series processes in Latent Curve Modeling, Technology Acceptance

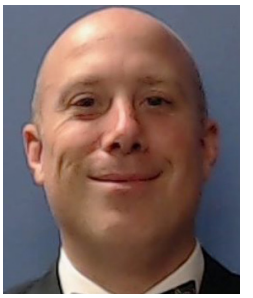
RECENT AWARDS

Research Incentive Award; Scholarship of Teaching and Learning

CONTACT
Stephen.Sivo
@ucf.edu
407-823-4147

ABOUT ME
I love to read about the Philosophy of Science, innovative statistical procedures, & a broad range of scientific/technological discoveries/inventions.

Big Data amassed by businesses have no purpose or meaning unless they can be understood - unless patterns, explanations and predictions can be identified and made actionable. The MSM-BA program provides excellent training for people desiring to enter the field of data analytics as applied to business.



Aaron Smith, Ph.D.

ADJUNCT PROFESSOR
STATISTICS

CREDENTIALS

- Ph.D., University of Florida

BUSINESS/INDUSTRY EXPERIENCE

Four years working in data analytics within the public sector

TEACHING AREAS

Mathematics, Statistics, Machine Learning, Business Intelligence

RESEARCH AREAS

Mathematics, Statistics, Machine Learning, Ecology, Education

RECENT AWARDS

SAS Shootout, 2nd place; Everbank Machine Learning, 1st place

CONTACT
Aaron.Smith
@ucf.edu
407-235-3901

ABOUT ME
I'm passionate about running. My favorite race is the half-marathon.

Being the data person in an organization is a great position to hold. Your voice is heard, and your work life is comfortable. The analytics portion of the MSM-BA program gives students the tools to be the data guru.



John Solow, Ph.D.

PROFESSOR, PROGRAM DIRECTOR
ECONOMICS

CREDENTIALS

- Ph.D., MA, Stanford University
- BA, Yale University

BUSINESS/INDUSTRY EXPERIENCE

- Qwest Communications
- U.S. Depart. of Energy, Dept. of Justice
- Iowa Department of Revenue
- State of Washington Attorney General

TEACHING AREAS

Microeconomics, Managerial Economics, Law and Economics, Economics of Sports, Game Theory and the Law

RESEARCH AREAS

Economics of Sports, Industrial Organization, Law and Economics

RECENT AWARDS

Honors Advisor of the Year (Univ. of Iowa)

CONTACT
John.Solow@ucf.edu
407-823-3833

ABOUT ME
After nearly 38 yrs. at the University of Iowa, I am excited to be joining the UCF team. I enjoy traveling, sailing, & am a fan of all Boston sports teams.

Business analytics starts with understanding the problem you need to solve. All the data and computing power in the world won't lead to good decisions if you are answering the wrong question.



Michael Tseng, Ph.D.

ASSISTANT PROFESSOR
ECONOMICS

CREDENTIALS

- Ph.D., (Mathematics)
  Penn State University
- Ph,D., (Economics), Simon Fraser University, Canada

TEACHING AREAS

Econometrics, Mathematical Economics

RESEARCH AREAS

Econometrics, Financial Economics

CONTACT
Michael.Tseng
@ucf.edu
407-823-4469

"Whoever controls oil controls much more than oil."
- John McCain, 2008, U.S. Senator

"Data is the new oil."
- Mark Carney, 2018, Bank of England governor



CONTACT
Chung-Ching.Wang
@ucf.edu
407-823-2818

ABOUT ME
I'm an elected member of the International Statistical Institute & currently serve as an advisor to the President of the American Statistical Association.

Morgan Wang, Ph.D.

PROFESSOR
STATISTICS AND DATA SCIENCE

CREDENTIALS

- Ph.D., Iowa State University

BUSINESS/INDUSTRY EXPERIENCE

- OCPS
- QFOR
- ICUBE
- Health First

TEACHING AREAS

Data Preparation, Data Mining, Fundamental Data Analytical Methodology with Business Applications, Advance Data Analytical Methodology with Business Applications

RESEARCH AREAS

Big Data Analytics, Intelligent Modeling, Data Mining

RECENT AWARDS

Winner - SAS Shoot-Out Data Mining Contest, Analytics Conference 2011 and 2012

This is an excellent program that focuses on using big data analytics to solve business problems. The future of business operations is all about intelligence. Data and analytics is the only way unleash the intelligence hidden in the data.

College of Business Administration - Graduate Program Revision - Real Estate MSRE

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Business Administration

Unit / Department / College:* Dr. P. Phillips School of Real Estate

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Real Estate MSRE
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	REE 6465 (Financial Analysis of Real Estate Firms) is being created as a new course to replace FIN 6465 (Financial Analysis Seminar) course
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	1. The PAD 5336 course is considered to be critical to graduates of the program who will be working with government officials in order to get approvals for their projects. This course is considered to be essential to the program. Permission has been granted by the School of Public Administration to include this course in the curriculum. 2. The REE 6465 course is considered to be more relevant to the Professional MS in Real Estate Program than FIN 6465 because it will focus exclusively to real estate firms.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Business Administration	**Degree:** MSRE
Department: **Dr. P. Phillips School of Real Estate**	**Option:** Nonthesis
Program Websites: http://www.business.ucf.edu/graduate-programs	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*	

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No
If yes, how will current students be impacted by this change?	

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	New incoming students to the program

Year 1

Headcount: 25	**SCHs:** 750

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	Dr. P. Phillips School of Real Estate
Program OID	7603
Program Type	Master
Degree Type	Master of Science in Real Estate
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Business Administration - Graduate Program Revision - Sport Business Management MSBM

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Business Administration

Unit / Department / College:* DeVos Sport Business Management

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Sport Business Management MSBM
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer/2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Business Administration	**Degree:** MSBM
Department: DeVos Sport Business Management	**Option:** Nonthesis
Program Websites: http://business.ucf.edu/devos/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

This program is the only sport business management program emphasizing diversity, moral, ethical, and social issues in sports, as well as focusing on sports leadership while giving the students a rigorous business education. The DeVos Sport Business Management Program is ranked as one of the top five programs in America by the *Wall Street Journal, New York Times,* and *ESPN the Magazine.* In 2015, the Program was named the number two program in the world by *SportsBusiness International.*Students are required to perform 21 hours of service per semester for a Central Florida organization that works with underserved youth. Students will also spend a minimum of two weeks helping to rebuild homes in post-Katrina New Orleans. A major emphasis of the DeVos Program is to have our students leave understanding the power of sport to build communities in addition to learning strong business skills for a successful career in sports management.

Students in the DeVos Sport Business Management master's program gain hands-on experience in the business of sports management, work in teams with fellow students on sports business projects from conception through implementation and develop a network in the sports industry.

Graduates of the program will understand the relationship between sport and social issues, the business of sport both nationally and internationally, and how the legal system impacts sports business. They will understand and embrace the strengths and complexities of a diverse workforce and the importance of multicultural marketing as an actual component of overall business strategy and will be prepared to lead organizations to be corporate good citizens in the community. Graduates will also be able to develop and implement integrated business and marketing plans, optimize the use of the technology, and design and carry out research necessary to make successful management and business decisions.

Job opportunities for graduates in sport management include areas such as intercollegiate and professional sport, event and facilities

management, corporate and international sport, and marketing. The DeVos Sport Business Management Program develops professionals who have critical sports business management knowledge and skills, a commitment to using sport to improve life in society, well-developed leadership abilities, and uncompromising ethical standards. Students in the Sport Business Management program have the opportunity to be admitted to the MBA program and receive an MBA as an additional degree. Please note that a student admitted to the MSBM program with provisional admission to the MBA program will take 13 hours of coursework in the first semester, 12 of which are courses that count toward both the MSBM and MBA degrees. The student must earn a grade of B (3.0) or higher in all MBA courses taken, otherwise, the student's provisional admission to the MBA program will be revoked.

Curriculum

The DeVos Sport Business Management MSBM program requires a minimum of 45 credit hours beyond the bachelor's degree. The program includes 18 credit hours of professional core courses, 24 credit hours of sport business management core courses, and 3 credit hours of an internship. This is a nonthesis program in which the internship serves as a capstone experience.

Total Credit Hours Required: 45 Credit Hours Minimum beyond the Bachelor's Degree

The two-year full-time curriculum includes the College of Business Administration's foundation core; selected required courses from the college's professional core for solid business skills and knowledge; and required sport business management courses that will create a unique knowledge base for our students.

Required Courses: 45 Credit Hours

Professional Core: 18 Credit Hours

The professional core consists of 18 credit hours of advanced course work.

MAN 6245 Organizational Behavior and Development

MAR 6466 Strategic Supply Chain and Operations Management

ACG 6425 Managerial Accounting Analysis

FIN 6406 Strategic Financial Management

ECO 6416 Applied Business Research Tools

ECO 6115 Economic Analysis of the Firm

Sport Business Management Core: 24 Credit Hours

The sport business management core consists of 24 credit hours of course work in the related areas of sport.

SPB 6506 Moral and Ethical Issues in Sport

SPB 6606 Diversity and Social Issues in Sport Business Management

SPB 6725 Leadership in Sport

SPB 6716C Strategic Sport Marketing

SPB 6406 Sport Law

SPB 6806 Business of Sport Media

SPB 6735 The Global Environment of Sport

SPB 6715C Professional Selling in Sport

~~**SPM 6108 Event and Facility Management in Sport Business**~~

~~**SPB 6608 The Sport Industries in the US: Challenges and Opportunities**~~

SPB 6706 Sport Analytics

GEB 6156 The Business of Hip-Hop Innovation and Entrepreneurship

Internship: 3 Credit Hours

An internship equivalent to three credit hours with a designated sport organization is required. It would normally be a full-time, 15-week internship taken after the completion of all academic courses. The internship is an independent learning activity that takes place in authentic settings (all settings are professional sports settings, such as the NBA, NFL, etc.) in which students must apply, reflect upon, and refine knowledge and skills acquired in the program.

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.

MBA Option: 51 Total Credit Hours Required

If accepted into the MBA program, students must complete MAN 6721 - Applied Strategy and Business Policy 3 (3 credit hours) **(grade of B- or better is required for MAN 6721)** and MAR 6816 - Strategic Marketing Management (3 credit hours). Please note that a student admitted to the MSBM program with provisional admission to the MBA program will take 13 credit hours of coursework in the first semester, 12 of which are courses that count toward both the MSBM and MBA degrees. The student must earn a grade of B (3.0) or higher in all MBA courses taken, otherwise, the student's provisional admission to the MBA program will be revoked.

Independent Learning

All students are required to participate in an internship in professional sport settings in which students must apply, reflect upon, and refine knowledge and skills acquired throughout the curriculum.

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 GMAT score taken within the last five years.
Three professional letters of recommendation.
Essay (for details, see http://business.ucf.edu/devos/academic-admission-

information/admissions-requirements/)
Résumé.

All finalists will be required to have an in-person interview; the only exception shall be for prospective international students who will be permitted to have a Skype interview.
A computer-based score of 233 (or 91 internet-based score) on the Test of English as a Foreign language (TOEFL) if an applicant is from a country where English is not the official language, or if an applicant's degree is not from an accredited U.S. institution, or if an applicant did not earn a degree in a country where English is the only official language or a university where English is the only official language of instruction. Although we prefer the TOEFL, we will accept IELTS scores of 7.0.
Applicants 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.

We admit students based on their total package of academic success, professional and community service experience, commitment to teamwork, and other factors that show the admissions committee if the applicant is a good fit for the DeVos program.

Application Deadlines

Sport Business Management MSBM	*Fall Priority	Fall	Spring	Summer
Domestic Applicants		Feb 1		
International Applicants		Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies **Funding website**, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The

provide 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

Richard Lapchick PhD

Professor

devos@ucf.edu

Telephone: 407-823-4887

Business Administration II 205D

Jennifer Raraigh-Hopper

jraraigh@ucf.edu

Telephone: 407-823-4887

BA2 302X

Graduate Admissions

Keri Corbett

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* (•) Yes ( ) No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible: **MSBM**

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

College of Community Innovation and Education - Grad Course Addition - PAD 5042 Foundations of Social Justice for Public Service

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	School of Public Administration

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PAD 5042 Foundations of Social Justice for Public Service
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Staci Zavattaro, PhD.
Department Chair Phone Number:*	407-823-2604
Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course

number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PAD	**Number:*** 5042
Course Title:* Foundations of Social Justice for Public Service	
30 Character Abbreviation:* Found of Soc Just for Pub Serv	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* The purpose of this course is to provide an overview and foundation for understanding the roots of some of today's most complex social problems. Students will learn about how dominant cultures and teachings in public management continue to oppress and other segments of society.	
Grading Scheme:* ABCDF	
Prerequisite(s): Graduate standing.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: **In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.**

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	Core course for the Graduate Certificate in Social Justice for Public Administration. This course will provide an overview of a variety of social justice topics, introducing students to various ways in which public administrators can affect change.
What grad programs/tracks require or recommend this course for graduation?	Graduate Certificate in Social Justice for Public Administration
What will be the source of students?*	Students in the Social Justice Certificate, School of Public Administration graduate students, other interested graduate students
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	Non exist

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

PAD 5042: Foundations of Social Justice for Public Service

School of Public Administration, College of Community Innovation and Education

3 Credit Hours

Instructor Information

- Instructor: Staci M. Zavattaro, Ph.D.
- Office Location: UCF Downtown Campus, Room 448F
- Office Hours: TBD
- Phone: 407-823-2937
- Digital Contact: staci.zavattaro@ucf.edu

Teaching Assistants

- GTA(s): none
- Email: none

Course Information

- Term: Fall 2020
- Course Number & Section: PAD XXX
- Course Name: Social Justice Foundations for Public Managers
- Credit Hours: 3
- Class Meeting Days: XXX
- Class Meeting Time: 6:00PM to 8:50PM
- Class Location: TBD
- Course Modality: TBD (prefer in person)

Enrollment Requirements

Course Prerequisites (if applicable): none
Course Co-requisites (if applicable): none
Other Enrollment Requirements (if applicable): none

Course Description

Within the study and application of public administration, social justice is becoming a vital focus to ensure all members of society are treated in equitable manners. There are clear wicked problems that emerge when these social justice ideals fall apart (#MeToo,

#BlackLivesMatter, criminal justice reform, bureaucratic discretion, access to education, hiring discrimination, social vulnerability, environmental racism, etc.), so the purpose of this course is to provide an overview and foundation for understanding the roots of some of today's most complex social problems. Students will learn about how dominant cultures and teachings in public management continue to oppress and other segments of society.

This course will provide an overview of a variety of social justice topics, introducing students to various ways in which public administrators can affect change (or choose to ignore) related to complex social justice issues. A public management focus puts a lens on how government agencies, citizens, and nonprofit organizations work together to tackle social justice issues on a regular basis.

Course Materials and Resources

Required Materials/Resources

You will be required to read journal articles, book chapters, and professional reports. Some of these readings can be obtained through the UCF library online journals database and from other on-line sources. I will provide links or PDF files of most of the readings on the course website. The required course textbooks will include the following:

DiAngelo, R.J. (2018). *White Fragility*. Boston, MA: Beacon Press.

Frederickson, H.G. (2015). *Social Equity and Public Administration: Origins, Developments, and Applications.* New York: Routledge.

Gooden, S.T. (2015). *Race and Social Equity: A Nervous Area of Government.* New York: Routledge

Optional Materials/Resources

Some weeks may include recommended readings. These are not required; however, reviewing them will only improve your understanding of the material beyond what the required readings provide. These readings will be used to supplement the required readings in the class lectures. Recommended readings will include the following:

Butcher, M. & Maclean, K. 2018. Gendering the city: the lived experience of transforming cities, urban cultures and spaces of belonging, Gender, Place & Culture, 25(5), 686-694.

Frederickson, H.G. (1990). Public administration and social equity. *Public Administration Review*, 50(2), 228-237.

Hatuka, T., Rosen-Zvi, I., Birnhack, M., Toch, E. & Zur, H. 2018. The Political Premises of Contemporary Urban Concepts: The Global City, the Sustainable City, the Resilient City, the Creative City, and the Smart City, Planning Theory & Practice, 19(2), 160-179.

Leuenberger, D.Z. & Wakin, M. (2007). Sustainable development in public administration planning: An exploration of social justice, equity, and citizen inclusion. *Administrative Theory & Praxis*, 29(3), 394-411.

Svara, J. & Brunet, J.R. (2005). Social equity is a pillar of public administration. *Journal of Public Affairs Education*, 11(3), 253-258.

Student Learning Outcomes

- Explain the roots of some of today's pressing social justice issues
- Understand how organizations define and tackle social justice concerns
- Describe how they will have a role in addressing social justice issues
- Critically review diverse social justice readings and practices
- Relate social justice readings to local problems in Central Florida.

This course is also designed to respond to NASPAA accreditation standards and reflect a movement within ASPA to put an express focus on social justice within public management.

Course Activities

Financial Aid Assignment (5 points) – Please hand in via Webcourses by 12 p.m. Friday of week 1. For this assignment, students will answer questions about what they want to discuss in the course.

Book Club Summary (5 points each; 50 points total; due throughout the semester) – I am designing the course to be heavily discussion based, akin to a book club. As such, you are expected to complete the readings before discussing with your classmates. For your assignment, please hand in a two (2) page, double spaced reflection. I do not want a summary of the readings! I want you to think critically about what you've read. Some questions to help you:

- What did you like most and why?
- What do you wish the author discussed?
- What did you dislike and why?

You can touch on one sentence that stuck out, one paragraph. It does not have to be the whole chapter or article. I want you to make an argument and support it.

Think of this as a 5-paragraph essay. Main point, thesis statement, supporting argument, conclusion. Done!

Organization Interview – 30 points, due TBD – The purpose of this project is to understand why public and nonprofit organizations focus (or not) on social justice issues. As such, you are to interview an employee (ideally management level but can discuss with me) in any public or nonprofit organization of your choosing (but not where you currently work). You can be super creative here. If you are interested in environmental protection, ask about that! LGBT issues? Go for it. Housing policy? Sure thing. Prison reform? No problem. Education policy? Totally fine. Planning and social justice? Yup. What you ask is up to you, but get the answers to the following:

- Person's name and title; how long they've been in the field and that organization specifically
- How they define social justice
- What the organization does to address the problem you've chosen (get some examples of policies and practices)
- Why is this focus important to them and the organization?
- What resources would they need to continue?
- What they see as the future of social justice for public management

The purpose of this project is to find out WHY social justice is important for public managers. As such, you are to ask questions in addition to those I gave here (those are the minimum) about the ways in which your person and organization addresses social justice issues. The goal is to tie theory to practice here, so be sure to cite the readings in your final paper and pick something from a reading to ask your interviewee.

Final presentation (10 points, due TBD) – You will present the results of your interview to the class. Aim for 7 minutes total, so this goes fast! Focus on what you found most interesting – teach us something.

Final reflection paper – You will hand in a short (2-page maximum) paper giving me your feedback on: 1) what did you like most? 2) least? 3) what do you wish there was more of?

Activity Submissions

Students will be required to all assignments through the Webcourses@UCF website. Each memo and report will be uploaded through the Assignments tab.

Attendance/Participation

You should be prepared for each class, having completed the required readings for that day's class. Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Assignment	Points
Financial Aid Assignment	5
Book Club Summary	50
Org. Interview	30
Final Presentation	10
Reflection Paper	5
Total	100

Course Schedule

Week/Dates	Topic	Readings	Assignments	Due Dates	
Week 1	Course Orientation	Frederickson, Ch. 1	Financial Aid Assignment		
Week 2	Foundations of Social Justice	Gooden, Ch. 1-2 Frederickson, Ch. 5			
Week 3	Foundations of Social Justice	Gooden, Ch. 3-4			

		Frederickson, Ch. 4			
Week 4	Race, Gender, and Public Management	DiAngelo, Chs. Intro, 1-3 Bishu et al (online)	Book Club 1		
Week 5	Race, Gender, and Nonprofit Management	DiAngelo, Chs. 4-8 Alkadry et al (online)	Book Club 2		
Week 6	Race, Gender, and Public Management	DiAngleo, Chs. 9-12	Book Club 3		
Week 6	LGBTQ Policies and Practices	Elias (online) Flores et al (online) Gaynor (online)	Book Club 4		
Week 7	Diversity and Inclusion	Riccucci (online) Riccucci & van Ryzin (online)	Book Club 5		
Week 8	The Other in Public Management	Frederickson, Chs. 2-3 Gooden, Chs. 5-6	Book Club 6		
Week 9	Ethics in Public Management	Frederickson, Chs. 6-7	Book Club 7		
Week 10	Future of Social Justice	Gooden, Chs. 7-9 Portillo et al (online)	Book Club 8		
Week 11	Future of Social Justice	Gooden, Ch. 11 Frederickson, Chs. 9-10	Book Club 9		

Week 12	Social Media and Social Justice	Yang (online) Carney (online) Ince et al (online)	Book Club 10		
Week 13	Social Media and Social Justice	Glenn (online) Bode (online)			
Week 14	Thanksgiving Break				
Week 15			Final Paper Final Presentation		
Week 16			Reflection Paper		

Readings:

Week 4

Bishu, S. et al (2019). Seeing gender and its consequences. *Journal of Public Affairs Education*, 25(2), 145-162.

Week 5

Alkadry, M. et al (2015). Public administration, diversity, and the ethic of getting things done. *Administration & Society*, 1-28.

Week 6

Elias, N. (2017). Constructing and implementing transgender policy for public administration. *Administration & Society*, 49(1), 20-47.

Flores, A.R. et al (2018). Challenged expectations: mere exposure effects on attitudes about transgender people and rights. *Political Psychology*, 39(1), 197-216.

Gaynor, T.S. (2016). Vampires suck: Parallel narratives in the marginalization of the other. *Administrative Theory & Praxis*, 36(3), 348-372

Week 7

Riccucci, N. (2009). The pursuit of social equity in the federal government: A road less traveled? *Public Administration Review*, 69(3), 373-382.

Riccucci, N. & van Ryzin, G. (2017). Representative bureaucracy: A lever to enhance social equity, coproduction, and democracy. *Public Administration Review*, 77(1), 21-30.

Week 10

Portillo, S. et al (2019). The myth of bureaucratic neutrality: Institutionalized inequity in local government hiring. *Review of Public Personnel Administration*.

Week 12

Yang, G. (2016). Narrative Agency in Hashtag Activism: The Case of #BlackLivesMatter. *Media and Communication*, 4(4), 13-17

Carney, N (2016). All Lives Matter, but so Does Race: Black Lives Matter and the Evolving Role of Social Media. *Humanity & Society*, 40(2), 180-199.

Ince, J. et al (2017). The social media response to Black Lives Matter: how Twitter users interact with Black Lives Matter through hashtag use. *Ethnic and Racial Studies*, 40(11), 1814-1830.

Week 13

Glenn, C.L. (2015). Activism or "Slacktivism?": Digital Media and Organizing for Social Change. *Communication Teacher*, 29(2), 81-85.

Bode, L. (2016). Political news in the news feed: learning politics from social media. *Mass Communication & Society*, 19(1), 24-48.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting*the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally

identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

College of Community Innovation and Education - Grad Course Addition - PAD 5043 Policy Advocacy for Social Justice

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: Grad Course Addition

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* Grad Course Addition - PAD 5043 Policy Advocacy for Social Justice

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Luis Santiago, PhD

Department Chair Phone Number:* 407-823-2604

Dept Chair Email* kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PAD	**Number:*** 5034
Course Title:* Policy Advocacy for Social Justice	
30 Character Abbreviation:* Policy Advocacy for Soc. Just.	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Community-based policy advocacy seeks to strengthen group solidarity to promote change. Policy analysis and interpersonal skills to mobilize groups and communities are examined.	
Grading Scheme:* ABCDF	
Prerequisite(s): Graduate standing.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	THis course is a core course for the Graduate Certificate in Social Justice and teaches how to apply techniques for mobilizing communities in the pursuit of reform in the areas of civil liberties and individual rights, health care, environmental policy, immigration, labor, veteran's rights, and poverty, among other issues.
What grad programs/tracks require or recommend this course for graduation?	Graduate Certificate in Social Justice
What will be the source of students?*	Students of the Social Justice certificate, all graduate students with interest in the field
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	None Exist

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety**

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

PAD 5043: Policy Advocacy for Social Justice

School of Public Administration, College of Community Innovation and Education

3 Credit Hours

Instructor Information

- Instructor: Luis E. Santiago
- Office Location: DPAC 448F
- Office Hours: TBD
- Phone: 408-823-2604
- Digital Contact:

Teaching Assistants

- GTA(s): none
- Email: none

Course Information

- Term: Fall 2021-2022
- Course Number & Section: PAD 5XXX:XXX
- Course Name: Policy Advocacy
- Credit Hours: 3
- Class Meeting Days: X
- Class Meeting Time: 6:00PM to 9:00PM
- Class Location: TBD
- Course Modality: M

Enrollment Requirements

Course Prerequisites (if applicable): none
Course Co-requisites (if applicable): none
Other Enrollment Requirements (if applicable): none

Course Description

Community-based policy advocacy seeks to strengthen group solidarity to promote change. Policy analysis and interpersonal skills to mobilize groups and communities are examined.

Course Materials and Resources

Required Materials/Resources

You will be required to read journal articles, book chapters, and professional reports. Some of these readings can be obtained through the UCF library online journals database and from other on-line sources. I will provide links or PDF files of most of the readings on the course website. The required readings will include the following:

1. Pyles, L. 2014. *Progressive Community Organizing: Reflective Practice in a Globalizing World*, 2nd edition. New York: Routledge.

Optional Materials/Resources

Some weeks may include recommended readings. These are not required; however, reviewing them will only improve your understanding of the material beyond what the required readings provide. These readings will be used to supplement the required readings in the class lectures. Recommended readings will include the following:

Butcher, M. & Maclean, K. 2018. Gendering the city: the lived experience of transforming cities, urban cultures and spaces of belonging, Gender, Place & Culture, 25(5), 686-694.

Davidoff, P. 1965. Advocacy and Pluralism in Planning, Journal of the American Institute of Planners, 31(4), 331-338.

Jansson, B. 2003. Becoming an effective policy advocate. New York: Brooks/Cole.

Karger, H. & Stoesz, D. 2018. American social welfare policy: A pluralist approach. Boston, MA: Pearson.

Loseke, D. (1999). Thinking about social problems: An Introduction to constructionist perspectives.

Schneider, R.L., Lester, L., & Ochieng, J. (2012). Advocacy. In Mizrahi, T. & Davis, L. (Eds.), *Encyclopedia of Social Work*. New York: Oxford University Press.

Siegel, D. & Abbott, A. 2007. The work lives of the low-income welfare poor. Families in Society, 88(3), 401-412.

Student Learning Outcomes

- Describe the process of policy development
- Analyze alternative models of advocacy to achieve specific policy goals
- Incorporate within advocacy campaigns attention to dimensions of diversity, i.e., race, gender, sexual orientation, ethnicity, income and education level.
- Explain various advocacy roles
- Prepare policy advocacy documents and demonstrate skill in developing written policies
- Apply advocacy strategies, such as lobbying, testifying, and building advocacy coalitions
- Identify culturally competent strategies for advocating in diverse populations
- Apply methods to promote advocacy within a targeted group or population
- Apply techniques for mobilizing communities in the pursuit of reform in the areas of civil liberties and individual rights, health care, environmental policy, immigration, labor, veteran's rights, and poverty, among other issues.

This course is also designed to respond in part to the ASPA Code of Ethics, which requires the commitment to uphold the following principles:

- Advance the Public Interest
- Promote democratic participation
- Strengthening Social Equity.

Course Activities

Attendance & Participation

You should be prepared for each face-to-face class, having completed the required readings for that day's class. Attendance will be taken at each face-to-face session (6 total). Unexcused absences will result in a 1% deduction of the total 10% class participation grade.

Assignments & Projects

The course will revolve around the development and implementation of a group advocacy project. The knowledge and skills required to develop the project will be presented in lectures, class exercises and group activities. The resulting advocacy project and final presentation will account for 50% of the final grade. Class exercise and group activities will constitute 20% of the final grade. Students will also select and interview a community or advocacy organization, and prepare a report based on a question guide. This exercise will constitute 20% of the final grade. Students will also be required to participate actively in class discussions or online discussion boards, comprising the remaining 10% of the final grade.

Activity Submissions

Students will be required to submit a final project and participate in discussion forums through the Webcourses@UCF website. Each product will be uploaded through the Assignments tab.

Attendance/Participation

You should be prepared for each class, having completed the required readings for that day's class. Attendance will be taken at each face-to-face session (6 total). Unexcused absences will result in a 1% deduction of the total class participation grade. Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, you will be offered a reasonable opportunity to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact the instructor ahead of time to ensure upcoming needs are considered.

Assessment and Grading Procedures

Assignment	Percentage of Grade
Advocacy Project	40%
Class Exercises	30%
Advocacy Organization Presentation	20%
Class Participation	10%
Total	100%

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points

F	59 and below

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Course Schedule

Commented [NK1]: Committees might require some specific reading assignments weekly

Week/Dates	Mode	Topic	Assignments	Due Dates
Week 1	F2F	Course orientation	Syllabus Quiz	
Week 2	F2F	Policy development core concepts	Class Exercise #1	
Week 3	Online	Policy advocacy core concepts I	Discussion Forum #1	
Week 4	Online	Advocacy organization site visit	Discussion Forum #2	
Week 5	F2F	Site visit presentations	Class Presentation	
Week 6	Online	Policy advocacy core concepts II	Discussion Forum #3	
Week 7	Online	Advocacy Campaigns	Discussion Forum #4	
Week 8	F2F	Advocacy roles: class roleplay	Class Exercise	

Week 9	F2F	Site visit presentations	Class Presentation	
Week 10	F2F	Advocacy: dimensions of diversity	Class Exercise	
Week 11	Online	Advocacy strategies I	Discussion Forum #5	
Week 12	Online	Advocacy strategies II	Discussion Forum #6	
Week 13	Online	Values and ethics in social advocacy	Discussion Forum #7	
Week 14	F2F	Advocacy project presentations	Class Presentation	
Week 15	F2F	Advocacy project presentations	Class Presentation	

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course

materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting*the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to

disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

College of Community Innovation and Education - Grad Course Addition - PAD 6826 Urban Policy and Regional Governance

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	School of Public Administration

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PAD 6826 Urban Policy and Regional Governance
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Luis Santiago, PhD
Department Chair Phone Number:*	407-823-2604
Dept Chair Email*	kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PAD	**Number:*** 6826
Course Title:* Urban Policy and Regional Governance	
30 Character Abbreviation:* Urban Policy and Regional Gov	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* This course explores conceptual, analytical and applied aspects of regional governance to achieve more effective local economic, environmental and social policy outcomes.	
Grading Scheme:* ABCDF	
Prerequisite(s): Graduate student in School of Public Administration.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: **http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Course covers a broad variety of topics related to urban development and resource planning of interest of students od MSURP and MECM.
What grad programs/tracks require or recommend this course for graduation?	Not required for graduation
What will be the source of students?*	MSURP and MECM students, Environmental Science, interested graduate 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 any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	None exist

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
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- **Explicit, public description of the course**
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- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

UNIVERSITY OF CENTRAL FLORIDA
PAD 6826
Urban Policy and Regional Governance

Instructor: Christopher Hawkins	**Semester: Fall 2020**
Office: TBD **Hours:**	**Phone: 823-2706**
E-mail: Canvas email	**Room: TBD**
Required Textbook No Assigned Text. Published papers, book chapters and policy briefs located in Canvas	

Graduate Catalog Description

This course explores conceptual, analytical and applied aspects of regional governance to achieve more effective local economic, environmental and social policy outcomes.

Description of Course

This course explores urban policy concerning the major problems confronting cities and metropolitan regions today. Economic change, environmental concerns, social inequality, and metropolitan decentralization and regional polycentricity, shape the urban agenda, the context for urban policy, and the conceptual and analytical focus of the course. The interrelated problems of development, the patterns of regional economic growth and decline, the nature and consequences of geographically uneven development, and the problems of marginalized populations including access to basic urban services and livelihoods are particularly significant. The course conveys theoretical and applied aspects of regional governance to achieve more effective local outcomes. Environmental, economic and social dynamics shape policy, planning, management, service delivery and governance issues in urban areas. This course explores these issues and the opportunities and challenges involved in working across municipal boundaries to solve them. An emphasis on equitable solutions to problems and problems of metropolitan governance are emphasized. Topics include regional development, transportation, housing and residential segregation, economic development, climate change and urban environmental resource management. This course focuses primarily on urban policy issues and regional governance in the US context. Insights from European centered approaches to governance will also be considered where applicable.

Course Competencies

This course is designed to respond in part to Association of Collegiate Schools of Planning (ACSP) and Planning Accreditation Board (PAB) accreditation requirements that students at the

completion of the program will demonstrate:

- An understanding of salient urban policy issues as they related to urban and regional planning;
- Knowledge of urban governance concepts and theories;
- An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning;
- Understand the different values and ethical standards affecting the practice of planning.

Additional Course Objectives

- To demonstrate familiarity with urban policy issues and the historical and contemporary local and regional policy responses;
- Analyze urban problems and make appropriate, theoretically informed policy recommendations to solve those problems;
- Evaluate urban management practices and generate innovative solutions to improve those practices;
- Critically interpret and conduct conceptual analyses that demonstrate knowledge of contemporary urban problems and regional governance mechanisms;
- Present complex ideas clearly and systematically in verbal, graphical, and written forms.

This course is designed to respond in part to the national Association of Schools of Public Affairs Administration (NASPAA) common curriculum components:

- Political and legal institutions and processes.
- Organization and management concepts and ethical behavior.

Weekly Readings

All readings are required readings unless otherwise noted in the syllabus and should be read prior to that day's lecture/discussion. Additional reading material will be made available on the course website (e.g. Canvas).

Course Late Assignment Policy

Course assignments will be marked down five points for every day (24-hour period) they are late. Extensions for individual assignments will only be granted for severe hardship or extenuating circumstances. Competing pressures from other courses, job requirements, or computing problems do not qualify as extenuating circumstances.

Calculation of Final Grades

C and Lower" Grades (79 and Lower)*:* A grade of "C" or lower is given to assignments well below an acceptable level for work generated by professional administrators. These assignments have major errors of fact and/or calculation (the answers are wrong), the text is poorly written (with misspellings, poor grammar, and/or poor sentence structure) and does not clearly convey the main points to the reader, the graphics are poor (with inaccurate tables/charts, poor titles, no data sources), and/or the presentation provided little of value to the audience. This work is absolutely unacceptable in my courses, for graduate-level study, and for professional-grade planning and public administration work more generally.

B Grades (80-89): A grade of "B" is given to work that meets the minimum level of quality expected of professional administrators. Work of "B" quality is factually and technically correct, methodologically sound, nicely presented, but is typically presented with little flair and no real attention to detail. Additionally, the text provides a relatively clear message to the reader. However, "B" quality work typically lacks precision of language and in the presentation of data, and the work usually has no spark of originality or flair that makes it stand out. This work should be considered the minimum acceptable level for students in the planning program, as it represents good, professional level work.

A Grades (90 +): A grade of "A" is given to an assignment of the highest professional quality. "A" assignments are technically, methodologically, and factually 100% accurate. They are presented with great efficiency of language and graphics, but also with flair and using language that the reader can easily navigate through. An "A" assignment is easy to read and leaves no doubt with the reader as to the main points of the work. All evidence necessary to support these main points is provided in the text and referenced clearly for the reader. All graphics in "A" work are top notch: they are appropriately titled, sourced, colored, labeled, etc. This work should be considered top notch professional work, of a quality that you should aspire to at all times.

Assessment for Individual Tasks, Group Projects, and Final Reports†
• Discussion is comprehensive and of high professional quality. • Discussion integrates key terms from the textbook into the discussion and provides robust and accurate support for opinion or argument. • Discussions are technically, methodologically, and factually accurate. • Discussions are presented with great efficiency of language, but also with flair and using language that the reader can easily navigate through. • Discussion is easy to read and leaves no doubt with the reader as to the main points of the argument, opinion, or context used to apply terms and concepts. • All evidence necessary to support main points is provided in the discussion. • This type of discussion should be considered top notch professional work, of a quality that you should aspire to at all times.
• Minimal explanation of key terms or concepts and does adequately identify or apply appropriate planning and land use themes • Discussion meets the minimum level of quality work expected of professional planners and administrators. • Quality of the discussion is factually and technically correct, methodologically sound, nicely presented, but is typically presented with little flair and no real attention to detail. • The discussion provides a relatively clear message to the reader; however, the posting lacks precision of language. • The discussion has little spark of originality or flair that makes it stand out. • Discussion should be considered the minimum acceptable level for students in the class, as it represents good, professional level work.
• Discussion does not answer the question • Discussion does not clearly discus major themes or identify, explain or apply key terms from the textbook • Discussion has major errors of fact and/or calculation (the answers are wrong). • Discussion is poorly written (with misspellings, poor grammar, and/or poor sentence structure). • Discussion does not clearly convey the main points to the reader. • The discussion provides little of value to the audience.

- Discussion is well below an acceptable level for work generated by professional planners and administrators.

†Each report is to utilize APA formatting. Please refer to the APA style guide for formatting.

GRADING POINTS

Assignment	**Percent of Total Grade**
Policy Issue Memo #1	20
Policy Issue Memo #2	20
Regional Governance Report #1	30
Regional Governance Report #2	30

Calculation of Grades

100	93 =	A
92	90 =	A-
89	87 =	B+
86	83 =	B
82	80 =	B-
79	77 =	C+
76	73 =	C
72	70 =	C-
69	67 =	D+
66	63 =	D
62	60 =	D-
59	0 =	F

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting*the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter
-

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Schedule*

Week 1	Historical perspectives and contemporary urban policy issues: Environmental issues and climate change
Week 2	Historical perspectives and contemporary urban policy issues: Social equity and access
Week 3	Historical perspectives and contemporary urban policy issues: Economic growth
Week 4	Regional perspectives on economic, social and environmental policy issues: • The regional landscape: Polycentricity and fragmentation • Intraregional social and economic dynamics: Tiebout sorting and economic competition • Urban politics and legal parameters for regional policy intervention •
Week 5	Institutions and institutional design of regional governance
Week 6	Institutions and institutional design of regional governance: • Vertical and horizontal dimension of regional governance
Week 7	Institutions and institutional design of regional governance: • Formal and informal regional governance mechanisms
Week 8	Urban Policy and Regional Governance Integration: GHG Mitigation and Climate Action Planning • Conceptualizing adaptive governance • Multi-level governance of mitigation planning
Week 9	Urban Policy and Regional Governance Integration: Transportation-Land Use Nexus • Rationale for and consequences of regional intervention in planning for land use and transportation through regulations/incentives, infrastructure investments, and fiscal policies to manage urban development and transportation • Consequences of urban sprawl and regional planning design challenges and opportunities
Week 10	Urban Policy and Regional Governance Integration: Regional Economies • Knowledge networks and partnerships • Quasi-government institutions and design

Week 11	Urban Policy and Regional Governance Integration: Urban Environmental Resource Conservation and Management • Local policy tools for environmental protection, including regulation, market-based incentives and third-party certifications • Successes and failures of various regional strategies that have been used or proposed to protect the environment
Week 12	Urban Policy and Regional Governance Integration: Housing and Social sustainability • Overview of the field of housing policy and its interrelationships with social problems in the United States. • Various dimensions of housing problems with an emphasis on housing affordability and the primary policy tools used to respond to housing problems • Regional policy interventions and associated management tools
Week 13	Urban Policy and Regional Governance Integration: Emergency Management and Disaster Preparedness • Regional response mechanisms • Inter-jurisdiction planning processes
Week 14	Urban Policy and Regional Governance Integration: Civil society, Non-government Organizations and Social Movements in Urban Regions • Participatory engagement and mechanisms for inclusive urban policy responses
Week 15	Urban Policy and Regional Governance Integration: Towards Smart, Sustainable and Resilient regions • Technical knowledge, the pace of technological change, and urban policies designed to induce or respond to these developments. • Issues of policy formulation, administrative design and governance, and future trends
Week 16	Urban Policy and Regional Governance Integration: Food-water-energy nexus • Managing complex systems

***Disclaimer Statement**: The instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

College of Community Innovation and Education - Grad Course Addition - PLA 6240 Conflict Resolution Theory

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department of Legal Studies

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PLA 6240 Conflict Resolution Theory
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Alisa Smith
Department Chair Phone Number:*	Dr. Alisa Smith (407)823-1670
Dept Chair Email*	alisa.smith@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The

file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PLA	**Number:*** 6240
Course Title:* Conflict Resolution Theory	
30 Character Abbreviation:* Conflict Resolution Theory	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* This course is an exploration of various theories on conflict resolution and practice.	
Grading Scheme:* ABCDF	
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	0
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course supports the Conflict Resolution and Analysis Certificate. It provides the theoretical foundation for conflict resolution and analysis.

What grad programs/tracks require or recommend this course for graduation?	Certificate in Conflict Resolution and Analysis
What will be the source of students?*	Certificate in Conflict Resolution and Analysis
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	Please see the attached discussions with School of Sociology, Public Administration, School of Communication and Media, and Business Administration.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

UCF | Department of Legal Studies
UNIVERSITY OF CENTRAL FLORIDA

Conflict Resolution Theory

PLA6XXX● 3 credit hours ● Fall Semester 2020

Professor: Alisa Smith, J.D., Ph.D.
Office Hours
E-mail: alisa.smith@ucf.edu
Phone: 407-823-1670

Classroom:
Day/Time:

This syllabus is not a contract, and it may be amended.

Course Description:
This course is an exploration of various theories on conflict resolution and practice.

Specific Course Goals:
This course is intended to teach students a broad array of topics on conflict resolution theory and the practical application of the discussed topics.

Student Learning Objectives:
1. Ability to produce written and verbal analysis on conflict resolution theories;

2. Ability to effectively apply theories and practices in role play scenarios;

3. Ability to apply theories and practices to specific practice areas;

4. Ability to self-reflect and utilize tools for self-regulation in conflict events and role play scenarios.

Required Materials:
1. Coleman, Peter T. et al (2014). *The Handbook of Conflict Resolution Theory and Practice (Third Edition)*. San Francisco, CA: Jossey-Bass, A Wiley Brand.

2. Available on Webcourses: Assigned Articles, Statutes, Videos, Podcasts, and Roleplays

Federal Aid Engagement Assignment:
Faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Financial Aid Question in Webcourses by the end of the first week of classes. This is ungraded, but failing to complete the assignment may result in delay in the disbursement of your financial aid.

Class Participation:
Students must attend class prepared. This means that it will be presumed that students have read assigned readings, watched assigned videos, and listened to assigned podcasts and completed any assigned "homework." With the exception of the Reflection Matrix and the mediator opening

statement, homework will not be graded, but it will be used to facilitate class discussions and role plays. You will also be given weekly graded quizzes based on the assigned homework, so reading, watching, and listening before the quizzes will be helpful to your grade.

Course Evaluation:

1. 11 weekly written reflections (due every week) that compile the Reflection Matrix (30%)
    - A Reflection Matrix document outlining the requirements of the assignment and an example of a completed assignment will be provided.
2. End of semester role play (20%)
    - The fact pattern and assigned role you will play will be provided to you prior to the role play.
3. Final conflict theory analysis research paper (50%)
    - Based on domain or occupation-specific (ideas: Part Nine Domain Specific)
    - Double-spaced, Times New Roman, Calibri, or Arial 12 pt.
    - Minimum 5,000 word count.
    - Minimum 10 resources

All written assignments are due via Webcourses. Quizzes will be taken in-class in Webcourses. Failure to timely submit an assignment will result in a zero.

Make Up Policy*:* Given the nature of this class and the work assigned, NO MAKE UP WORK WILL BE ACCEPTED WITHOUT EXPRESS PERMISSION BY ME.

Grading:

Grades will NOT be rounded

Letter Grade	**Percentage**
A	93 or above
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	59 and below

Expectations for Writing Assignments:
● Assignments must be submitted on time via Webcourses on the due date and time set forth in this syllabus. Assignments submitted late will earn a zero.

● First and last name and title of the assignment at the top of the document.

● File name using your last name. Example: GrossmanReflectionMatrixClass1.docx

● Correct spelling, punctuation, and grammar.

● Word count minimum must be met. You can exceed the minimum. There is no maximum.

● Write your reflections soon after class so you can remember what was discussed.

● Please take these assignments seriously. They constitute 80% of your grade.

● Please use 12-point Arial, Times New Roman, or Calibri

If you need help with writing, please see the university writing center. It offers support to all students from every discipline. You may schedule 45-minute appointments by clicking the Success Resources tab in Webcourses, or by calling the UWC at 407-823-2197, or connect through the UWC website.

Expectations for Role Plays:
● Please commit to your role! Show respect for your classmates by putting your all into "playing."

Expectations for Class Discussion:
● We will use Valencia College's Principles for How We Treat Each Other to guide how we interact.

Course Requirements:
● Use only your Knights email address to communicate.

● All writing assignments will be submitted in Webcourses.

● All grades will be posted on Webcourses.

● You will also be expected to access additional resources on Webcourses, including but not limited, to videos, other reading material, and PowerPoint presentations.

General Class Policies:
● Be prepared for each class. It will not be possible to participate in class without preparation.

● Work independently except in the cases where collaboration has been assigned.

● Arrive on time to class.

● Be present and refrain from using electronics except required for the class.

● Please refrain from checking emails, social media, texts.

● Cheating and plagiarism will not be tolerated and will result in a failing grade in this course. I reserve the right to refer offenders to student conduct.
(See the UCF policy below)

Incomplete Grades:

● The current university policy concerning incomplete grades will be followed in this course. http://catalog.ucf.edu/content.php?catoid=3&navoid=170#incomplete-grade

● Instructors have the final authority on whether a student qualifies for an incomplete.

<SEMESTER> <YEAR> IMPORTANT DATES

Classes Begin
Drop/Swap Deadline
Add Deadline
Financial Aid Activity Period
Withdrawal Deadline
Classes End
Last Day to Remove Incomplete
Grade Forgiveness Deadline
Final Examination Period
Commencement

Holidays – University Closed

Special Events

University Policies:

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.
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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>.

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>.

Technology and Software Requirements: Students will be expected to have access to a computer and the Internet frequently, as all writing assignments will be created electronically. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined previously in the syllabus and in the actual document outlining specifics of the assignment. I recommend you have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://guides.ucf.edu/c.php?g=78577&p=517810.

Course Accessibility Statement

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Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their professor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-up Assignments for Authorized University Events or Co-curricular Activities: Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy

that instructors of record offer a reasonable opportunity for such students to complete missed classroom assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments. PROCEDURES The names of students participating in authorized activities such as, intercollegiate athletics, band, choir, co-curricular activities, and other academically related programs and events to represent the university will be listed on a Program Verification Form. It is the student's responsibility to present a copy of this form signed by the appropriate individual to the instructor(s) of record responsible for the class from which the student will be 4-401.2 Make-up Assignments for Authorized University Events or Co-curricular Activities 2 absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Religious Observances: The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of the instructors teaching the class(es) from which the student desires to be excused no later than the tenth business day of the term. The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and university ceremonies will not be scheduled on a major religious holy day. Students who are absent because of religious observances and have complied with this regulation will not be penalized. A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

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- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (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>).

Notice of 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 unless the website owner provides clear options for doing so**. 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.

Week 1: Expectations and the Foundations for the Class – “Inner” and “Outer” Work

Please complete assigned readings/viewings/listens for the class date indicated on this syllabus. Please complete and submit a Reflection according to the directions in the “Reflection Matrix” after each class indicated. All 11 Reflections will account for 30% of your grade and will be helpful when writing your final assignment. Each class will include mindfulness practices to support our goal of increased self-awareness and self-regulation in the midst of conflict.

All submissions for the weekly Reflection Matrix are Due on the date listed by 12:00 p.m. (Noon)

Student and Professor introductions using The Principles for How We Treat Each Other. Class overview and syllabus review. The “inside job” of conflict navigation (resolution) and self-regulation as a key to your success. The “Inner Resource” and centering in a conflict-centered profession.

Assignments due for Week 2

Write: Reflection Matrix on Week 1 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Interpersonal and Intergroup Processes

Week 2: Interpersonal and Intergroup Processes Part 1

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 3

Write: Reflection Matrix on Week 2 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Interpersonal and Intergroup Processes

Week 3: Interpersonal and Intergroup Processes Part 2

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 4

Write: Reflection Matrix on Week 3 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Intrapsychic and Intragroup Processes

Week 4: Intrapsychic and Intragroup Processes

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 5

Write: Reflection Matrix on Week 4 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Personal Differences

Week 5: Personal Differences

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 6

Write: Reflection Matrix on Week 5 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Creativity and Change

Week 6: Creativity and Change

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 7

Write: Reflection Matrix on Week 6 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Culture and Conflict

Week 7: Culture and Conflict

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 8

Write: Reflection Matrix on Week 7 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Difficult Conflicts

Week 8: Difficult Conflicts

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 9

Write: Reflection Matrix on Week 8 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Models of Practice

Week 9: Models of Practice Part 1

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 10

Write: Reflection Matrix on Week 9 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Models of Practice

Week 10: Models of Practice Part 2

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 11

Write: Reflection Matrix on Week 10 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading from text – Models of Practice

Week 11: Models of Practice Part 3

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 12

Write: Reflection Matrix on Week 11 class **due** by Wednesday November at 12:00 p.m.

Read: Assigned reading from text – Looking to the Future

Week 12: Begin Final Role Plays

Be prepared to play your role.

Assignment due for Week 13

Read: Assigned Role Play

Week 13: Finish Final Role Plays

Be prepared to play your role.

Week 14 December 4: Role Play Learning Lessons

We will pair and share and have a group unpack on our individual and collective learned lessons.

FINAL EXAM DAY MEETING

Event type will be announced.

To: Leisa Smith, Chair
Legal Studies

From: Nan Yu, Associate Director
Nicholson School of Communication and Media

Re: Support for Certificate Programs in Legal Studies at Graduate and Undergraduate Levels

Date: October 16, 2019

I am writing to provide the support of the faculty in Nicholson School of Communication and Media, and of the undergraduate and graduate programs in the Department of Communication, for the Department of Legal Studies to introduce certificate programs in conflict resolution and analysis at both the graduate and undergraduate levels.

Communication undergraduate and graduate courses are well-suited as electives to these certificate programs and we look forward to future opportunities to increase the Department of Communication's level of involvement at both the undergraduate and graduate levels at a future date.

Please feel free to contact our school if you have additional questions.

Nan Yu, PhD

Nan Yu

Interim Associate Director of Academic Affairs

Nicholson School of Communication and Media

University of Central Florida

nan.yu@ucf.edu

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 4:40:22 PM Eastern Daylight Time
From: Lynn Becker
To: Alisa Smith

Alisa,

You have our approval and full support. Please feel free to reach out to me if there is anything that we need to do on our end.

Looking forward to partnering with you as you launch your new certificate programs.

Lynn Becker
Associate Department Chair, Management Department
College of Business Administration
University of Central Florida
lynn.becker@ucf.edu

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

Dear Colleagues,

Attached are two joint certificate program proposals along with the courses to support each for your review. The Department of Legal Studies and the School of Communication and Media are proposing joint graduate and undergraduate certificates in Conflict Resolution and Analysis. I am reaching out for your departmental/school/program approval. We have included a management and a public administration course as elective options in both.

If you have any questions or concerns, please let me know. If you have no objections to the proposals, please let me know that as well.

As an aside, we understand that the undergraduate proposal may be sidelined until Curriculog is up and running; we are requesting your review at this time, however, to expedite its submission when the system is available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive

HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 1:39:40 PM Eastern Daylight Time
From: Naim Kapucu
To: Alisa Smith

Alisa,
I did share the proposals with our program directors. No conflict was identified. The following courses were recommended as potential electives:
Undergraduate Minor:
PAD4446 Multiculturalism in Public Administration
PAD3040 Ethics and Values in Public Administration
Graduate Certificate:
PAD 6397 Managing Emergencies and Crises
PAD6439 Leadership in Public Service

Let me know anything I can do to help.
Best,
Naim

Naim Kapucu, Ph.D.
Pegasus Professor & Director
School of Public Administration
Joint appointment, Resilient, Intelligent and Sustainable Energy Systems (RISES)
University of Central Florida
528 W. Livingston St., Suite 446
Orlando, FL 32801
407.823.2604
kapucu@ucf.edu
https://ccie.ucf.edu/profile/naim-kapucu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Alisa Smith <Alisa.Smith@ucf.edu>
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available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive
HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Oliver Edwards
To: Alisa Smith
Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 8, 2019 3:07:50 PM

Greetings Alisa,

I trust all is well. I reviewed the documents you provided. These documents do not suggest an overlap with programs or courses in my department. Further, the information you shared suggests the certificates will not require additional funding that would impact funding for my department. Therefore, I do not envision a conflict and wish you the best with your proposals.

My Best,

==========

Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Professor of School Psychology
Chair, Department of Counselor Education and School Psychology
University of Central Florida
P.O.B. 161250
Orlando, FL 32816-1250

To access the UCF School Psychology Program Website click Here
https://ccie.ucf.edu/cesp/school-psychology

Administrative Staff Phone Number: 407-823-2401

To review my Personal Webpage click Here
https://ccie.ucf.edu/profile/oliver-edwards

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
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Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive
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Orlando, FL 32816-1602
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Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

College of Community Innovation and Education - Grad Course Addition - PLA 6242 Understanding Human Behavior and Conflict

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department of Legal Studies

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PLA 6242 Understanding Human Behavior and Conflict
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Carlton Patrick
Department Chair Phone Number:*	Dr. Alisa Smith (407)823-1670
Dept Chair Email*	alisa.smith@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The

file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PLA	**Number:*** 6242
Course Title:* Understanding Human Behavior and Conflict	
30 Character Abbreviation:* Human Behavior and Conflict.	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* This course in an exploration of theories underpinning human behavior in conflict and the tools for navigating these behaviors in a variety of settings.	
Grading Scheme:* ABCDF	
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	0
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This course supports the Conflict Resolution and Analysis Certificate. It provides the theoretical foundation for conflict resolution and analysis.
What grad programs/tracks require or recommend this course for graduation?	Conflict Resolution and Analysis Certificate
What will be the source of students?*	Conflict Resolution and Analysis Certificate
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	Please see the attached discussions with School of Sociology, Public Administration, School of Communication and Media, and Business Administration.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety,**

encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

UCF | Department of Legal Studies
UNIVERSITY OF CENTRAL FLORIDA

Understanding Human Behavior and Conflict

PLA6XXX● 3 credit hours ● Fall Semester 2020

Professor: Carlton Patrick, J.D., Ph.D.
Office Hours
E-mail: Carlton.Patrick@ucf.edu
Phone: 407-823-0827

Classroom:
Day/Time:

This syllabus is not a contract, and it may be amended.

Course Description:
This course in an exploration of theories underpinning human behavior in conflict and the tools for navigating these behaviors in a variety of settings.

Specific Course Goals:
This course is intended to teach students how to recognize and effectively navigate the challenging behaviors that arise in the midst of human conflict.

Student Learning Objectives:
1. Ability to recognize behaviors arising during conflict;

2. Ability to produce written and verbal analysis on effective techniques to navigate behaviors arising out of conflict;

3. Ability to effectively apply tools and techniques designed to navigate behaviors arising out of conflict in role play scenarios;

4. Ability to understand the role trauma and cognitive biases play in behaviors arising during conflict;

5. Ability to self-reflect and utilize tools for self-regulation in conflict events and role play scenarios.

Required Materials:
1. Sapolsky, Robert M. (2017). *Behave: The Biology of Humans at Our Best and Worse*. New York, New York: Penguin Books.

2. Eddy, LCSW, Esq., Bill (2008). *It's All Your Fault!: 12 Tips for Managing People Who Blame Others for Everything*. HCI Press.

3. Burke Harris, M.D., Nadine (2018). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*. First Mariner Books.

4. Available on Webcourses: Assigned Articles, Videos, Podcasts, and Roleplays

Federal Aid Engagement Assignment:

Faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Financial Aid Question in Webcourses by the end of the first week of classes. This is ungraded, but failing to complete the assignment may result in delay in the disbursement of your financial aid.

Class Participation:
Students must attend class prepared. This means that it will be presumed that students have read assigned readings, watched assigned videos, and listened to assigned podcasts and completed any assigned "homework." With the exception of the Reflection Matrix, homework will not be graded, but it will be used to facilitate class discussions and role plays.

Course Evaluation:
1. 12 weekly written reflections that compile the Reflection Matrix (30%)
    - A Reflection Matrix document outlining the requirements of the assignment and an example of a completed assignment will be provided.
2. High-Conflict People role play (10%)
    - The fact pattern and assigned role you will play will be provided to you prior to the role play.
3. High-Conflict People Takeaways Presentation (10%)
    - Specific requirements for the oral presentation will be provided.
4. Final conflict analysis paper (50%)
    - You will be provided the fact pattern which you are required to use.
    - You will be required to analyze and write about how you would utilize the concepts and techniques discussed in class as applied to the scenario in the fact pattern.
    - Specific requirements including word count will be provided with the fact pattern.

All written assignments are due via Webcourses. Failure to timely submit an assignment will result in a zero.

Make Up Policy*:* Given the nature of this class and the work assigned, NO MAKE UP WORK WILL BE ACCEPTED WITHOUT EXPRESS PERMISSION BY ME.

Grading:
Grades will NOT be rounded

Letter Grade	Percentage
A	93 or above
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	59 and below

Expectations for Writing Assignments:
● Assignments must be submitted on time via Webcourses on the due date and time set forth in this syllabus. Assignments submitted late will earn a zero.

● First and last name and title of the assignment at the top of the document.

● File name using your last name. Example: GrossmanReflectionMatrixClass1.docx

● Correct spelling, punctuation, and grammar.

● Word count minimum must be met. You can exceed the minimum. There is no maximum.

● Write your reflections soon after class so you can remember what was discussed.

● Please take these assignments seriously. They constitute 80% of your grade.

● Please use 12-point Arial, Times New Roman, or Calibri

If you need help with writing, please see the university writing center. It offers support to all students from every discipline. You may schedule 45-minute appointments by clicking the Success Resources tab in Webcourses, or by calling the UWC at 407-823-2197, or connect through the UWC website.

Expectations for Role Plays:
● Please commit to your role! Show respect for your classmates by putting your all into "playing."

Expectations for Class Discussion:
● We will use Valencia College's Principles for How We Treat Each Other to guide how we interact.

Course Requirements:
● Use only your Knights email address to communicate.
● All writing assignments will be submitted in Webcourses.

● All grades will be posted on Webcourses.

● You will also be expected to access additional resources on Webcourses, including but not limited, to videos, other reading material, and PowerPoint presentations.

General Class Policies:
● Be prepared for each class. It will not be possible to participate in class without preparation.

● Work independently except in the cases where collaboration has been assigned.

● Arrive on time to class.

● Be present and refrain from using electronics except required for the class.

● Please refrain from checking emails, social media, texts.

● Cheating and plagiarism will not be tolerated and will result in a failing grade in this course. I reserve the right to refer offenders to student conduct.
(See the UCF policy below)

Incomplete Grades:
● The current university policy concerning incomplete grades will be followed in this course. http://catalog.ucf.edu/content.php?catoid=3&navoid=170#incomplete-grade

● Instructors have the final authority on whether a student qualifies for an incomplete.

<SEMESTER> <YEAR> IMPORTANT DATES
Classes Begin
Drop/Swap Deadline
Add Deadline
Financial Aid Activity Period
Withdrawal Deadline
Classes End
Last Day to Remove Incomplete
Grade Forgiveness Deadline
Final Examination Period
Commencement

Holidays – University Closed

Special Events

University Policies:
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>.

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>.

Technology and Software Requirements: Students will be expected to have access to a computer and the Internet frequently, as all writing assignments will be created electronically. The software you use to write your assignments is irrelevant, as long as you follow my writing guidelines outlined previously in the syllabus and in the actual document outlining specifics of the assignment. I recommend you have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://guides.ucf.edu/c.php?g=78577&p=517810.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic

and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their professor as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-up Assignments for Authorized University Events or Co-curricular Activities: Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that instructors of record offer a reasonable opportunity for such students to complete missed classroom assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments. PROCEDURES The names of students participating in authorized activities such as, intercollegiate athletics, band, choir, co-curricular activities, and other academically related programs and events to represent the university will be listed on a Program Verification Form. It is the student's responsibility to present a copy of this form signed by the appropriate individual to the instructor(s) of record responsible for the class from which the student will be 4-401.2 Make-up Assignments for Authorized University Events or Co-curricular Activities 2 absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Religious Observances: The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of the instructors teaching the class(es) from which the student desires to be excused no later than the tenth business day of the term. The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and university ceremonies will not be scheduled on a major religious holy day.

Students who are absent because of religious observances and have complied with this regulation will not be penalized. A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.

Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Notice of 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 unless the website owner provides clear options for doing so**. 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.

Week 1: Expectations and the Foundations for the Class – "Inner" and "Outer" Work

Please complete assigned readings/viewings/listens for the class date indicated on this syllabus. Please complete and submit a Reflection according to the directions in the "Reflection Matrix" after each class indicated. All 12 Reflections will account for 30% of your grade and will be helpful when writing your final assignment. Each class will include mindfulness practices to support our goal of increased self-awareness and self-regulation in the midst of conflict.

All submissions for the weekly Reflection Matrix are Due on the date listed by 12:00 p.m. (Noon)

Student and Professor introductions using The Principles for How We Treat Each Other. Class overview and syllabus review. The "inside job" of conflict navigation (resolution) and self-regulation as a key to your success. The "Inner Resource" and centering in a conflict-centered profession.

Assignments due for Week 2

Write: Reflection Matrix on Week 1 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "Behave" centered on Biology

Week 2: Why We Do What We Do – How Biology Begins It All

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 3

Write: Reflection Matrix on Week 2 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "Behave" centered on Culture

Week 3: How Culture Affects Behavior

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 4

Write: Reflection Matrix on Week 3 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "The Deepest Well"

Week 4: How Trauma Effects Behavior Part 1

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 5

Write: Reflection Matrix on Week 4 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "The Deepest Well"

Week 5: How Trauma Effects Behavior Part 2

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 6

Write: Reflection Matrix on Week 5 class **due** by XXXXX, XX at 12:00 p.m.

Read: Role play fact pattern and Assigned readings

Week 6: Creating a Safe Container for Dialogue

Be prepared for learning role play on creating safety for people in conflict.

Assignments due for Week 7

Write: Reflection Matrix on Week 6 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "It's All Your Fault"

Week 7: High Conflict People and Behavior Part 1

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 8

Write: Reflection Matrix on Week 7 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "It's All Your Fault"

Week 8: High Conflict People and Behavior Part 2

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 9

Write: Reflection Matrix on Week 8 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned readings from "It's All Your Fault"

Week 9: High Conflict People and Behavior Part 3

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 10

Write: Reflection Matrix on Week 9 class **due** by XXXXX, XX at 12:00 p.m.

Read: Role play fact pattern on HCP

Week 10: High Conflict People Role Play

Mindfulness practice, be prepared for HCP Role Play using tools and techniques discussed in "It's All Your Fault"

Assignments due for Week 11

Rehearse: Your presentation on 3 Takeaways from Role Play. Be prepared to present.

Week 11: Role Play Learning Lessons Discussions

Mindfulness practice, be prepared to present your 3 Takeaways from the Role Play for discussion.

Assignments due for Week 12

Write: Reflection Matrix on Week 11 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading on Cognitive Biases in conflict

Week 12: Cognitive Biases in Conflict Part 1

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 13

Write: Reflection Matrix on Week 12 class **due** by XXXXX, XX at 12:00 p.m.

Read: Assigned reading on Cognitive Biases in conflict

Week 13: Cognitive Biases in Conflict Part 2

Mindfulness practice, review and discussion of assigned reading, role-play illustrating concepts.

Assignments due for Week 14

Write: Reflection Matrix on Week 13 class **due** by XXXXX, XX at 12:00 p.m.

Assign FINAL Conflict Analysis Fact Pattern

Week 14 December 4: Unpacking the Semester

We will pair and share and have a group unpack on our individual and collective learned lessons.

FINAL EXAM DAY MEETING

Event type will be announced.

To: Leisa Smith, Chair
Legal Studies

From: Nan Yu, Associate Director
Nicholson School of Communication and Media

Re: Support for Certificate Programs in Legal Studies at Graduate and Undergraduate Levels

Date: October 16, 2019

I am writing to provide the support of the faculty in Nicholson School of Communication and Media, and of the undergraduate and graduate programs in the Department of Communication, for the Department of Legal Studies to introduce certificate programs in conflict resolution and analysis at both the graduate and undergraduate levels.

Communication undergraduate and graduate courses are well-suited as electives to these certificate programs and we look forward to future opportunities to increase the Department of Communication's level of involvement at both the undergraduate and graduate levels at a future date.

Please feel free to contact our school if you have additional questions.

Nan Yu, PhD

Nan Yu

Interim Associate Director of Academic Affairs

Nicholson School of Communication and Media

University of Central Florida

nan.yu@ucf.edu

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 4:40:22 PM Eastern Daylight Time
From: Lynn Becker
To: Alisa Smith

Alisa,

You have our approval and full support. Please feel free to reach out to me if there is anything that we need to do on our end.

Looking forward to partnering with you as you launch your new certificate programs.

Lynn Becker
Associate Department Chair, Management Department
College of Business Administration
University of Central Florida
lynn.becker@ucf.edu

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

Dear Colleagues,

Attached are two joint certificate program proposals along with the courses to support each for your review. The Department of Legal Studies and the School of Communication and Media are proposing joint graduate and undergraduate certificates in Conflict Resolution and Analysis. I am reaching out for your departmental/school/program approval. We have included a management and a public administration course as elective options in both.

If you have any questions or concerns, please let me know. If you have no objections to the proposals, please let me know that as well.

As an aside, we understand that the undergraduate proposal may be sidelined until Curriculog is up and running; we are requesting your review at this time, however, to expedite its submission when the system is available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive

HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 1:39:40 PM Eastern Daylight Time
From: Naim Kapucu
To: Alisa Smith

Alisa,
I did share the proposals with our program directors. No conflict was identified. The following courses were recommended as potential electives:
Undergraduate Minor:
PAD4446 Multiculturalism in Public Administration
PAD3040 Ethics and Values in Public Administration
Graduate Certificate:
PAD 6397 Managing Emergencies and Crises
PAD6439 Leadership in Public Service

Let me know anything I can do to help.
Best,
Naim

Naim Kapucu, Ph.D.
Pegasus Professor & Director
School of Public Administration
Joint appointment, Resilient, Intelligent and Sustainable Energy Systems (RISES)
University of Central Florida
528 W. Livingston St., Suite 446
Orlando, FL 32801
407.823.2604
kapucu@ucf.edu
https://ccie.ucf.edu/profile/naim-kapucu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Alisa Smith <Alisa.Smith@ucf.edu>
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Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

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HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Oliver Edwards
To: Alisa Smith
Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 8, 2019 3:07:50 PM

Greetings Alisa,

I trust all is well. I reviewed the documents you provided. These documents do not suggest an overlap with programs or courses in my department. Further, the information you shared suggests the certificates will not require additional funding that would impact funding for my department. Therefore, I do not envision a conflict and wish you the best with your proposals.

My Best,

==========

Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Professor of School Psychology
Chair, Department of Counselor Education and School Psychology
University of Central Florida
P.O.B. 161250
Orlando, FL 32816-1250

To access the UCF School Psychology Program Website click Here
https://ccie.ucf.edu/cesp/school-psychology

Administrative Staff Phone Number: 407-823-2401

To review my Personal Webpage click Here
https://ccie.ucf.edu/profile/oliver-edwards

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
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Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

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Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

College of Community Innovation and Education - Grad Course Addition - PLA 6244 Advanced Applied Negotiation and Conflict Resolution

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department of Legal Studies

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PLA 6244 Advanced Applied Negotiation and Conflict Resolution
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Marc Consalo
Department Chair Phone Number:*	(407)823-1670
Dept Chair Email*	alisa.smith@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is Course Number Guide in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PLA	**Number:*** 6244
Course Title:*	Advanced Applied Negotiation and Conflict Resolution
30 Character Abbreviation:*	Conflict Resolution
Course Type:*	(•) Graduate Course ( ) Medicine (MD) Course
Course Description (25 word limit)*	Course provides students ability to understand the negotiation process and become stronger negotiators. Students delve into real-world conflict situations with an eye toward resolution.
Grading Scheme:*	ABCDF
Prerequisite(s):	Students should have already completed either PLA 6240 Conflict Resolution Theory or PLA 6242 Understanding Human Behavior and Conflict prior to enrolling in this course.
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	0
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☐ Odd Fall ☐ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course supports the Conflict Resolution and Analysis Certificate. It provides the theoretical foundation for conflict resolution and analysis.
What grad programs/tracks require or recommend this course for graduation?	Conflict Resolution and Analysis Certificate
What will be the source of students?*	Conflict Resolution and Analysis Certificate
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	Please see the attached discussions with School of Sociology, Public Administration, School of Communication and Media, and Business Administration.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with**

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to

educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

PLA 6244
Mix-Mode
3 Credit Hours

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF COMMUNITY INNOVATION AND EDUCATION
DEPARTMENT OF LEGAL STUDIES

Advanced Applied Negotiation and Conflict Resolution

Marc Anthony Consalo, J.D., LL.M. Office: 407-823-2970
Office location: DPAC 430S Office hours:
Virtual Office hours:
E-mail: marc.consalo@ucf.edu

COMMUNICATING WITH INSTRUCTOR

I want you to feel free to be able to communicate with me whenever. However, when e- mailing please use your Knights E-mail addresses so I can be sure to be able to communicate with you quickly. You are always welcome to pop by without an appointment but to guarantee I will be there you can schedule a specific time to see me. Finally, you are welcome to contact me by phone. My number is 407-823-2970.

COURSE INFORMATION

Student Learning Outcomes:
This course seeks to build upon prior courses on the topic of negotiation and conflict resolution offered in the degree to apply skills learned in the classroom to a real-world setting via intensive role plays.
This course provides students the ability to work in the conjunction with other students from diverse disciplines to understand the negotiation process and become stronger negotiators. Additionally, we will delve into common real-world conflict situations in our professional and personal lives with an eye toward resolution.
This course requires students to self-reflect on the value of their degree, their own ability to successfully negotiate, and how an understanding of conflict resolution can assist in creating a more productive and peaceful professional life.

Course Description: Applied Negotiation and Conflict Resolution focuses on learning by doing. After learning the basics on each topic, students will role-play a variety of real-world scenarios as both a negotiator, and as someone in a position to aid in conflict resolution.
Course prerequisites**:** Students should have already completed either PLA_Conflict Resolution Theory or PLA_ _____Understanding Human Behavior and Conflict prior to enrolling in this course.
Course modality: This course is a mix-mode class.
Required text:
Required**:** Online Material to be provided during course.
Negotiation: Readings, Exercises and Cases, Lewicki, Barry and Saunders
The Anatomy of Peace: Resolving the Heart of Conflict, Arbinger Institute
Optional: *Getting To Yes, Negotiating Agreement Without Giving In*, Fisher and Ury

GRADING:

Grades will NOT be rounded.

Grading Scale

Letter Grade	Percentage
A	100-93.00
A-	92.99– 90.00
B+	89.99- 87.00
B	86.99 – 83.00
B-	82.99 – 80.00
C+	79.99 – 77.00
C	76.99 – 73.00
C-	72.99– 70.00
D+	69.99 – 67.00
D	66.99 – 63.00
D-	63.99- 60.00
F	59 and below

3. Grades will be based on the following:

Course Item	Percent of Final Grade
Participation in Class Activities/Role Plays	60%
Quizzes	20%
Writing Component??? (Reflections or something more substantial?)	20%

Assignments
Participation in Class Activities/Role Plays: Students are expected to participate in class on role-play exercises for both the negotiation and conflict resolution skills. Students will be provided with materials and an opportunity to have any questions answered ahead of time so they must be ready to begin the sessions during in class time.

Reflections/Journal: Students will submit written reflections on the role play exercises. One reflection will be submitted privately to the instructor. The other reflection will be provided to your role-play group for discussion. (These can be the same reflection if there is nothing a student wishes to keep private from their role-play group.) These reflections should ultimately create a journal that will culminate as written evidence of personal growth and sophistication with the implementation of negotiation and conflict resolution skills. Entries will be submitted online via webcourses.
Module 1 Quiz: Students will take a quiz on all material covered in Module 1. This quiz be online and administered through webcourses.
Module 2 Quiz: Students will take a quiz on all material covered in Module 2. This quiz be online and administered through webcourses.

Attendance. While attendance does not count as a separate percentage of your grade, excessive absences or lateness will affect your grade.

Incomplete Grades*:* The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. 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.

Late Work*:* I do not accept late work unless there is an approved ***DOCUMENTED*** reason. Approval rests solely in my discretion. ***PLEASE*** turn your work in on time.

Make Up Policy*:* Given the nature of this class and the work assigned, NO MAKE UP WORK WILL BE ACCEPTED WITHOUT EXPRESS PERMISSION BY ME.

ATTENDANCE AT SCHOOL SPONSORED EVENTS: Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

RELIGIOUS OBSERVANCES:
The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day. The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and University ceremonies will not be scheduled on a major religious holy day.
Students who are absent from academic or social activities because of religious observances will not be penalized.
A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

COMPUTER ACCESS: Students are expected to have access to a computer frequently. I recommend you have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

READING ASSIGNMENTS: All reading assignments will be posted. Students are expected to review the postings regularly and prepare for class accordingly. Reasonable efforts will be made to give students timely notice of any changes; as such it will be assumed that students knew of any changes made to the postings.
STUDENTS' RESPONSIBILITIES:

Opinions Welcome and Encouraged: You are welcome to share your opinions and ask questions without fear of reproach. I will share mine and you are welcome to choose what you believe for yourself.
Create a Respectful Environment: You are safe to share any viewpoint you would like as long as it is done in a respectful manner.
Cell phones & Texting: Cell phones need to be shut off in the classroom. They are disrespectful to the instructor and other students. So make sure these devices are turned off BEFORE entering the class. If you have a justifiable reason for having one on, please come see me before class and we will work something out**.**
Avoid distracting behavior: To make this a learning environment that is a productive learning environment it is important that you avoid distracting behavior (i.e. talking during lecture, text messaging, arriving late, leaving early, talking, writing notes, cell phone use, other activities such as reading the newspaper, and

anything that might
bother you or someone around you). Since many students (and instructors) are distracted by such behaviors, "violators" may be removed from class and referred to the Legal Studies Chair.

CALENDAR

1. *Important Dates to Remember:*

Classes Begin	Monday, August XX
Drop/Swap Deadline on myUCF	Thursday, August XX
Last Day for full refund	Thursday, August XX
Add Deadline on myUCF	Friday, August XX
Withdrawal Deadline	Friday, November XX
Classes end	Wednesday, December XX
Final Examination Period Begins	Thursday, December XX
Final Exam	TBA
Grades Due in myUCF	Monday, December XX

GENERAL UNIVERSITY POLICIES

Academic Integrity
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/). **ANY STUDENT FOUND CHEATING** ON ANY ASSIGNMENT WILL BE GIVEN A ZERO FOR THE SEMESTER AND REFERRED FOR DISCIPLINARY PROCEEDINGS.

Student Accessibility/Disability 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.

Copyright
This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA
During this course you might have the opportunity to use public online services and/or software applications

sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Indemnity Clause
Please note that this syllabus is an outline of the course. The Instructor reserves the right to change the structure/content of the course during the semester as the instructor deems necessary in order to accomplish the course goals as stated above. Changes if any will be posted on WebCourses with reasonable notice of said changes to the students. It is the student's responsibility to download and read this syllabus and any revised syllabi during the course of the semester from WebCourses.

3rd Party Notes
Third parties may be selling class notes and other materials 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.

Financial Aid
As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.
Department of Legal Studies Learning Policy and Outcomes
http://oeas.ucf.edu/doc/cohpa/alc_cohpa_legal_studies_bsba.pdf
Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.
Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/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 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 (You CAN Survive an Active Shooter (Links to an external site.)Links to an external



site.) 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.

CLASS SCHEDULE: ***CLASSES MEET IN DPAC XXX YY:00YM to YY:YYpm on ZZZZZZZZZZ***

Class 1 (8/XX/20) – *Introduction*
Explanation of Syllabus
Course Overview
Class 2 9/--/20 – Module One: Negotiation (Introduction)
Class 3 9/--/12– Module One: Negotiation (Two party/single subject Role Play) Class 4 9/--/20 –Module One: Negotiation (Two party/multi-subject Role Play) Class 5 9/--/20 – Module One: Negotiation (Multi-party/single subject Role Play) Class 6 10/--/20 –Module One: Negotiation (Multi-party/multi-subject Role Play) Class 7 10/--/20 – Module One: Negotiation (Advanced Role Play)
Class 8 10/--/20 – Module One: Negotiation (Wrap up/Quiz)
Class 9 10/--/20 – Module Two: Conflict Resolution (Introduction)
Class10 10/--/20 – Module Two: Conflict Resolution (Contract dispute Role Play)
Class11 11/--/20 – Module Two: Conflict Resolution (Human Resources dispute Role Play) Class12 11/--/20 – Module Two: Conflict Resolution (Family dispute Role Play)
Class13 11/--/20 – Module Two: Conflict Resolution (Education dispute Role Play) Class 14 11/--/20 – Module Two: Conflict Resolution (Actual dispute resolution)
Class 15 12/--/20 – Module Two: Conflict Resolution (Wrap up) Class 16 Final Exam - Unpacking Day
The professor specifically reserves the right to modify this document as necessary.

To: Leisa Smith, Chair
Legal Studies

From: Nan Yu, Associate Director
Nicholson School of Communication and Media

Re: Support for Certificate Programs in Legal Studies at Graduate and Undergraduate Levels

Date: October 16, 2019

I am writing to provide the support of the faculty in Nicholson School of Communication and Media, and of the undergraduate and graduate programs in the Department of Communication, for the Department of Legal Studies to introduce certificate programs in conflict resolution and analysis at both the graduate and undergraduate levels.

Communication undergraduate and graduate courses are well-suited as electives to these certificate programs and we look forward to future opportunities to increase the Department of Communication's level of involvement at both the undergraduate and graduate levels at a future date.

Please feel free to contact our school if you have additional questions.

Nan Yu, PhD

Nan Yu

Interim Associate Director of Academic Affairs

Nicholson School of Communication and Media

University of Central Florida

nan.yu@ucf.edu

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 4:40:22 PM Eastern Daylight Time
From: Lynn Becker
To: Alisa Smith

Alisa,

You have our approval and full support. Please feel free to reach out to me if there is anything that we need to do on our end.

Looking forward to partnering with you as you launch your new certificate programs.

Lynn Becker
Associate Department Chair, Management Department
College of Business Administration
University of Central Florida
lynn.becker@ucf.edu

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

Dear Colleagues,

Attached are two joint certificate program proposals along with the courses to support each for your review. The Department of Legal Studies and the School of Communication and Media are proposing joint graduate and undergraduate certificates in Conflict Resolution and Analysis. I am reaching out for your departmental/school/program approval. We have included a management and a public administration course as elective options in both.

If you have any questions or concerns, please let me know. If you have no objections to the proposals, please let me know that as well.

As an aside, we understand that the undergraduate proposal may be sidelined until Curriculog is up and running; we are requesting your review at this time, however, to expedite its submission when the system is available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive

HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 1:39:40 PM Eastern Daylight Time
From: Naim Kapucu
To: Alisa Smith

Alisa,
I did share the proposals with our program directors. No conflict was identified. The following courses were recommended as potential electives:
Undergraduate Minor:
PAD4446 Multiculturalism in Public Administration
PAD3040 Ethics and Values in Public Administration
Graduate Certificate:
PAD 6397 Managing Emergencies and Crises
PAD6439 Leadership in Public Service

Let me know anything I can do to help.
Best,
Naim

Naim Kapucu, Ph.D.
Pegasus Professor & Director
School of Public Administration
Joint appointment, Resilient, Intelligent and Sustainable Energy Systems (RISES)
University of Central Florida
528 W. Livingston St., Suite 446
Orlando, FL 32801
407.823.2604
kapucu@ucf.edu
https://ccie.ucf.edu/profile/naim-kapucu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
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Than you in advance.

Alisa

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Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Oliver Edwards
To: Alisa Smith
Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 8, 2019 3:07:50 PM

Greetings Alisa,

I trust all is well. I reviewed the documents you provided. These documents do not suggest an overlap with programs or courses in my department. Further, the information you shared suggests the certificates will not require additional funding that would impact funding for my department. Therefore, I do not envision a conflict and wish you the best with your proposals.

My Best,

==========

Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Professor of School Psychology
Chair, Department of Counselor Education and School Psychology
University of Central Florida
P.O.B. 161250
Orlando, FL 32816-1250

To access the UCF School Psychology Program Website click Here
https://ccie.ucf.edu/cesp/school-psychology

Administrative Staff Phone Number: 407-823-2401

To review my Personal Webpage click Here
https://ccie.ucf.edu/profile/oliver-edwards

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

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the system is available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

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HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
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Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

College of Community Innovation and Education - Grad Course Addition - PLA 6246 Advanced Mediation and Conflict Resolution Practicum

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department of Legal Studies

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - PLA 6246 Advanced Mediation and Conflict Resolution Practicum
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Alisa Smith
Department Chair Phone Number:*	Dr. Alisa Smith (407)823-1670
Dept Chair Email*	alisa.smith@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* PLA	**Number:*** 6246
Course Title:* Advanced Mediation and Conflict Resolution Practicum	
30 Character Abbreviation:* Adv Mediation Practicum	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Places students in Community High School to enhance mediation and conflict resolution skills by engaging community to promote civil and professional discourse among all parties.	
Grading Scheme:* ABCDF	
Prerequisite(s): Students should have already completed all other requirements of their program or be completing their degree in the same semester they are participating in the practicum.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	1
Lab/Studio/Field Work Hours:*	2
Out-of-Class Hours:*	0
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☑ Odd Fall ☑ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	◉ Required Course ○ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course supports the purpose of the Conflict Resolution and Analysis Certificate by providing necessary experiential and applied opportunities to students.
What grad programs/tracks require or recommend this course for graduation?	Conflict Resolution and Analysis Certificate
What will be the source of students?*	Conflict Resolution and Analysis Certificate
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	Please see the attached discussions with School of Sociology, Public Administration, School of Communication and Media, Business Administration and the Community Schools.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	

PLA ___
Mix-Mode
3 Credit Hours

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF COMMUNITY INNOVATION AND EDUCATION
DEPARTMENT OF LEGAL STUDIES

Advanced Mediation and Conflict Resolution Practicum

Alisa Smith, J.D., Ph.D.
Meetings by Appointments

E-mail: alisa.smith@ucf.edu
Phone: 407-823-1670

Classroom: DPAC 154
Day/Time: Friday 9:00a.m-12:00pm

This syllabus is not a contract, and it may be amended.

COMMUNICATING WITH INSTRUCTOR

I want you to feel free to be able to communicate with me whenever. However, when e- mailing please use your Knights E-mail addresses so I can be sure to be able to communicate with you quickly. You are always welcome to pop by without an appointment but to guarantee I will be there you can schedule a specific time to see me. Finally, you are welcome to contact me by phone. My number is 407-823-1670.

COURSE INFORMATION

1.Student Learning Outcomes:

- The practicum course is designed to provide Conflict Resolution Masters students with the opportunity to master mediation knowledge and skills in the field.
- Students will provide community mediation and conflict resolution services at a Community designated High School in the Orange County Public School System or other appropriate location.
- Students will build upon their previous courses in the program to strengthen and reinforce their understanding of how to deescalate conflict, engage with high-conflict individuals, and facilitate mutual understanding among individuals from varying cultural and diverse backgrounds.

2.Course Description: The Advanced Mediation and Conflict Resolution Practicum places master level students in an Orange County Community High School to enhance their own mediation and conflict resolution skills by engaging the entire community to promote a more civil and professional level of discourse among students, teachers, administrators, and parents.

***3.Course prerequisites*:** Students should have already completed all other requirements of their

program or be completing their degree in the same semester they are participating in the practicum.

4.Course modality: This course is a mix-mode class.

5.Required text:

Required**:** Online Material to be provided during course.

Optional: Folger, Joseph P. and Poole, Marshall and Scott, Stutman, Randall K. (2017) *Working through Conflict, Strategies for Relationships, Groups, and Organizations* 8th Edition, Pearson Educations

6.The Instructor: Dr. Alisa Smith.

7. **GRADING:**

a. **Grades will NOT be rounded.**

b. **Grading Scale**

Letter Grade	**Percentage**
A	100-93.00
A-	92.99– 90.00
B+	89.99- 87.00
B	86.99 – 83.00
B-	82.99 – 80.00
C+	79.99 – 77.00
C	76.99 – 73.00
C-	72.99– 70.00
D+	69.99 – 67.00
D	66.99 – 63.00
D-	63.99- 60.00
F	59 and below

8. **Grades will be based on the following:**

Course Item	**Percent of Final Grade**
Participation in Mediation Activities	70%

Community Project	10%
Journal	10%
Presentations	10%

Assignments

1. Participation in Mediation Activities: students are expected to complete a minimum of seven mediations during the course of the semester. Said mediations can revolve around various forms of conflict including student with student; student with teacher; parent with teacher; or parent with school administration. Mediations need not be limited to school issues alone but can look to resolving matters in the outside community, if applicable, to further the goals of a "Community School" model.
2. Community Project: As part of the grade in this course, students will put together and present a community project to the greater school society including teachers, administration, and parents that addresses a specific need in the community that can be alleviated through the use of mediation techniques.
3. Journal: Students will submit a weekly three to five-page written reflection on their experiences each week. These reflections should ultimately create a journal that will culminate as written evidence of personal growth and sophistication with the implementation of mediation techniques in conflict situations. Entries will be submitted online via WebCourses.
4. Presentation: During the course of the semester, students will present on two of the mediations they conducted during the weekly class meeting. These presentations will discuss issues that occurred during the event focusing on any obstacles encountered, resolutions they created, and other aspects of the process that furthered their growth as peacemakers. The hope is that through these presentations, the instructor and the students can debrief from the experience to facilitate a fuller understanding of the individual's skills of the masters' student.
5. **Attendance.** While attendance does not count as a separate percentage of your grade, excessive absences or lateness will affect your grade.
6. **Incomplete Grades***:* The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. 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.
7. **Late Work***:* I do not accept late work unless there is an approved ***DOCUMENTED*** reason. Approval rests solely in my discretion. ***PLEASE*** turn your work in on time.
8. **Make Up Policy***:* Given the nature of this class and the work assigned, NO MAKE UP WORK WILL BE ACCEPTED WITHOUT EXPRESS PERMISSION BY ME.

BACKGROUND CHECKS: As part of the requirements of this class, UCF students must comply with all university regulations regarding background investigations and other training to be permitted to interact with minors on a routine basis. Furthermore, UCF students may have additional background requirements and other responsibilities placed upon them by Orange County Public Schools to

volunteer on school grounds. If a student for any reason believes they may not pass the background test due to a criminal conviction, citizenship status, or pending legal difficulties, they should NOT take this class.

COMMUNITY SCHOOL MODEL: "Community school" is a term used to describe a variety of strategic efforts involving core school-community collaborations. It seeks to capitalize on partnerships through a community to help support not only the education needs of a specific set of students but provide a holistic approach to lift up an entire community through offering additional services. A community school unites the most important influences in a child's life — school, families and communities — to create a network that supports their development toward productive adulthood. For more information on community schools please visit the Center for Community School's Website at https://ccie.ucf.edu/communityschools/.

ATTENDANCE AT SCHOOL SPONSORED EVENTS: Students are frequently asked to represent the university in authorized events and activities. In some cases, this participation conflicts with the students' course assignments and requirements. It is university policy that faculty members offer a reasonable opportunity for such students to complete missed classroom deadlines or assignments, including written or oral examinations, quizzes, term papers, or other assignments. Furthermore, the make-up assignment and grading scale should be equivalent to the missed assignment and its grading scale. No penalty due to absence may be applied to these make-up assignments.

RELIGIOUS OBSERVANCES:
(1) The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day.
(2) The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and University ceremonies will not be scheduled on a major religious holy day.
(3) Students who are absent from academic or social activities because of religious observances will not be penalized.
(4) A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

COMPUTER ACCESS: Students are expected to have access to a computer frequently. I recommend you have access to a computer weekly. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

READING ASSIGNMENTS: All reading assignments will be posted. Students are expected to review

the postings regularly and prepare for class accordingly. Reasonable efforts will be made to give students timely notice of any changes; as such it will be assumed that students knew of any changes made to the postings.

STUDENTS' RESPONSIBILITIES:

1. **Opinions Welcome and Encouraged:** You are welcome to share your opinions and ask questions without fear of reproach. I will share mine and you are welcome to choose what you believe for yourself.
2. **Create a Respectful Environment:** You are safe to share any viewpoint you would like as long as it is done in a respectful manner.
3. **Cell phones & Texting:** Cell phones need to be shut off in the classroom. They are disrespectful to the instructor and other students. So make sure these devices are turned off BEFORE entering the class. If you have a justifiable reason for having one on, please come see me before class and we will work something out**.**
4. **Avoid distracting behavior:** To make this a learning environment that is a productive learning environment it is important that you avoid distracting behavior (i.e. talking during lecture, text messaging, arriving late, leaving early, talking, writing notes, cell phone use, other activities such as reading the newspaper, and anything that might bother you or someone around you). Since many students (and instructors) are distracted by such behaviors, "violators" may be removed from class and referred to the Legal Studies Chair.

CALENDAR

1. *Important Dates to Remember:*

Classes Begin	Monday, August 26
Drop/Swap Deadline on myUCF	Thursday, August 29
Last Day for full refund	Thursday, August 29
Add Deadline on myUCF	Friday, August 30

Withdrawal Deadline	Friday, November 1
Classes end	Wednesday, December 4
Final Examination Period Begins	Thursday, December 5
Final Exam	TBA
Grades Due in myUCF	Monday, December 16

GENERAL UNIVERSITY POLICIE

a. Academic Integrity

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/). **ANY STUDENT FOUND CHEATING ON ANY ASSIGNMENT WILL BE GIVEN A ZERO FOR THE SEMESTER AND REFERRED FOR DISCIPLINARY PROCEEDINGS.**

b. Student Accessibility/Disability 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.

c. 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.

d. 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.

e. Indemnity Clause

Please note that this syllabus is an outline of the course. The Instructor reserves the right to change the structure/content of the course during the semester as the instructor deems necessary in order to accomplish the course goals as stated above. Changes if any will be posted on WebCourses with reasonable notice of said changes to the students. It is the student's responsibility to download and read this syllabus and any revised syllabi during the course of the semester from WebCourses.

f. 3rd Party Notes

Third parties may be selling class notes and other materials 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.

g. Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

h. Department of Legal Studies Learning Policy and Outcomes

http://oeas.ucf.edu/doc/cohpa/alc_cohpa_legal_studies_bsba.pdf

i. Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/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 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 (You CAN Survive an Active Shooter (Links to an external site.) Links to an external site.) about how to manage an active shooter situation on campus or elsewhere.

j. 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.

CLASS SCHEDULE: ***CLASSES MEET IN DPAC 154 9:00AM to 12:00pm on Fridays***

Class 1 (8/27/19) – *Introduction*

- Explanation of Syllabus
- Course Overview
- Background Checks have begun

Class 2 9/--/20 – School Tour, Introductions to Faculty, and Administration

Class 3 9/--/20–Review conflict and conflict resolution. Describe different types of school conflict. Identify appropriate (and inappropriate) issues for community mediation.

Class 4 9/--/20 –Review communication skills. Explore effective, age-appropriate verbal and non-verbal communication, listening skills, questioning strategies, and reframing strategies. Also, recognize culturally diverse styles of communication including trauma informed work focusing on the unique obstacles in the specific high school neighborhood.

Class 5 9/--/20 –Review the mediation process and apply it to school mediation. Cover the ground rules of the process, the stages of the process, identifying interests and positions, brainstorming resolutions, working toward a resolution, handling strong emotions and creating written agreements that are specific and realistic.

Class 6 10/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 7 10/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 8 10/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 9 10/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class10 10/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class11 11/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class12 11/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class13 11/--/20 - Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 14 11/--/20 - Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 15 12/--/20 – Master's Student's Presentations/Debriefing of Events/Group Discussions on successes and struggles from specific observations.

Class 16 Final Exam - Unpacking Day

The professor specifically reserves the right to modify this document as necessary.

To: Leisa Smith, Chair
Legal Studies

From: Nan Yu, Associate Director
Nicholson School of Communication and Media

Re: Support for Certificate Programs in Legal Studies at Graduate and Undergraduate Levels

Date: October 16, 2019

I am writing to provide the support of the faculty in Nicholson School of Communication and Media, and of the undergraduate and graduate programs in the Department of Communication, for the Department of Legal Studies to introduce certificate programs in conflict resolution and analysis at both the graduate and undergraduate levels.

Communication undergraduate and graduate courses are well-suited as electives to these certificate programs and we look forward to future opportunities to increase the Department of Communication's level of involvement at both the undergraduate and graduate levels at a future date.

Please feel free to contact our school if you have additional questions.

Nan Yu, PhD

Nan Yu

Interim Associate Director of Academic Affairs

Nicholson School of Communication and Media

University of Central Florida

nan.yu@ucf.edu

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 4:40:22 PM Eastern Daylight Time
From: Lynn Becker
To: Alisa Smith

Alisa,

You have our approval and full support. Please feel free to reach out to me if there is anything that we need to do on our end.

Looking forward to partnering with you as you launch your new certificate programs.

Lynn Becker
Associate Department Chair, Management Department
College of Business Administration
University of Central Florida
lynn.becker@ucf.edu

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

Dear Colleagues,

Attached are two joint certificate program proposals along with the courses to support each for your review. The Department of Legal Studies and the School of Communication and Media are proposing joint graduate and undergraduate certificates in Conflict Resolution and Analysis. I am reaching out for your departmental/school/program approval. We have included a management and a public administration course as elective options in both.

If you have any questions or concerns, please let me know. If you have no objections to the proposals, please let me know that as well.

As an aside, we understand that the undergraduate proposal may be sidelined until Curriculog is up and running; we are requesting your review at this time, however, to expedite its submission when the system is available.

Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive

HPA 1 – Room 343
Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 15, 2019 at 1:39:40 PM Eastern Daylight Time
From: Naim Kapucu
To: Alisa Smith

Alisa,
I did share the proposals with our program directors. No conflict was identified. The following courses were recommended as potential electives:
Undergraduate Minor:
PAD4446 Multiculturalism in Public Administration
PAD3040 Ethics and Values in Public Administration
Graduate Certificate:
PAD 6397 Managing Emergencies and Crises
PAD6439 Leadership in Public Service

Let me know anything I can do to help.
Best,
Naim

Naim Kapucu, Ph.D.
Pegasus Professor & Director
School of Public Administration
Joint appointment, Resilient, Intelligent and Sustainable Energy Systems (RISES)
University of Central Florida
528 W. Livingston St., Suite 446
Orlando, FL 32801
407.823.2604
kapucu@ucf.edu
https://ccie.ucf.edu/profile/naim-kapucu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
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Alisa

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Orlando, FL 32816-1602
Office: 407.823.1670
alisa.smith@ucf.edu

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From: Oliver Edwards
To: Alisa Smith
Subject: RE: Graduate and Undergraduate Certificate proposals
Date: Tuesday, October 8, 2019 3:07:50 PM

Greetings Alisa,

I trust all is well. I reviewed the documents you provided. These documents do not suggest an overlap with programs or courses in my department. Further, the information you shared suggests the certificates will not require additional funding that would impact funding for my department. Therefore, I do not envision a conflict and wish you the best with your proposals.

My Best,

==========

Oliver W. Edwards, Ph.D., NCSP, BCBA-D
Professor of School Psychology
Chair, Department of Counselor Education and School Psychology
University of Central Florida
P.O.B. 161250
Orlando, FL 32816-1250

To access the UCF School Psychology Program Website click Here
https://ccie.ucf.edu/cesp/school-psychology

Administrative Staff Phone Number: 407-823-2401

To review my Personal Webpage click Here
https://ccie.ucf.edu/profile/oliver-edwards

From: Alisa Smith <Alisa.Smith@ucf.edu>
Sent: Tuesday, October 8, 2019 2:38 PM
To: Lynn Becker <lynn.becker@ucf.edu>; Oliver Edwards <owedwards@ucf.edu>; Naim Kapucu <kapucu@ucf.edu>
Subject: Graduate and Undergraduate Certificate proposals

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Than you in advance.

Alisa

Alisa Smith, JD, Ph.D.
Chair and Associate Professor
Department of Legal Studies
University of Central Florida

12805 Pegasus Drive
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Orlando, FL 32816-1602
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alisa.smith@ucf.edu

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UNIVERSITY OF CENTRAL FLORIDA

UCF Center for Community Schools
College of Community Innovation and Education
12494 University Blvd.
Orlando, FL 32816-1250

September 5, 2019

Alisa Smith, J.D., Ph.D.
Department of Legal Studies
College of Community Innovation and Education
528 W Livingston Street, Suite 430
Orlando, FL 32801

Dear Dr. Smith,

On behalf of the UCF Center for Community Schools, I write this letter in support of the UCF Department of Legal Studies' proposal to establish a practicum course that offers conflict resolution graduate students an opportunity to master mediation skills and knowledge during field experience at an Orange County Public School.

The proposed Advanced Mediation and Conflict Resolution Practicum is designed to enable students to strengthen and reinforce their understanding of how to deescalate conflict, engage with high-conflict individuals, and facilitate mutual understanding among individuals from varying cultural and diverse backgrounds.

The ability for UCF students to offer these services in the community is a great example of university assistance – and university assistance is an integral component of the Community Partnership Schools™ model of community schools we are implementing here in Florida with support from the state Legislature.

I have discussed the proposal with Dr. Marc Consalo, who coordinates experiential learning initiatives for the department. We are excited the department is interested in launching the practicum at one of our Community Partnership Schools in Orange County Public Schools – OCPS ACE or Evans High School, both in Orlando.

We look forward to seeing the practicum course developed and fully support implementation of the practicum at a Community Partnership School in the near future.

Sincerely,

Dr. Amy Ellis
Director, UCF Center for Community Schools

Phone: 407.823.2723 • Fax: 407-823-0744 • Web: ccie.ucf.edu/communityschools

College of Community Innovation and Education - Grad Course Revision - EDS 6130 Educational Supervisory Practices II

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Proposal Type:	Grad Course Revision
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department of Educational Leadership & Higher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* EDS	**Code:*** 6130
Course Title:*	Educational Supervisory Practices II
30 Character Abbreviation:*	EDUCC SUPERVISORY PRACTICES II
Full Title:*	Grad Course Revision - EDS 6130 Educational Supervisory Practices II

Course Instructor (Must be Approved Graduate Faculty/Scholars): Marjorie Ceballos

Department Chair Phone Number:* 407-823-2432

Dept Chair Email* rosusan.bartee@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Analysis of effective supervisory behavior as it relates to planning and change; observation and conferencing skills; staff and group development, problem solving; and decision making.

Prerequisite(s): ~~Basic Teacher Certificate or C. I.~~ **Completion of EDS 6123: Educational Supervisory Practices 1**

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme:* ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	0
Total Engagement Hours:*	3

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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	◉ Required Course ○ Elective Course

used primarily as:* Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	We would like to update the pre-requisites of this course to include completion of EDS 6123 so that students are required to take EDS 6123: ~~Education~~ **Educational** Supervisory Practices 1 before taking EDS 6130: ~~Education~~ **Educational** Supervisory Practices 2.
What grad programs/tracks require or recommend this course for graduation?	**Educational Leadership M. Ed.**
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	**60**

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. This class only exists in the Educational Leadership M. Ed. program for the students in that program.**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**

Academic integrity statement including definition(s) of and consequences

for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: **https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf**

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Lindsay Archambault

+ **I have completed all relevant parts of the form.**

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Lindsay Archambault

+ **I have attached a course syllabus and rationale.**

☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Course OID

Course Type Education Supervision

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

University of Central Florida
EDS 6130: Educational Supervisory Practices II
Semester
Room/Day/Time
Dr. Marjorie Ceballos

Dr. Marjorie Ceballos, Assistant Professor
Office: Education Complex, ED 22B
Phone: Office—407-823-7161/Cell—407.968.3813.
Email: marjorie.ceballos@ucf.edu
Email is the preferred communication method for expedient responses.
Office Hours: Tuesdays and Wednesdays 2:00 p.m. to 5:00 p.m. and other times by appointment.

Recording of Student Academic Activity-Due End of Week 1
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 go to Webcourses@UCF (Canvas) and complete the academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than January 11, 2019. Failure to do so will result in a delay in the disbursement of your financial aid.

Catalog Description

Educational Supervisory Practices II: PR: Basic Teacher Certificate or C.I. Analysis of effective supervisory behavior as it relates to planning and change; observation and conferencing skills; staff and group development, problem solving; and decision making.

Required Texts

Taylor, R. T. & Chanter, C. (2016). *The coaching partnership: Tips for improving coach, mentor, and administrator effectiveness*. Lanham, MD: Rowman Littlefield.

Nolan, J. F. & Hoover, L. A. (2011). *Teacher supervision and evaluation: Theory and practice,* Third Edition. Hoboken, NJ: John Wiley & Sons, ISBM 978-0-470-63995-5 (pbk)

Optional and helpful: Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York: Routledge.
*You may have this text from another course.

Course Overview

The purpose of this course is to provide aspiring instructional leaders with both a theoretical foundation and applied experiences toward promoting their demonstrated knowledge and skill as effective evaluators and coaches to improve instruction and classroom practices. Specific topics include planning and change, research and evidence based instructional planning, observation and data/evidence gathering techniques, oral and written communication, coaching, generative feedback, evaluation, and professional learning.

Expected Learning Outcomes

1. Deepen understanding of leadership for implementation of the school district teacher evaluation and using concepts of generative feedback.
2. Apply knowledge of research-based instruction in giving generative feedback, coaching, and evaluation.
3. Demonstrate the eight FLDOE identified skills of effective coaches and instructional leaders.
4. Apply, practice, and reflect upon concepts of observation, data and evidence gathering, generative feedback, and professional learning within a school setting.

Florida Principal Leadership Standards to be Demonstrated in EDS 6130

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

a. Engages in data analysis for instructional planning and improvement;
b. Communicates the relationships among academic standards, effective instruction, and student performance;

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Promotes school and classroom practices that validate and value similarities and differences among students;
c. Provides recurring monitoring and feedback on the quality of the learning environment;
d. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

Domain 3: Organizational Leadership

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate

Standard 9: Communication.

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

a. Recognizes individuals for effective performance;
b. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
c. Utilizes appropriate technologies for communication and collaboration; and
d. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

a. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
b. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
c. Demonstrates willingness to admit error and learn from it;
d. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Course Grading

Each student is expected to complete all assignments and activities on schedule.
Each enrolled student is expected to complete all assignments and participate in learning experiences on the dates indicated. The mid-term examination will be taken on the scheduled date unless the instructor approves prior arrangements. A late assignment will receive a reduction in points for each day the assignment is late, up to a half-off deduction for the entire assignment. Late assignments will be accepted only until XXXXXX at midnight. **Incompletes will not be given in this course. Any missing assignments not submitted by the prescribed deadline will receive a grade of zero.** *There is no makeup if the TeachLive session is missed.* Attendance in class is critical, since this course applies theory to current practice. Discussion and thoughtful application are critical to maximum learning during this course. Students are expected to attend classes and be prepared to participate in discussions. In this course, it is expected that all written assignments, with the exception of reflections, will adhere to APA style. If you are not familiar with APA style, please ensure you use the APA Style Manual, Sixth Edition. For a primer on APA style, please consult:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Assignment Points

Assignments	Points	Due Dates
Active Participation and Attendance	10 pts	Ongoing
Teachlive Participation	10 pts	
Teachlive Reflection	10 pts	
Mid-term Exam (In-class Analysis and Application)	10 pts	
Instructional Leadership Performance Task	20 pts	
Instructional Leadership Presentation	20 pts	
Final Exam (Synthesis Analysis and Application	20 pts	

Method of Evaluating and Grading
Final grades are based on a point accumulation basis. Students earn points via attendance, class participation, semester assignments, projects, and papers. Please note that the plus (+) and minus (-) grading scale is NOT used in this course. Grades of "A" through "F" will be given. Grades will be posted to UCF Webcourses throughout the semester. **Any missing assignments will result in a grade of zero for the missing assignment.**

Grading Scale		
A	**90-100**	
B	**80-89**	
C	**70-79**	
F	**Below 70**	

Assignments

Assignment #1 and 2: Teachlive Post-observation Conference and Reflection
Reflection Due: February 13, 2019 by 11:59 p.m. in Webcourses (20 points total)

TeachLive Post-observation Conference (10 points)

The goal is for you to practice giving a teacher generative feedback (Taylor & Chanter, 2016) using knowledge of research-based instruction (Taylor & Chanter, 2016; Hattie, 2009, etc.) after a hypothetical observation and for you to receive coaching feedback to improve your expertise.

Teachlive will take place on February 6 or 7. You will need to sign up no later than January 23, 2019, for a 30 minute time slot. The Teachlive™ post observation conference reflection on your learning experience is due in Webcourses by February 13, 2019 at 11:59 p.m.

TeachLive Reflection (10 points)

Your reflection should be between 2-3 pages and should include:

- a brief summary of the interaction
- what went well, based on course literature and other course evidence
- what you would do differently next time, based on course literature and other course evidence.

Assignment # 3 and 4: Instructional Leadership Performance Task (ILPT) and Presentation (40 points total)
Instructional Leadership Performance Task Due: February 27, 2019-April 17, 2019

Instructional Leadership Performance Task: Takes several weeks so plan ahead! Count time in pre-administrative internship 200 hours.

- Paper (20 pts, 2 each for the 8 skills and 4 for writing quality/APA)
- Presentation (20 pts, 2 each for the 8 skills and 4 for presentation/timing, engagement)

Eight Skills of the Instructional Leadership Performance Task

The goal is to provide for continuous improvement of teacher effectiveness. Demonstrate and reflect upon the **eight skills of the instructional leadership** performance task expectations as follows:

1. Apply a growth mindset in developing self and other professionals.
2. Use a range of interpersonal communication skills to provide generative feedback, coaching, and to support improved teaching.

3. Conduct lesson planning conferences that result in research-based instruction that reflect standards-aligned objectives, end of lesson formative assessment, and learning tasks to ensure student mastery. Set the purpose for the observation and agree upon data gathering tool. *The tool is not your school district evaluation instrument. Please refer to Nolan and Hoover (2011) for some examples of data gathering tools you may use.*
4. Model instructional and coaching expertise as observers and diagnosticians of teaching and learning.
5. Have evidence-based, non-evaluative conversations about **teaching and learning**.
6. Use real time/active coaching skills (generative feedback/goal setting) to improve instruction in the moment.
7. Use reflective/inquiry skills/generative feedback grounded in student data to debrief an observation and plan next steps.
8. Follow up on agreed upon next steps to support their implementation and identify next focus for coaching.

Procedures:

a. Participate in research-based and standards-aligned instructional planning with a teacher
b. Set a purpose for observation (including alignment with standards)
c. Observe the teacher.
d. Following the observation of the candidate/you will have a post-observation conference using inquiry to provide feedback on teacher-selected focus of instruction including research-based instruction, alignment with standards, data/evidence gathered, and set the next steps for continuous improvement (Taylor & Chanter, 2016). *Some students find it helpful to provide the teacher with the data for their reflection prior to the conference.*
e. Lastly, follow-up on the next steps to assure their implementation or to resolve issues with implementation.

ILPT Paper and Presentation:

Paper (8 pages maximum due night of presentation/rubric) and Presentation (10 minutes maximum/rubric). The presentation and paper should be professional in all accounts and must adhere to APA style.

a. Begin with a brief introduction on the classroom observed. It is helpful to provide context for the reader—is this a beginning teacher or a veteran teacher? Grade level? Subject? What else do we need to know?
b. Demonstrate expertise with standards-aligned, evidence/research-based instruction during the presentation and include visuals/photos to create a mental model. Digital story telling may be used. Get permission to photograph if applicable.
c. Context of the instruction is to include: student data/evidence, student work evidence, and/or observations.
d. Standard(s) taught, instructional strategy utilized, and student engagement are to be identified

e. Feedback provided is to be identified (Taylor & Chanter, 2016).
f. Inquiry examples (generative questioning) used and teacher's response (paraphrase or quote) are to be included. Some students choose to include this as a table within the paper; others include it within the paragraph as a narrative.
g. Next time you observe and provide feedback, how you will improve?
h. Describe follow up on next steps agreed upon with the teacher. Did you observe the teacher a second time? If so, what were the results? Was there another post-conference?
i. Label the 8 instructional leadership performance task skill components (see above), FPLS and FELE competencies, and connect to both course texts.
j. 8 pages of text maximum, not including cover page and references.

Tentative Calendar and Assignments

Dates may change as needed. School principal guest speakers will be added to share about setting instructional priorities for schools.

Date	Assignment	Think About
January 9	Review syllabus. Complete engagement activity in Canvas. Nolan & Hoover, Chapter 1	Preview texts What are the kinds of expertise needed to impact student learning and teacher effectiveness?
January 16	Watch coaching video: //www.lipscomb.edu/ayers//invest Taylor & Chanter, Preface –Chapter 1	Establish plan and implement plan for the Instructional Leadership Performance Task
January 23	Nolan & Hoover, Chapter 2 Taylor & Chanter Chapter 2, 6	How do the roles of each in the coaching partnership and evaluation process differ? How do the evaluation process and the coaching cycle compare?
January 30	Nolan & Hoover, Chapter 3-6 Sign up for Teachlive™ time period. Orientation to Teachlive™	In evaluating and coaching novice and marginal teachers how does your leadership practice adjust?
February 6 or 7	Teachlive™ Your post teacher observation conference time block	Arrive 30 minutes prior to your time. **There are no makeups.**
February 13	Nolan & Hoover, Chapter 8-10 Investigate standards for professional learning at learningforward.org. Presentations **Teachlive™ Reflection Due**	How do the authors' recommendations align with the standards for professional learning? What are the benefits of job embedded professional learning?
Feb. 20	Mid-term exam	How can high performing principals use inquiry and coaching while evaluating teachers? Build relationships and trust to ground a culture of learning?

February 27	Taylor & Chanter, Chapter 3 Presentations	What are ways that you can model inquiry and generative thinking?
March 6	Taylor & Chanter, Chapter 4-5 Presentations Watch: The Power of the Introvert on Youtube	Generate examples and non-examples of relationship building actions and communication.
March 13	UCF Spring Break	No Class
March 20	Research, Reading, and Writing	No Class
March 27	Taylor & Chanter, Chapter 7 Presentations Investigate http://researchmap.digitalpromise.org/	How can teachers, mentors, coaches, and administrators continuously improve expertise?
April 3	Taylor & Chanter, Chapter 8 Presentations Investigate Daniel Pink and watch his talks.	How can you facilitate empowerment of others?
April 8	Research Symposium and Celebration of Excellence	MIRC, UCF Main Campus, 5:00 p.m.-8:00 p.m.
April 10	Taylor & Chanter, Coaching System Planning Tool, Presentations	What steps can you take to implement the Coaching System Planning Tool?
April 17	Exam Review Presentations	What generative feedback would you like to provide for continuous improvement of the course?
April 24	Exam	Complete the online anonymous Perception of Instruction

Important Reminders

Apply to take the FELE early during the last semester of the administrative internship as passing on all sections is required to pass the administrative internship. You need the score report before grades are submitted.

Apply to register for EDA 6946 Administrative Internship one semester in advance. Check application due dates in the Guide to administrative internships on the program website. Late applications are not accepted.

Admits to the M.Ed. must take 6 ch in two semesters of administrative internship (180 hrs) during the last two semesters of enrollment. Modified core and Ed.S. students take one semester of the administrative internship. The last semester you will not take a second course so plan accordingly.
You must have documented 200 hours of administrative experience aligned to the FPLCs to submit with the application.
Note: Administrative internships take place under the supervision of principals in a public school.

Academic Standards

Professionalism: All communication in the course, which includes e-mail and assignments, should be done in a professional manner. Professional attire and language is expected when giving presentations. Feedback to colleagues is to be given in their best interest modeling inquiry and coaching reflecting research-based instruction.

Format: Unless otherwise noted, all written assignments must be using APA 6th edition and reflect expectations of proper grammar, language, and punctuation. 12 point Times New Roman font, double spaced is expected. A cover sheet and reference page are expected and not counted in the learning task page maximum. Seek assistance in the UCF CCIE Graduate Writing Support by registering for an appointment on the graduate affairs website.

Quality: Work is expected to be thoughtful, reflective and of high quality in terms of content, analysis, and presentation. Papers or portions of papers submitted for another course are not acceptable. Plagiarism will result in an F and recommendation to be removed from the program.

Timeliness: All assignments are expected to be handed in on time on the day on which the assignment is due. No Incompletes will be given and missing work will be given zero points. No mixed reality practice session makeup will be provided.

Golden Rule

Violations of student academic behavior standards are outlined in *The Golden Rule*, the University of Central Florida's Student Handbook. See http://www.goldenrule.sdes.ucf.edu for further details. **Students who plagiarize will receive an F for the course and be recommended for dismissal from the program.** Academic dishonesty is defined below:

1. Cheating, whereby non-permissible written, visual or oral assistance including that obtained from another student is utilized on examinations, course assignments or projects, is prohibited. The unauthorized possession or use of examination or course related material shall also constitute cheating.
2. Plagiarism, whereby another's work or words is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own, is prohibited. Any student failing to properly credit ideas or materials taken from another has plagiarized.
3. A student who has assisted another in any of the aforementioned breach of standards shall be considered equally culpable.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are 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.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered

with Student Disability Services, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor. Please verify the accommodations on file with Student Disability Services.

Internet Usage

You are expected to have daily access to the internet and email, since I will be emailing you constantly about assignment updates, revisions, and assignment /course feedback. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications.

Sexual Harassment and Violence

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to 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 the professor to discuss your circumstances.

Turnitin.com

Be aware that work submitted in this course may be subject to verification using Turnitin.com technology to ensure that work is the student's own creation and not in violation of the University's policy. Submission of work in this course constitutes a pledge that the work is original, and consents to have the work submitted to verify that fact is assumed.

College of Community Innovation and Education - Grad Course Revision - PAD 5887 Energy Policy

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* PAD

Code:* 5887

Course Title:* Energy Policy

30 Character Abbreviation:* Energy Policy

Full Title:* Grad Course Revision - PAD 5887 Energy Policy

Course Instructor (Must be Approved Graduate Faculty/Scholars): Kelly Stevens, PhD

Dept Chair Email* kapucu@ucf.edu

Department Chair Phone Number:* 407-823-2604

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* This course will address the history and future of energy technology trajectories, and the interaction of policy, economics, politics, and institutions on these developments. Particular emphasis will be on clean energy and air pollution policies in the US, but this course will also review transportation, environmental, and resource policies along with international agreements and fossil-based sources of energy.

Prerequisite(s): **Graduate Student or Consent of the Instructor.**

Corequisite(s): ~~None~~

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Emily Stettner

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Emily Stettner

+ **Odd Fall**

+ **Even Fall**

+ **Odd Spring**

+ **Even Spring**

+ **Odd Summer**

+ **Even Summer**

☑ Odd Fall ☑ Even Fall ☑ Odd Spring ☑ Even Spring ☑ Odd Summer
☑ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Emily Stettner

+ **Elective Course**

○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Revising prerequisite only. Course can be taken by graduate students in most majors

What grad programs/tracks require or recommend this course for graduation?

None

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check	☑ I have completed all relevant parts of the form.
Attached	☑ I have attached a course syllabus and rationale.
Proposal Type:	

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

UCF | School of Public Administration

PAD5887 – Energy Policy

Professor: Dr. Kelly A. Stevens	**Semester:** (Fall, Spring, Summer) Year **Room or Web Address:** ( )
Office: Orlando Campus Research 1 150F **Hours:** Day & Time Or by Appointment	**Phone:** (407) 823-2243 **E-mail:** Kelly.Stevens@ucf.edu

Course Text(s):

The following is/are the required text(s)/readings for the course:

- Required Text –
  1.) Fox-Penner, Peter. (2014). *Smart Power: Climate Change, the Smart Grid, and the Future of Electric Utilities, Anniversary Edition.* Island Press: Washington. ISBN: 978-1610915892
  2.) Levi, Michael (2013). *The Power Surge: Energy, Opportunity, and the Battle for America's Future.* Oxford University Press: Oxford. ISBN: 9780199986163
  3.) Rosenbaum, Walter A. (2015). *American Energy: The Politics of 21st Century Policy.* Sage: Los Angeles. ISBN: 9781452205373
- Additional Required Readings – Will be posted to Webcourses.

The following is/are suggested as supplemental text(s))/readings for this course:

- *For PAD students:* Blume, Steven W. (2017) *Electric Power System Basics for the Nonelectrical Professional, 2nd Ed.* IEEE Press: Hoboken, NJ. ISBN: 9781119180197
- *For engineering students:* Policy primers posted to Webcourses.

Course Description

This course will address the history and future of energy technology trajectories, and the interaction of policy, economics, politics, and institutions on these developments. Particular emphasis will be on clean energy and air pollution policies in the US, but this course will also review transportation, environmental, and resource policies along with international agreements and fossil-based sources of energy. Much of this class will be discussion driven based on readings from the texts, journal articles, and government institutions such as the Energy Information Administration and the Department of Energy.

Core Competencies

This course is designed to respond in part to the national Association of Schools of Public Affairs Administration (NASPAA) common curriculum components:

1. *Ability to lead and manage in public governance*
2. *Ability to participate and contribute to the policy process*
3. *Ability to analyze, synthesize, think critically, solve problems and make decisions*
4. *Ability to articulate and apply a public service perspective*
5. *Ability to communicate and interact productively with a diverse and changing workforce and citizenry*

Course Objectives

At the completion of this course, students will be able to:

- **Discuss** the history and complex nature of energy policy and deregulation in the U.S.
- **Compare** and **explain** different policy mechanisms and their role in influencing energy technology trajectories.
- **Evaluate** public policy formulation in the energy sector and how that process affects today's energy landscape.
- **Analyze** current events and trends in energy policy from an economic, technical, and political viewpoint and how these perspectives interact.

Course Requirements

Grading in this course will be assessed based on the following requirements, with the percent towards the final grade indicated. Absent an emergency situation, written assignments will not be accepted after the due date.

1.) Financial Aid Attendance Requirement (1%): All faculty members are required to document students' academic activity at the beginning of each course. Completing your introduction assignment will meet this requirement and document that you began this course. This assignment must be completed by XXXXX. Failure to do so will cause a delay in the disbursement of your financial aid.

2.) Policy Brief (20%): The policy brief should be six pages (double spaced), providing a brief overview of a provided policy and issue and the pertinent concerns for each of the involved parties. Following that, the majority of the paper should analyze the policy based on discussions and readings from the course, and reference at least three journal articles.

3.) Group Policy Brief (student's choice) (25%): The requirements for the second policy brief are similar to the first, however for this assignment students will work in groups and choose the policy from a provided list. Additionally, each group will produce a one slide "poster" to present to the class on their topic. Like the first policy brief, the majority of the paper (six pages, double spaced) should analyze the policy based on discussions and readings from the course, and reference at least three journal articles.

4.) Reading Reflection (20%): There will be **two** reading reflections of four pages (double spaced) each based off of one week's assigned readings. Weeks will be assigned to students during the first day of class. The reading reflection should examine the major themes in the readings, how it relates to previous topics covered in class, and a brief critique of the readings.

5.) Research Paper (34%): The final research paper will be on a topic of the student's choice within energy policy. The final paper should be 10-15 pages (double spaced) and cite material from outside the course. This paper will analyze the topic from an administrative,

economic, technical, and political standpoint, and should reference at least four journal articles.

Each paper is to utilize APA formatting. In the School of Public Administration we require APA style. Please refer to the APA style guide for formatting.

Assignment Point Values

Assignment	Percent of Grade	Due Date
Financial Aid Requirement	1%	**TBD**
Policy Brief 1	20%	**TBD**
Policy Brief 2 - Groups	25%	**TBD**
Reading Reflections (2)	20%	**TBD**
Research Paper	34%	**TBD**

Grades

100	93	=	**A**	4.0
92	90	=	**A-**	3.75
89	87	=	**B+**	3.25
86	83	=	**B**	3.0
82	80	=	**B-**	2.75
79	77	=	**C+**	2.25
76	73	=	**C**	2.0
72	70	=	**C-**	1.75
69	67	=	**D+**	1.25
66	63	=	**D**	1.0
62	60	=	**D-**	0.75
59	0	=	**F**	0.00

Academic Honesty

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."

Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule http://goldenrule.sdes.ucf.edu/ for further clarification of this issue. Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

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.

Writing/APA Style Assistance

Successful work requires *reasonable proficiency in writing skills* (grammar, spelling, syntax, use of paragraphs and punctuation), as well as *proper documentation* of sources and citation of references (APA 6th edition). Poor writing and use of APA will result in a lower grade on assignment. There are many references available for students on the School of Public Administration's website at: https://www.cohpa.ucf.edu/publicadmin/student-resources/.

Webcourses@UCF

While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF's learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at http://online.ucf.edu/support/webcourses/other/student-tour/. We will go over these web enhancements during the first class meeting. Please let me know if you have any questions about using Webcourses@UCF.

Classroom Decorum and Respect

Learning and the exchange of ideas are an integral part of our face to face classes. When we come together, my expectation is that everyone will be treated with mutual respect and civility, thereby creating an optimum learning environment. Every student is to be respected, regardless of their culture, values, or beliefs. During class sessions, differences of opinion are welcome if presented in a mutually respectful manner. Treat everyone and their

ideas with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking. While I do encourage the exchange of ideas in class, I would ask that you please refrain from side conversations as they distract from the class.

Cell Phones, iPads and Computers:

Please silence or turn off your cell phones and iPads during class, and please refrain from texting, checking your mail, checking social media, or surfing the Internet on your phone or iPad during class. This distracts from your participation. I will give you several breaks during class to do such things. If you must answer your phone, check your voicemail, or return a phone call, please quietly go out in the hall and return to class when you are finished. I do not need to know why you are leaving. I do not mind if you audiotape class meetings, but please let me know in advance.

Laptops and iPads are a convenient tool for students to take class notes, but please don't allow it to become a distraction. I ask that you only use it to take notes and not use it to check your e-mail, Facebook, or randomly surf the Internet. If I feel that students are abusing this policy, I may ask you to put your laptop away or ban laptops going forward.

Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with the instructor.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the

information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Notice of Copyright

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UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner

Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

- **Integrity** – to serve in a honest, transparent manner while honoring promises;
- **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
- **Fairness –** to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and

- **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

Professional Principles

We advocate the following professional principles to advance public service as a profession:

- **Commitment** – to pursue a passion for the public interest with accountability and transparency;
- **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- **Scholarship** – to cherish and honor learning that enriches the human experience;
- **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
- **Diversity and Inclusiveness –** to respect and value all perspectives and experiences, creating an environment that is open to all; and
- **Leadership –** to inspire others to advance the public interest while actively promoting democratic participation and collaboration**.**

UCF | School of Public Administration

Course Schedule

Include all reading materials (chapters, articles), meeting dates, final exam date/time, withdrawal deadline, and study day information.

Week/Date	Topics Covered & Readings	Assignment Due
Week 1: DATE	Syllabus, Introduction, Reflection Readings and Groups Assignments *Syllabus*	Financial Aid Requirement Assignment
Week 2: DATE	Brief history of energy policy, politics, and institutions *Reading:* Levi 1-4	
Week 3: DATE	Energy & policy primers *Reading:* Rosenbaum 1 & 2; EIA's Annual Energy Outlook (skim) *Optional reading:* Blume 1 & 2	
Week 4: DATE	Energy markets, supply & demand, deregulation/restructuring *Reading:* Fox-Penner 1-3; Levi 6 & 7	
Week 5: DATE	Technology-based policies *Reading:* Rosenbaum 3; Fox-Penner 4-6	
Week 6: DATE	Emissions-based policies *Reading:* Rosenbaum 4	1st Policy Brief
Week 7: DATE	Market-based policies *Reading:* Rosenbaum 5 & 6; Schmalensee & Stavins (1998). The SO2 Allowance Trading System: The Ironic History of a Grand Policy Experiment. *Journal of Economic Perspectives, 27(*1), 103-122. (online)	
Week 8: DATE	Climate science and policies *Reading:* Rosenbaum 7	

Week 9: DATE	Transportation policies & technology *Reading:* Levi 5	
Week 10: DATE	Group Poster Presentations	Group Policy Brief
Week 11: DATE	Resilient energy systems & sustainability *Reading:* Fox-Penner 10-11	
Week 12: DATE	Smart technology; role of R&D and innovation *Reading:* Fox-Penner 7-9	
Week 13: DATE	States, cities, and local areas in energy policy; role of private companies and investments *Reading:* Peterson, T. & Rose, A. D. (2006). Reducing conflicts between climate policy and energy policy in the US: The important role of the states. *Energy Policy, 34(*5), 619-631. (online)	
Week 14: DATE	International comparisons and agreements; developing countries *Reading:* Christoff, P. (2016). The promissory note: COP21 and the Paris Climate Agreement. *Environmental Politics, 25(*5), 765-787. (online)	
Week 15: DATE	Future trends and projections *Reading:* Levi 8; Fox-Penner 12-13	
Research Paper Due: DATE		

Disclaimer Statement:

Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course.

College of Community Innovation and Education - Grad Course Revision - RED 6336 Teaching Content Area and Disciplinary Literacy

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* RED

Code:* 6336

Course Title:* ~~Grad Course Revision RED 6336~~ Teaching Content Area and Disciplinary Literacy

30 Character Abbreviation:* Content and Disciplinary Literacy

Full Title:* Grad Course Revision - RED 6336 Teaching Content Area and Disciplinary Literacy

Course Instructor (Must be Approved Graduate Faculty/Scholars):	Michelle Kelley
Department Chair Phone Number:*	407-823-3272
Dept Chair Email*	Malcolm.Butler@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Differentiation of and strategies for content area reading and disciplinary literacy instruction for K-12 readers; focus on print and digital texts.
Prerequisite(s):	Basic Teacher Certificate or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	○ Yes ◉ No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	In 2018, the Standards for the Preparation of Literacy Professionals 2017, were published by the International Literacy Association. These standards are what guides reading programs at the graduate level and they are aligned to all of our courses. The new standards have several shifts that caused our reading faculty to reflect on whether our program was aligned to the new standards and whether we were preparing candidates that met these standards. Simultaneously, as a program, we had been exploring ways to make or program more relevant and marketable to students. As such, we have made the decision to change the title of 2 courses RED 6336 and RED 6746 and update the content to reflect these new titles, including new course descriptions. Three other courses have retained their title, but the course descriptions have been updated to reflect the new standards. All syllabi (for the 5 courses) have been updated to align to these changes. No change was made to RED 6116. In addition we have made adjustments to when courses are offered and the mode of delivery for courses.

What grad programs/tracks require or recommend this course for graduation?	None other than reading that we are aware of.

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	This course does not represent a duplication nor is it a conflict with other departments/programs. See rationale for course revisions.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures

Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership:

Course OID

Course Type Reading Education

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

University of Central Florida
College of Community Innovation and Education
School of Teacher Education

Department: School of Teaching Education
Course Title: Teaching Content Area and Disciplinary Literacy
Course Number: RED 6336
Semester: Fall (3 credit hours)
Days/Times:
Instructor:
Office:
Telephone:
Email Address:
Office Hours:

CATALOG COURSE DESCRIPTION

RED 6336. Differentiation of and strategies for content area reading and disciplinary literacy instruction for K-12 readers. Prerequisite: Basic teacher certification or CI approval. Recommended co-requisite with RED 6337.

COURSE GOALS

The primary goals of this course are to provide you with instructional practices and "tools" for becoming a facilitating reflective practitioner-scholar, teaching reading across content areas, and helping you discover that content area learning is made richer when reading, writing, speaking, viewing, thinking, and listening are taught together. Particular emphasis will be placed on:

- a comprehensive approach to reading instruction,
- specific teaching for comprehension in content reading,
- disciplinary literacy instruction
- the role of reflection in helping students to think critically, teaching reading with diverse students, and
- the use of appropriate texts and media instruction.

COURSE OBJECTIVES

ESOL- English to Speakers of Other Languages; FEAP - Florida Education Accomplished Practices; FETC - Florida Essential Teaching Competencies; FSAC - Florida Subject Area Competencies: Reading K-12 ILA -International Literacy Association Standards for Reading Professionals; CCSS – Common Core anchor standards.

The following objectives are statements of behavior expected of the student at the end of the course.

1. To understand the necessary principles of content reading instruction.
   (ESOL 2, 19; FEAP 1, 2, 8; FSAC 1, 5; PEC 1, 2, 8, 14; ILA 1)

2. To learn how to determine text complexity.
   (ILA 2.3, 4.2; FSAC 5.3, 6, 11.1; CCSS/ELA 10)
3. To learn, compare, apply, and evaluate activities for determining prior knowledge.
   (FEAP 8; PEC 14; FSAC 4,5, 6, 7.3; ILA 2; CCSS/ELA 2, 3, 5, 8, 9)
4. To learn and apply various instructional practices for increasing student reading comprehension of complex literary and informational texts independently and proficiently.
   (FEAP 8; FSAC 4, 5, 6, 7.3; PEC 8; ILA 1.4, 2; CCSS/ELA 1, 5,10)
5. To learn how to teach vocabulary words and phrases as they are used in content reading.
   (FEAP 8; FSAC 3.1, 4, 5.1, 5.2, 7.3; PEC 8; ILA 1.4, 2; CCSS/ELA 4)
6. To learn various strategic activities for studying.
   (FEAP 8; FSAC 5.4; PEC 8; ILA 2; CCSS/ELA 1, 2, 3, 4, 5, 6)
7. To learn how to develop and strengthen writing in content reading by planning, revising, editing, rewriting, or trying a new approach routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
   (FEAP 9; PEC 9; FSAC 12.3, 12.4; ILA 4.3; CCSS/ELA 1, 5, 10)
8. To know various strategic activities for organizing information.
   (FEAP 9; FSAC 4,5; ILA 1.4; CCSS/ELA 1, 2, 3, 5, 6, 7, 8, 9)
9. To learn how to group students for content reading.
   (FEAP 9; FSAC 10.2, 12; ILA 2)
10. To learn how to teach content reading with diverse students.
    (ESOL 2, 25, 19; FEAP 5, 9; FSAC 4, 5, 9, 10, 11, 12; PEC 5,9,14; ILA 1, 2)
11. To learn how to support the textbook with quality literature.
    (FSAC 6, 7.3; ILA 2.3, 4.2; CCSS/ELA 10)
12. To learn how to incorporate technology (i.e., computers, Internet, software, audio-visual equipment, videos) in content reading instruction to produce and publish writing and to interact and collaborate with others.
    (FEAP 12; FSAC 5.3, 6, 11; PEC 12; ILA 2.2, 4.2; CCSS/ELA 7)
13. To develop a thematic unit in content reading and analyze how two or more texts address similar themes or topics in order to build knowledge. (FSAC 5, 6, 12; CCSS/ELA 9)
14. To become reflective about personal philosophy of literacy acquisition and instruction. (ESOL 2, 25; FEAP 1, 13; PEC 2,3,14; ILA 4.3, 4.4, 5)

COURSE TEXTBOOKS (Required)

Vacca, R. T., Vacca, J. L., & Mraz, M. E. (2017). *Content area reading: Literacy and learning across the curriculum* (12th Edition). Upper Saddle River, NJ: Pearson.

* As part of this course, students will also study, discuss, and reflect on core research related to the topic and field. (See course schedule for additional assigned readings).

COURSE FORMAT

This is a graduate level class. In the syllabus you will find a course schedule indicating face-to-face class meetings and long distance work.

CLASS PROTOCOLS/EXPECTATIONS

IMPORTANT—Student Expectations

This is a graduate level class. A professional attitude toward learning, your classmates, and the instructor are required. Please note this class is designed for pre-service, non-service, and in- service teachers to obtain an overview of excellent reading research and instruction in secondary schools. For many assignments, you will need to "think" like a teacher and put on a "teacher's hat" in order to successfully complete them. Please keep this in mind when working on each of the assignments.

Collaboration is good so we will do it often (and in different formats). Quality of work is expected to be high in terms of mechanics, grammar, conventions, content, and presentations. Work that does not meet expected criteria will not earn full credit. For **Academic Integrity, & UCF Rules of Conduct**, please see http://osc.sdes.ucf.edu/process/roc

Students should submit all assignments on time. Please use Webcourses to post your weekly reflections and also post other course assignments. If weekly reflections are turned in later than the assigned time, but prior to the next weekly class period, they will receive a 50% reduction in points. All weekly reflections turned in later than one week (after the due date) will not be accepted. No late core course assignments will be accepted.

Policies Regarding, Participation, and Administrative Requirements: You are enrolled in the College of Community Innovation and Education because you are preparing for the profession of teaching children. Two key components of professionalism are attendance and participation. You will be assessed with regard to these.

- *There are no excused absences*. *Each absence will result in a reduction of your final grade by 15 points.* IMPORTANT: You are allowed to miss one-lesson pass during the course. You will need to email the course instructor in advance. You will have one week to make up the components of the missing lesson. If students do not complete assignments by the end of the one-week extension, the grade for each missing component will be zero (0).
- Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping may also have the final letter grade reduced.
- **Z** Designation for Academic Dishonesty: As a result of academic dishonesty in a course, an appropriate grade will be assigned to a student that is preceded by the letter Z.

UCF Golden Rule: The Golden Rule Student Handbook is a compilation of various policies and procedures specifically created to provide the answers to many of your questions regarding University rules and regulations. Please make sure you are familiar with the UCF Golden Rule policies. http://goldenrule.sdes.ucf.edu/

Harassment Statement: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been

harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Studying the material is mandatory! Please keep up with the weekly readings (on a weekly basis) so that you are able to answer follow-up questions and provide feedback to your classmates' postings, and meaningfully participate in class.

Read and review the class syllabus. This is extremely important, as it will help guide you through the course and through any changes that may occur in our class.

All email sent to instructors should have the subject heading **RED 6336**. This helps me to find your emails quickly. Please be patient when waiting for a response. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. You may also use Webcourses email to contact me about course-related matters.

UCF Academic Activity Policy: All faculty are required to document students' activity at the beginning of each course. In order to document that you began this course, please complete the first assignment by the end of the first week of classes—**check course schedule for due dates.** Failure to do so may result in a delay in the disbursement of your financial aid.

COURSE EVALUATION
Total possible points = 450
The following scale will be applied to the total points:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D 65-69; F 64 and below

COURSE ASSIGNMENTS

1. Weekly Written Reflections:
(13 X 20 each = 260 points). Each class meeting (face to face and on-line) will have a participation assignment. Each student will respond to all the participation assignments. Students are expected to attend ALL scheduled class meetings, complete all course assignments, and participate in classroom discussions and activities.
Participation in on-line Chats/Polls/Etc. There may be a variety of assignments on-line using. One assignment is "talking" with a small group about the course readings and synthesizing your knowledge as a group. Each meeting will require you to submit a group reflection on your meeting. Other assignments will include Polls and discussion postings. [**FEAP 8 Knowledge of Subject Matter**]

2. Qualitative, Quantitative, Reader & Task Text(book) Analysis: (50 points)

A. In order to determine the readability level of a text, prepare a quantitative assessment of a text using 2-3 readability formulas; including a Lexile score (see the link and follow the directions on the site). The text must have a total of at least 400 words. Ideally, you will select a recent textbook that is being used in the grade level and content area you teach or wish to teach. If you are unable to find a text, use a text you are either currently using or plan to use in your own grade level class; a third option is to use a textbook from one of the university classes in your content field.
   a. These websites will provide you with some readability formulas:
      - http://www.schrockguide.net/
      - http://www.readabilityformulas.com/free-readability-formula-assessment.php
      - http://www.lexile.com/analyzer/
B. Prepare a qualitative assessment of the same text using a textbook feature analysis.
C. Write a one-page reflection paper using your results. **[FEAP 9 Learning Environment, 10 Planning]**

3. Thematic Unit on Content Area Topic/Annotated Bibliography: (200 points, total)
Part 1: Text Set (150 points).
This is a group assignment. Students will collaborate with peers in a small group (no more than 4 members per group) to develop a text set to supplement a thematic unit or curricular topic of your choice (this should align with the technology resource list). Students will have to collaboratively decide on the theme, age/grade level, and related project goals. This text set should include at least 10 books from multiple genres (poetry, narrative, nonfiction, texts, articles, video (e.g., film trailer on a book), audiobooks, etc.). You will identify a goal for the unit/set. You will create an annotated bibliography (i.e., title, author, publisher and year, as well as a brief summary) of the texts. Instructor will provide an example of an appropriate annotation and the self-evaluation you will use.
[FEAP 8 Knowledge of Subject Matter, 9 Learning Environment, 12 Technology]

Part 2: Technology Resource List (50 points).

a. Prepare a typed, annotated list of **5** websites that can supplement and enhance instruction and textbooks used in a content area.
   i. Two of the web sites should be exclusively for teacher use.
   ii. Three of the web sites should be appropriate for students in 3rd-12th grades.

iii. Be sure to use a variety of sites for different purposes.

b. Prepare a typed, annotated list of 3 other technological resources including web sites, DVDs, Computer Programs, or videos that could be used in a content area

c. An annotation includes:
   i. The citation (the complete web site address).
   ii. A *detailed description* of the site.
   iii. Stated possible curricular and instructional uses for the site, as well as how you would use it in your classroom.
   iv. It should include the age appropriateness. If there are no ages indicated, then make a professional judgment about the ages for which you would use the site.
   v. Critically evaluate the website using the form located at http://www.schrockguide.net/ for each of the Web Sites you have selected. This means you will score the site based on the criteria.

[FEAP 8 Knowledge of Subject Matter, 12 Technology]

Students should submit 1 submission per group and should include the names of all group members who collaborated on this project including each group member's role.

This assignment should also include a group reflection that addresses the following: (a) overall reflections about creating this assignment; (b) ideas for how teachers can use this resource; (c) how developing this assignment relates to students' preparation as specialized literacy professionals.

This assignment will also meet Via program requirements. Upload the assignment as soon as you complete it and make sure that you include the reflection. **Via Portfolio Information: *Via™ by Watermark™ and the Via™ login page* www.vialivetext.com. Additional Resources: Via Support Website (https://ccie.ucf.edu/explore-via/).**

Please make sure that your annotated bibliography is complete and in correct APA format (see example below*). APA Style link: http://www.uwc.ucf.edu/Writing%20Resources/Handouts/apa_format.htm

4. **Observation Lesson:** (50 points) With a partner, select a content area literacy instructional practice, adapt the instructional practice to your own content area, prepare a lesson plan, and provide an observation lesson in class. Students will "teach" this lesson to the class just as they would in their own content area class. The lesson plan must include the literacy focus-lesson, content area, materials required, and complete teaching procedures. Students will sign up for a date for providing these observation lessons highlighting a particular instructional practice. Be sure that you are actually *teaching* students to do something with your lesson and not simply *assigning* them to do an activity. This will include modeling as well as guided practice. This content area literacy lesson will be a whole group lesson. **[FEAP 3 Continuous Improvement, 4 Critical Thinking, 11 Role of the Teacher]**

COURSE SCHEDULE, TOPICS, ASSIGNMENTS, & DUE DATES

Date	Topic(s)	Assignments
Week 1 F2F	Course Introduction Course Goals & Assignments Course Schedule Introduction to Reading in the Content Areas and Disciplinary Literacy Study: The Challenge of Content Area Reading and Disciplinary Literacy, Modules, Week 1	Study the Course Syllabus & Sign up for Observation Lesson Complete in class UCF Academic Activity Reflection
Week 2: Online	**Chapter 1 Literacy Matters**	Weekly reflection
Week 3: F2F	**Chapter 2 Learning with New Literacies**	Weekly reflection
Week 4: Online	**Chapter 3 Culturally Responsive Teaching in Diverse Classrooms**	Weekly reflection
Week 5: F2F	**Chapter 4 Assessing Students and Texts** Study: Formative Assessment, Modules, Week 5	Weekly reflection
Week 6: F2F	**Chapter 5 Planning Instruction for Content Literacy** Study: STEM Beyond the Acronym, Modules, Week 6	Weekly reflection Text(book) Analysis Assignment

Week 7: Online	**Chapter 6 Activating Prior Knowledge and Interest** Study: The Roots of Comprehension, Modules, Week 7	Weekly reflection
Week 8: F2F	**Chapter 7 Guiding Reading Comprehension** Study: What Content Area Teachers Need to Know about Adolescent Literacy, Modules, Week 8	Weekly reflection
Week 9: Online	**Chapter 8 Developing Vocabulary and Concepts**	Weekly reflection
Week 10 F2F	**Chapter 9 Writing Across the Curriculum** Study: Writing is Taught, Not Caught, Modules, Week 9-11	Weekly reflection Observation Lesson
Week 11 Online	**Chapter 10 Studying Text**	Weekly reflection

Week 12 Online	**Chapter 11 Learning with Multiple Texts** Study: The Case for Multiple Texts, Modules, Week 12	Weekly reflection
Week 13 F2F	**Chapter 12 Supporting Effective Teaching with Professional Development** Introduction to Disciplinary Literacy: Study: Shanahan & Shanahan, 2014 Fang, 2014 Modules, Week 13	Weekly reflection
Week 14	Thanksgiving Week	No Assignments Due

Week 15 F2F	Last Week of Classes	Course Review, Wrap-up Thematic Unit/Annotated Bibliography Assignment
	Final Examination Period	

* Updates to this course schedule and syllabus might take place in the course of the semester. Instructor will notify students ASAP if this occurs.

Sample Bibliography

Adams, M. J. (2010-2011). Advancing our students' language and literacy: The challenge of complex texts. *American Educator, 53,* 3-11.

Buehl, D. (2011). *Developing readers in the academic disciplines.* Newark, DE: International Reading Association.

Coiro, J. (2009). Promising practices for supporting adolescents' online literacy development. In K. D. Wood, & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practices* (pp.442-475). New York, NY: Guilford.

Common Core State Standards (2010). *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards*. Retrieved at: http://www.corestandards.org/assets/Appendix_A.pdf

Cunningham, A. E., & Stanovich, K. E. (Spring/Summer, 1998). What reading does for the mind. *American Educator*, 1-8.

Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education. Retrieved at: https://www.carnegie.org/media/filer_public/9d/e2/9de20604-a055-42da-bc00-77da949b29d7/ccny_report_2010_writing.pdf

Gunning, T. G. (2012). Buil*ding literacy in secondary content area classrooms*. Boston: Pearson.

International Literacy Association (2012). Adolescent literacy. A position statement of the International Reading Association. Newark, DE: International Literacy Association.

International Literacy Association. (2017). *Content area and disciplinary literacy: Strategies and frameworks* [Literacy leadership brief]. Newark, DE: Author.

International Literacy Association. (2018). *The power and promise of read-alouds and independent reading* [Literacy leadership brief]. Newark, DE: Author.

International Literacy Association. (2019). *Engagement and adolescent literacy* [Position statement and research brief]. Newark, DE: Author.

Jago, C. (2011). Motivating reluctant readers (Ch. 9). In C. Jago, With rigor for all: Meeting Common Core Standards for reading literature. Grades 6-12. Portsmouth, NH: Heinemann.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgesen, J., Cai, X., Helsel, F., Yael, K., and Spier, E. (2009). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices.* Washington DC: What Works Clearinghouse. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8

Shanahan, T., Fisher, D. & Frey, N. (2012). The challenge of challenging text. *Educational Leadership, 69*(6), 58-62.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review, 78*(1), 40-59.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders, 32*(1), 7-18.

Snow, C. E. (2010). Academic language and the challenges of reading for learning about science. *Science*, 238, 450.

Springer, S., Wilson, T. J., & Dole, J. A. (2014). Ready or not: Recognizing and preparing college ready students. Jou*rnal of Adolescent and Adult Literacy, 58*(4), 299-307.

Taboda, A., Guthrie, J. T., & McRae, A. (2008). Building engaging classrooms. In R. Fink & S. J. Samuels (Eds). *Inspiring reading success: Interest and motivation in an age of high-stakes testing* (pp. 141-166).

Zwiers, J. (2012). *Building academic language: Meeting common core standards across disciplines, grades 5-12.* San Francisco: Jossey-Bass.

Zygouris-Coe, V. (2012). Disciplinary literacy and the common core state standards. *Topics in Language Disorders, 32*(1), 35–50.

College of Community Innovation and Education - Grad Course Revision - RED 6337 Reading in the Secondary School

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* RED

Code:* 6337

Course Title:* Reading in the Secondary School

30 Character Abbreviation:* Reading Secondary School

Full Title:* Grad Course Revision - RED 6337 Reading in the Secondary School

Course Instructor (Must be Approved Graduate Faculty/Scholars): Michelle Kelley

Dept Chair Email* Malcolm.Butler@ucf.edu

Department Chair Phone Number:* 407-823-3272

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Motivation and engagement of the adolescent reader; Strategies for differentiation to support all proficient and non-proficient adolescent readers.

Prerequisite(s): RED 6336, Basic Teacher Certification, or C.I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* ○ Yes ◉ No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	In 2018, the Standards for the Preparation of Literacy Professionals 2017, were published by the International Literacy Association. These standards are what guides reading programs at the graduate level and they are aligned to all of our courses. The new standards have several shifts that caused our reading faculty to reflect on whether our program was aligned to the new standards and whether we were preparing candidates that met these standards. Simultaneously, as a program, we had been exploring ways to make or program more relevant and marketable to students. As such, we have made the decision to change the title of 2 courses RED 6336 and RED 6746 and update the content to reflect these new titles, including new course descriptions. Three other courses have retained their title, but the course descriptions have been updated to reflect the new standards. All syllabi (for the 5 courses) have been updated to align to these changes. No change was made to RED 6116. In addition we have made adjustments to when courses are offered and the mode of delivery for courses.

What grad programs/tracks require or recommend this course for graduation?	None other than M.Ed. in Reading

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	None that we are aware of, again the content has been realigned to an existing course related to standards.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures

Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership:

Course OID

Course Type Reading Education

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

University of Central Florida
College of Community Innovation and Education
School of Teacher Education

Department:	School of Teaching Education
Course Title:	Reading in the Secondary School
Course Number:	RED 6337
Semester:	Fall, 3 Credits
Days/Times:	Mixed Mode

Instructor:
Office:
Telephone:
Email Address:
Office Hours:

CATALOG DESCRIPTION

Motivation and engagement of the adolescent reader; Strategies for differentiation to support all proficient and non-proficient adolescent readers. Prerequisite: Basic Teacher Certificate, or CI. Recommended co-requisite with RED 6336.

COURSE GOALS

The primary goals of this course are to: a) invite you to think about your role as a secondary reading specialist in helping your students learn with and from text, b) to help you think about your role in supporting peer content teachers as they facilitate reading in their content areas, c) provide you with strategies and tools for becoming *a facilitating reflective practitioner*, d) help you understand the nature of the adolescent reader, e) help you select materials that are meaningful and appropriate for the readers, and f) provide opportunities for you to think about development of secondary reading programs.

COURSE OBJECTIVES

The following objectives have been developed to meet the requirements of accrediting agencies. They meet the standards established for the following:

ESOL—English to Speakers of Other Languages
FEAP—Florida Educator Accomplished Practices
PEC—Florida Professional Educator Competencies FSAC—Florida Subject Area Competencies: Reading K-12
IRA—International Reading Association Standards for Reading Professionals

The students will:

1. State assumptions, aims, and beliefs about teaching reading at the secondary level and provide a rationale for their beliefs.
   (FEAP/PEC 8, 9; FSAC 1.2, 12.1; IRA 5.1, 5.2)

2. Define content literacy and know principles of content reading instruction. (ESOL 2, 19; FEAP/PEC 1, 2, 8; FSAC 5.1, 5.2, 5.3, 5.4, 5.5; IRA 1.4)
3. Learn how to determine readability concepts to content area texts. (FSAC 5.3; IRA 4.2)
4. Integrate reading strategies and use of technology within daily and unit lesson plans. (FEAP/PEC 12; FSAC 4, 5, 12; IRA 2.2, 2.3)
5. Understand, incorporate, and respond to classroom diversity in their instruction so that all secondary students become aware of and competent with learning strategies. (FEAP/PEC 1, 4, 10; FSAC 9.1, 9.2; IRA 1.3, 4.2)
6. View instructional assessment as a continuous process of gathering multiple sources of relevant information for instructional purposes. (ESOL 2, 19, 25; FEAP/PEC 5, 9; FSAC 10; IRA 3.1, 3.2, 3.3, 4.1)
7. Understand the importance of student engagement and collaboration at the secondary level. (FEAP/PEC 2, 7, 9; IRA 1.1)
8. Apply various strategies for increasing student comprehension. (FEAP/PEC 8; FSAC 4, 5, 6; IRA 1.4, 2.1, 4.1) 9.

Apply various strategies for vocabulary development. (FEAP/PEC 8; FSAC 4.2, 5.1; IRA 1.4, 2.1, 2.2, 2.3, 4.2)

10. Apply strategies to develop fluency. (FEAP/PEC 8; FSAC; IRA 1.4, 2.1)
11. Integrate writing across the curriculum. (FEAP/PEC 9; FSAC 12.3; IRA 1.3, 2.3, 4.3)
12. Demonstrate knowledge of effective study strategies useful in the comprehension of content area material. (FEAP/PEC 8; FSAC 4.5, 5.4; IRA 2.2, 4.2)
13. Appreciate the value of reading as a life-long goal and develop strategies to help secondary students acquire a similar appreciation. (FEAP/PEC 8; FSAC 6.4, 8.2; IRA 4.3, 4.4)
14. Select quality literature to support learning at the secondary level. (FSAC 6.3, 11.1, 11.2; IRA 2.3, 4.2)
15. Become reflective about personal educational practices. (ESOL 2, 25; FEAP/PEC 3; IRA 5.1, 5.3)

COURSE TEXTBOOKS (Required)

Wolsey, T. D., & Lapp. D. (2016). *Literacy in the disciplines: A teacher's guide for grades 5-12.* New York, NY: Guilford Press.

* As part of this course, students will also study, discuss, and reflect on core research related to the topic and field. (See course schedule for additional assigned readings).

COURSE FORMAT

This is a regular class graduate level class. In the syllabus you will find a course schedule indication face-to-face class meetings and long distance work.

COURSE TOPICS

- Reading process
- Nature of the adolescent reader & adolescent literacy
- Background knowledge and reading comprehension
- Role of text in secondary classrooms
- Vocabulary and vocabulary instruction
- Comprehension and comprehension instruction
- Disciplinary literacy
- Writing
- Emerging literacies
- Literacy coaching in secondary schools
- Role of reading specialist
- Instructional/intervention strategies for reading (comprehension, vocabulary, fluency, word recognition)
- Motivating/engaging the reader
- Working with content teachers
- Reading and writing across the content areas
- Supporting struggling readers' needs
- Assessment of reading strengths/needs
- School wide programs for secondary reading

COURSE REQUIREMENTS

1. **Weekly Written Reflections, Class Discussions, Class Attendance, & Participation** (13 X 20= 260 points).

It is important that you attend class, complete required readings, and participate. You will be responsible for sharing what you learned while reading the assigned texts throughout class discussions. Each week, we will do various activities, group work, etc., that cannot be completed if you are absent; extra credit will not be offered for in class activities. As you read, apply strategies suggested by the authors, ask questions, and label (margin or sticky notes) course topics as they are addressed (ex: process, adolescent reader, comprehension strategies, working with content teachers, etc., see list of objectives). Length of reflection: as long as it takes for you to articulate your insights. This is not a research paper, nor it is a "telegram." Each week, reflections are due by 11:55 PM (at the latest), each Tuesday.

Weekly Reflections Template
RED 6337 Fall
Student Name: Date: Week of Class:

A.-3 Things (new insights) I learned about reading in the secondary school (Be very specific with your answers.). Make sure that you make specific connections across assigned texts! Please provide specific evidence from texts to support your insights (i.e., author, source, page(s), etc.).

B-3 Questions I have about the topic, how to teach reading in the secondary school, or my role as a reading teacher, instructional coach, or specialist.

2. **Secondary Reading Specialist Interview** - (50 points)
   - It is important that you build your secondary grade school experiences. Spending some time with a secondary reading specialist/literacy coach will help expand your perspective about the role, responsibilities, and demands placed upon literacy coaches working in secondary grades.
   - Specific directions for the interview itself are on a separate section of the syllabus. After conducting the interview, think about what you learned about the course topics: reading process, nature of the adolescent reader, role of text in secondary classrooms, role of reading specialist, assessment of reading strengths/needs, instructional/intervention strategies for reading (comprehension, vocabulary, fluency, word recognition), motivating/engaging the reader, working with content teachers, school-wide programs for secondary reading.
   - Write a summary of what you learned (and include the questions you asked) through the interview especially about the course topics listed above. Include a copy of the interview with your summary and reflect on the entire experience in the context of literacy coaching in secondary grades. (See sample past interviews in Course Modules section of Webcourses for writing up the interview. Be sure to identify person interviewed, date of the interview, and place/school).

3. **Secondary Content Area Teacher Interview** - (65 points)
   - Spending time with a secondary content area teacher will increase your awareness of what demands content reading and learning places on teachers and students; in addition, it will also help you learn more about the literacy demands of each discipline. This experience will better equip you to work with secondary content area teachers in the future. Specific directions for the interview itself are on a separate section of the syllabus.
   - After conducting the interview, think about what you learned about the course topics: For example: Disciplinary literacy, Common Core State Standards/FL Standards, reading process, nature of the adolescent reader, role of text in secondary classrooms, role of content area teacher, assessment of reading strengths/needs, instructional/intervention strategies for reading (comprehension, vocabulary, fluency, word recognition), motivating/engaging the reader, working with content teachers, school-wide programs for secondary reading.
   - Write a summary of what you learned through the interview (and include the questions you asked) especially about the course topics listed above. Include a copy of the interview with your summary. (See sample past interviews in Course Modules section of Webcourses for writing up the interview. Be sure to identify person interviewed, date of the interview, and place/school).

4. **Classroom Observations** (2 observations (min.), 1 period long each)- (100 points). You are expected to complete 2 classroom observations—1 in a secondary reading/intensive reading classroom(s) and 1 in a secondary content area classroom(s). Observations are to be completed on assigned dates (Please see course schedule for due dates); also, see suggested observation protocol below. You are expected to use the protocol along with your field notes to conduct a summary on each observation. Focus should be on the classroom environment, teacher instruction, student needs/performance, student engagement or needs, and texts.

RED 6337 Observation Protocol for Reading Classes (Middle/High School)
School: Teacher: Course/Period:
Date: Activity: Length of Observation:

Classroom Environment
- Print-rich
- Student work displayed
- Organized, conducive to learning
- Novels, diverse texts, materials present (not in boxes)
- Positive, motivating, inviting, climate of respect
- Agenda posted
- Utilization of audio-visual aids for demo purposes

Role of Teacher
- Provides purpose, models, facilitates student learning
- Encourages active participation (teacher-student), (student-student)
- Monitors student growth

Role of Student
- Active, meaningful engagement
- Self-monitors understanding

Instruction
- High, Medium, Low level of student engagement
- Purpose established
- Careful planning, organization
- Transitions established, seamless
- Modeling
- Activates prior knowledge
- Makes connections between known-new
- Connections with other content areas, FSA, ACT, SAT
- Questioning strategies (e.g., QAR, higher level)
- Explicit vocabulary instruction
- Explicit comprehension instruction
- Pre-reading strategies
- During-reading strategies

- After-reading strategies
- Instructional scaffold provided
- Reading/Writing
- Whole class, pair/group, independent reading/writing
- Literature circles
- Software or other technology used to support reading
- Monitoring, assessment of student understanding
- Adequate time for wrap-up, closure

5. **Text Set/Thematic Unit– (200 points)**

(Portfolio Assignment: FEAPs - Human Development and Learning, Planning, ESOL).

- Students will work in teams of [up to] 4 to create a text set using high interest adolescent literature, including fiction, non-fiction, and websites/internet articles and multimedia resources. FL ELA/Reading Standards will be identified. A more in-depth explanation with examples will be provided in class through out the semester. (See Syllabus Appendix for more details.) You will develop a text set to supplement a thematic unit or curricular topic of your choice for secondary grades. This text set should include a variety of books from multiple genres (i.e., poetry, narrative, nonfiction, texts, articles, etc.—see Syllabus Appendix for more details).
- You will identify a goal for the unit/set. You will create an annotated bibliography (title, author, publisher and year, as well as a brief summary) of all texts. Instructor will provide an example of an appropriate annotation and the self-evaluation you will use.
- Particular emphasis should be placed on selecting complex and relevant text and effective reading, vocabulary, and comprehension strategies especially for your class novel (as part of your text set). Since this course focuses on reading in the secondary school and also since you will probably find yourself teaching an reading class at a secondary school or supporting teachers at secondary schools (as a literacy coach) it is imperative that you spend much time thinking about and planning for instruction that will support and help to improve students' reading. Close reading of complex text, vocabulary, and comprehension along with student engagement, are core challenging areas for secondary school readers and are also key areas reflected in the FL ELA/Reading Standards.
- As part of your text set, you need to plan for, and provide examples using your core text set book for: (1) close reading, (2) text-dependent and evidence-based questions, (3) vocabulary and comprehension strategies, and (4) writing (esp. in the form of a final project) and ways to engage students with text(s). This is a very important part of your text set (i.e., close reading, lesson/strategy development/instruction). You are expected to present your text set in class and provide a short handout for all participants that includes basic text set information and your choice of 1-4 above to model/demonstrate in class. A self-evaluation and more guidelines will be reviewed in class.

6. **Young Adult Literature Assignment** - (75 points)
   - Read 2 fiction books appropriate for grades 6-12 from your text set selection. Make sure that each group member reads the same 2 books as part of your text set. This is a collaborative assignment following the same group structure and membership as the text set.
   - Requirement: You must read one fiction book by a minority author. Below is a sample list of some excellent minority authors. If you find an author not on the list, just let me know.

     Sharon Draper
     Walter Dean Myers
     James Howe
     Mildred Taylor
     Rita Williams-Garcie
     Jacqueline Woodson
     Isabel Allende
     Sandra Cisneros
     Christopher Paul Curtis
     Sharon Flake
     Virginia Hamilton
     Angela Johnson
     Alex Sanchez
     Esneralda Santiago
     Gary Soto
     David Levithan

   - It would be great if one of your YA books is a recent (2010-present) Printz winner. You can find the Printz winners at www.ala.org/yalsa/printz
   - Some of my favorite authors are Sharon Draper, Cynthia Voigt, Edward Bloor, Laurie Anderson, Markus Zusak, Alice Sebold, etc.
   - The *Journal of Adult and Adolescent Literacy* can be a good resource for booklists- especially the October and November issues. *The School Library Journal* is another great source—see http://www.slj.com/category/teens-ya/ for YA book reviews.
   - If you are not sure whether a book is for elementary or secondary students, look at the main character's age; however, that is just a guideline. Many books that appeal to secondary students have very young characters; a number of books also appeal to both age groups (books by Paulsen, Paterson, Lowry, for example). Select books that are appropriate for adolescents in 6th -12th grade levels.
   - You are expected to develop (and submit--see course calendar) a brief presentation (in the form of a PowerPoint/Prezi presentation, Adobe Spark, Digital storytelling, or Glogster, etc.) that (1) describes why you think the books is/is not appropriate for secondary readers and explains what makes this text complex for secondary school students (i.e., identify themes, ideas, Lexile level, or other measures that contribute to text complexity: see

http://www.corestandards.org/the-standards , Appendix A for information on text complexity; (2) a concrete text access tool: story map, story pyramid, character body map, predictions-reflections, etc. or any other access tools that apply to the books--share what specific tools you will use to help engage the reader with the texts and build their comprehension of text; (3) a list of the thinking processes (strategies) in which you engaged during the reading and how these helped you to better comprehend the text; (4) how you plan to use this book in class (e.g., class novel, literature circles, etc.); and, (5) a list of questions you have for the author of the text or the way you plan to use the text to develop and support adolescent readers' reading.

- You are also expected to respond to another group's YA submission and offer feedback, suggestions that will help them with improve their plans, or questions about their YA choices and plans.

CLASS PROTOCOLS/EXPECTATIONS

IMPORTANT—Student Expectations

- This is a graduate level class. A professional attitude toward learning, your classmates, and the instructor are required. Please note that this class is designed for pre-service, non-service, and in-service teachers to obtain an overview of excellent reading research and instruction in secondary schools. For many assignments, you will need to "think" like a teacher and put on a "teacher's hat" in order to successfully complete them. Please keep this in mind when working on each of the assignments.
- Collaboration is good so we will do it often (and in different formats).
- Quality of work is expected to be high in terms of mechanics, grammar, conventions, content, and presentations. Work that does not meet expected criteria will not earn full credit.
- Students should submit all assignments on time. Please use Webcourses to post your weekly reflections and also post other course assignments. If weekly reflections are turned in later than the assigned time, but prior to the next weekly class period, they will receive a 50% reduction in points. All weekly reflections turned in later than one week (after the due date) will not be accepted. No late core course assignments will be accepted late (i.e., observations, interviews, YA assignment, text set).
- All assignments must be completed in order to receive a passing grade in the course (please see course evaluation scale).

Policy Regarding Attendance, Participation, and Administrative Requirements: You are enrolled in the College of Education because you are preparing for the profession of teaching children. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. *There are no excused absences. Each absence beyond one will result in a reduction of your final grade by 15 points.* **IMPORTANT: You are allowed a one-lesson pass during the course.** You will need to email in advance and let me know about the need to postpone one lesson. You will have one week to make up the components of the missing lesson. If students do not complete assignments by the end of the one-week extension, the grade for each missing

component will be zero (0). Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping may also have the final letter grade reduced.

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>.

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>.

Harassment Statement--Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Student Accessibility- The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience. Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Studying the material is mandatory! Please keep up with the weekly readings (on a weekly basis) so that you are able to answer follow-up questions and provide feedback to your classmates' postings, and meaningfully participate in class.

- Read and review the class syllabus. This is extremely important, as it will help guide you through the course and through any changes that may occur in our class.
- All email sent to my address at Vassiliki.Zygouris-Coe@ucf.edu should have the subject heading **RED 6337**. This helps me to find your emails quickly. Please be patient when waiting for a response. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. You may also use Webcourses email to contact me about course related matters.

COURSE EVALUATION
Total possible points = 750
The following scale will be applied to the total points:
A 94-100
A- 90-93
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73

D 65-69
F 64 and below

COURSE SCHEDULE

Week	Assigned Readings	Assignments Due
Week 1: F2F	Introduction to the Course Form YA/Text Set Groups Instructor presentation	Weekly Reflection 1—to be completed in class: *UCF Academic Activity Policy— **Mandatory!**
Week 2: F2F	A. Examine **any** of the following to review: 1. Examine LAFs for any of the middle or high	Weekly Reflection 2
	school grades; see http://www.fldoe.org/core/fileparse.php/5390/urlt/0081014-lafs.pdf) 2. Examine NAEP 2017, Grade 8 results in Reading (you can also compare national and state scores); see https://nces.ed.gov/nationsreportcard/reading/ 3. Critically examine FL FSA 2019 State & District scores for any of the following grades: 6, 7, 8, 9, 10; see http://www.fldoe.org/accountability/assessments/k-12-student-assessment/results/2019.stml	
Week 3 F2F	What is Hot, What is Not, in Literacy Report 2018 Find it in Modules, Week 3 CMC and YA/Text Set Projects—in class	Weekly Reflection 3

Week 4: Online	Study #1 and choose to study #2 or #3—See Modules, Week 4 1. Improving adolescent literacy: Effective classroom and intervention practices https://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf 2. Fisher & Frey, 2015a 3. Fisher & Frey, 2015b	Weekly Reflection 4
Week 5: F2F	Study Time to Act (2010) --See Modules, Week 5 Study Chapters 1-2, Wolsey & Lapp What is the difference between disciplinary literacy and reading in the content areas?	Weekly Reflection 5 \
Week 6: F2F	**YA Assignment In-Class Presentation**	Weekly Reflection 6
Week 7:	Study Chapter 3, Wolsey & Lapp	Weekly

Online	See Modules, Week 7: Shanahan & Shanahan, 2008 & DL FAQs Shanahan & Shanahan, 2017	Reflection 7
Week 8: F2F	Study Chapter 4, Wolsey & Lapp	Weekly Reflection 8
Week 9: Online	Study Chapter 5, Wolsey & Lapp	Weekly Reflection 9 **Observations Due**

Week 10: F2F	Study Chapters 6-7, Wolsey & Lapp	Weekly Reflection 10 **Reading Teacher Interview**
Week 11: F2F	Study Chapter 8, Wolsey & Lapp	**Content Area Interview** Weekly Reflection 11
Week 12: Online	Study Chapters 9-10, Wolsey & Lapp	Weekly Reflection 12
Week 13: F2F	So, what is disciplinary literacy, and what does it have to do with us, the specialized literacy professionals? Study the following: 1. Chapter 11, Wolsey & Lapp 2. Modules, Week 13, Zygouris-Coe 2012 3. Modules, Week 13, Fang 2014	Weekly Reflection 13
Week 14:	Thanksgiving Week	No Assignments Due, No Class

Week 15: F2F Last Day of Classes	Adolescent Literacy & Literacy in Secondary Grades: Putting It All Together: Reflections on RED 6337 –See Modules, Week 14 Examine the following: Go to https://app1.fldoe.org/Reading_Plans/Narrative/NarrativeList.aspx Select a district's (preferably your own district) K-12 Comprehensive Research Reading Plan and examine the district's plans for secondary grades—What do you see about the role of literacy and disciplinary literacy in grades 6-12? Analyze the plan using your course knowledge about reading in secondary schools.	In Class: Course Reflections
UCF Final Examination Period	**Text Set Due**	**Text Set Due**

Appendix Secondary Reading Teacher/Specialist Interview

Please contact a secondary (middle school or high school) reading specialist in your county. Set up a time to visit her/him in his classroom or office. (It would be great if you can visit during school hours when students are there.) During your visit, please plan to visit two secondary reading classrooms; also, visit the media center if possible and chat with the library media specialist. Please submit the summary of your interview in writing. Please use APA style, single-spaced, Times New Roman 12 font, insert page numbers, a cover page with your name, the title of the assignment, course number and title, semester, and date, as well the questions your interview protocol.

Ask questions/observe to determine the following: (Be sure to take specific notes during the interview/visit.)

1. What is the overall reading program for the school?
(This includes reading in the content areas, reading classes available to students, reading programs outside of classes - book clubs, etc., role of media center/media specialist.) 2. Who makes up the literacy team for the school? (i.e., who is involved in the development and implementation of the reading program?) 3. Is there a reading specialist or a reading/literacy coach?
4. What are the responsibilities of the reading specialist/reading coach?
5. What leadership does the reading specialist/coach provide for the reading program?
6. What is the reading specialist/coach's role in reading assessment?

7. What is the reading specialist/coach's role in developing content area literacy?
8. What are major challenges students are facing in the area of reading?
9. How many intensive reading classes are there at the school (what is the overall percentage of the student population participating in intensive reading classes)?
10. What are the major challenges with being a secondary reading coach/teacher?
11. What did you do to prepare to become a reading specialist/coach?
12. Are there other staff members who are responsible for the reading development of students? If so, what are their responsibilities?
13. What advice would you offer to either future reading specialists/coaches or intensive reading teachers?
14. What materials/curricula are used within the reading classes? (e.g., Developmental reading, corrective reading, study strategies, types of classes, etc.)
15. What do you notice about materials, instruction, and the classroom environment for the reading classes?
16. What do you notice about the reading/literacy environment in the media center?
17. Do you anticipate any changes in your role and responsibilities as a result of the upcoming Common Core State Standards implementation in Florida? Please explain.
18. What are some of your efforts to create a common language of literacy among content area teachers and administration? What has worked or hasn't, and why?
19. In your view, what is disciplinary literacy and what role does it play at your school?
20. Based on your experiences and the demands of your position, what would you suggest abut improving the preparation of future reading specialists?
21. Other questions as apply.

Secondary Content Area Teacher Interview

Please contact a secondary (middle school or high school) content area teacher in your county. Set up a time to visit her/him in his classroom or office. During your visit, please plan to visit at least one secondary content area classroom.
Please submit the summary of your interview in writing. Please use APA style, singlespaced, Times New Roman 12 font, insert page numbers, a cover page with your name, the title of the assignment, course number and title, semester, and date, and your interview protocol.

Ask questions/observe to determine the following: (Be sure to take specific notes during the interview/visit.)

1. What is the overall reading program for the school?
(This includes reading in the content areas, reading classes available to students, reading programs outside of classes - book clubs, etc., role of media center/media specialist.) 2. Who makes up the literacy team for the school? (i.e., who is involved in the development and implementation of the reading program?) 3. Is there a reading specialist or a reading/literacy coach?
4. What is your definition of literacy?
5. What role should reading play in the content areas?

6. What role does reading play in your own classroom?
7. What are some core challenges your students are facing in reading?
8. What are some core challenges you are facing with reading, reading instruction?
9. Please describe your instruction.
10. What do you do to develop the vocabulary, comprehension, and overall reading of your students in your particular discipline?
11. What do you do to engage students with your content area texts?
12. How do you continue to learn about effective reading instruction in the content areas?
13. What advice would you offer to either future reading specialists/coaches or intensive reading teachers?
14. What materials/curricula do you use in your content area classroom?
15. What are 3 top areas you would like to continue to learn more about in the area of reading in the content areas?
16. What 3 top strategies do you use to build your students' vocabulary and comprehension?
17. What are some barriers to reading in the content areas or disciplines?
18. In your view, what are some issues associated with the upcoming implementation of the Common Core State Standards?
19. What are the literacy demands of your discipline?
20. What advise would you give to future literacy specialists about supporting the needs of content area teachers and their students in secondary grades?
21. Other questions as apply.

Classroom Observations

1. Please see observation protocol instructor will hand in class for you to use while observing an intensive reading class at the MS or HS level.
2. For observations in content area classrooms, please use the observation protocol instructor will share with you in class.
3. Please use both the protocol and your field notes for the summary below. Please use APA style, single-spaced, Times New Roman 12 font, insert page numbers, a cover page with your name, the title of the assignment, course number and title, semester, and date.
4. As per summary template, please see the following and use it for either type of observations:

Student Name: **Date:**
School: **Teacher Name:**
Grade Level: **Observation: 1 2 3 4** Description of Classroom:
Any Background Information (e.g., class, subject, number of students, set-up, etc.):
Notes on Classroom Environment:
Role of Teacher:
Role of Students:

Instruction (e.g., type, effectiveness, activities, student engagement, explicit instruction or not, modeling, background knowledge, effective reading strategies, assessment, other):
Overall "assessment" of classroom/reflections:

Text Set/Thematic Unit

(Because this is a portfolio assignment, please label where in the assignment the following practices are addressed (descriptors in parentheses help to further define the practice):

Critical Thinking*: (Uses strategies/materials to expand students' thinking skills; creates context in which to draw increased attention to learners' critical and/or creative thinking abilities. Clearly values the use of critical and creative thinking in the classroom as evidenced by consistently creating learning environments and using instructional strategies that promote critical/creative thinking.)*

Diversity: *(Selects appropriate culturally and linguistically sensitive materials for use in the learning process; uses classroom practices that create a positive learning environment for all students. Values diversity as demonstrated by considerations for diverse populations.)*

Human Development and Learning: *(Draws upon well established human development and learning theories and specific knowledge about her/his students in planning for instruction. Varies instructional materials to accommodate different student developmental levels and learning needs).*

ESOL*: (Identifies appropriate research based strategies for use with English Language Learners)*

Instructor will post a text set rubric in Webcourses.
Identify the practices by placing them in parentheses next to anything (theme, strategy, & book) that would help to develop that practice.

I. Identify your team (4 members per team).
II. Identify theme statement.
III. Identify age level(s).
IV. Identify core fiction book(s) (author(s) and title(s)). (This can be provided collaboratively; identify team member(s) who collaborated on this part.)
    A. Provide readability scores (3 separate passage scores and average scores for both Fry and Flesch/Kincaid.) (Please note that for Fry, you average the syllables then plot; then average sentences, then plot. Do not average the readability levels themselves.) (This can be provided collaboratively; identify team member(s) who collaborated on this part.). Option: use Lexile scores and any available readability levels on the book.
    B. Identify and describe 3 core pre-reading, during-reading, and after-reading strategies to be used. (Name of vocabulary, comprehension, or other strategies; provide rationale for your choice of each strategy, what purpose it will play in your instruction, and ideas for assessment; provide examples or template for each reading strategy.)

V. Identify supplementary fiction books to be used for reading in secondary grades within your text set parameters/theme (authors and titles); a minimum of 10. A. Examine readability scores (see above).
B. Identify strategies (and professional text).
C. Identify team member who provided these resources.

VI. Identify nonfiction books to support your text set theme (authors and titles)--a minimum of 15.
A., B., C. same as above

VII. Identify Internet articles--a minimum of 15 on the theme chosen.

VIII. A. and C. same as above

IX. Identify Internet sites--a minimum of 15 on the theme chosen. C. only needed.

X. Identify LAFS that are addressed through this thematic unit. Focus on the age/grade level identified. Look at FL ELA/Reading Standards, and possibly Science/Social Studies/Health. (This can be provided collaboratively; identify team member(s) who collaborated on this part.)

Text Set Appendix

Provide the readability support: Passages, sentence/syllable counts.
Provide sample strategy applications with strategy handouts.
Provide a brief reflection (paragraph for each accomplished practice) of how thematic unit/text set accomplished critical thinking, diversity, human growth/development, and ESOL. This can be a collaborative response.
This assignment will also meet Via program requirements. Upload the assignment as soon as you complete it and make sure that you include an assignment-related reflection.

Via Portfolio Information: *Via™ by Watermark™ and the Via™ login page* www.vialivetext.com. Additional Resources: Via Support Website (https://ccie.ucf.edu/explore-via/).

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College of Community Innovation and Education - Grad Course Revision - RED 6746 Literacy Leadership and Coaching

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* RED

Code:* 6746

Course Title:* Literacy Leadership and Coaching

30 Character Abbreviation:* Literacy Leadership

Full Title:* Grad Course Revision - RED 6746 Literacy Leadership and Coaching

Course Instructor (Must be Approved Graduate Faculty/Scholars): Michelle Kelley

Department Chair Phone Number:* 407-823-3272	**Dept Chair Email*** Malcolm.Butler@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Collaboration with stakeholders to plan, implement, and supervise reading programs in K-12 settings, including data mining and professional development. Exploration of coaching models and facilitation of a school-wide literate environment.
Prerequisite(s):	RED 5517 or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	○ Yes ◉ No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	In 2018, the Standards for the Preparation of Literacy Professionals 2017, were published by the International Literacy Association. These standards are what guides reading programs at the graduate level and they are aligned to all of our courses. The new standards have several shifts that caused our reading faculty to reflect on whether our program was aligned to the new standards and whether we were preparing candidates that met these standards. Simultaneously, as a program, we had been exploring ways to make or program more relevant and marketable to students. As such, we have made the decision to change the title of 2 courses RED 6336 and RED 6746 and update the content to reflect these new titles, including new course descriptions. Three other courses have retained their title, but the course descriptions have been updated to reflect the new standards. All syllabi (for the 5 courses) have been updated to align to these changes. No change was made to RED 6116. In addition we have made adjustments to when courses are offered and the mode of delivery for courses.

What grad programs/tracks require or recommend this course for graduation?	None other than M.Ed.

If not a major requirement, what will be the source of students?	Instructional Coaches and Curriculum and Instruction 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	None. The course is designed for Reading Master's Students. The revision reflect shifts in the field from management to coahcing.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures

Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership:

Course OID

Course Type Reading Education

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

RED 6746 – Literacy Leadership and Coaching Syllabus
University of Central Florida
College of Community Innovation and Education
School of Teaching Education

Instructor Contact

Instructor	
Office	EDU Complex
Office Hours	by appointment
Phone	
E-mail	

Course Information

Course Name	Literacy Leadership and Coaching
Course ID & Section	RED 6746.0M01
Credit Hours	3
Semester/Year	Spring
Location	
Course Meeting Day/Time	Mixed Mode: F2F meetings every other week, 6-8:50 PM

Course Description
Literacy Leadership and Coaching: This course focuses on collaboration with stakeholders to plan, implement, and supervise reading programs in K-12 settings, including data mining and professional development. Students will explore coaching models and facilitation techniques of a school-wide literate environment.

Course Objectives and Standards
ESOL: English Speakers of Other Languages
FEAP: Florida Educator Accomplished Practices
PEC: Professional Education Competencies
FSAC: Florida Subject Area Competencies, Reading K-12
ILA: International Literacy Association (ILA) Standards for Reading Professionals

The student will:

1. Identify components and characteristics of effective and/or exemplary reading programs in grades K-12 designed to meet the needs of ALL students.
   ◦ FEAP A1a, A1b, A1c, A1d, A1e, A1f; A2a, A2b, A2c, A2d, A2e, A2f, A2g, A2h, A2i; A3a, A3b, A3c, A3d, A3e, A3f, A3g, A3h, A3i, A3j; A4a, A4b, A4c, A4d, A4e, A4f; B1a, B1c, B1d, B2
   ◦ PEC 14
   ◦ ESOL 2,19
   ◦ FSAC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
   ◦ ILA 1.2, 1.4, 2.2, 2.3, 3.4, 4, 5.1, 5.2

2. Identify key people involved in the management and evaluation of reading programs in grades K-12, including the reading specialist and literacy coach role.
   ◦ FEAP A1b; A3b, A3g
   ◦ FSAC 10, 14.2, 14.3, 14.5

◦ ILA 3.1, 3.3

3. Explore a district reading plan in depth to determine components, including knowledge of the administration, assessment, monitoring, and supervision of K-12 reading programs.
   ◦ FEAP/PEC A1b; A3b, A3g, A3h, A3i, A3j; A4a, A4f; B1c
   ◦ FSAC 6.3, 11.1, 11.2
   ◦ ILA 2.2

4. Describe and differentiate reading/literacy coach models in K-12 reading programs.
   ◦ FEAP A1b; A3b, A3g; B1a, B1c, B1d
   ◦ FSAC 14
   ◦ ILA 5.1, 5.2, 5.3, 5.4

5. Explore ways to build parent-school-community relationships and support for student success in reading.
   ◦ FEAP A1e; A2d, A2e; A4f; B1c
   ◦ FSAC 14.1, 14.5, 14.6
   ◦ ILA 3.4, 5.1

6. Explore and apply effective professional development principles, specific to the role of the reading/literacy coach in meeting teachers' instructional needs.
   Learn how to promote collaboration among stakeholders (teachers, school administrators, and others) to develop a school reading/literacy program and facilitate school change.
   ◦ FEAP A1a, A1b, A1e, A1f; A2h; A3a, A3b, A3c, A3d, A3e, A3g, A3h; A4a
   ◦ FSAC 12, 13, 14.2, 14.3, 14.5
   ◦ ILA 5.1, 5.2, 5.3, 5.4

Required Text:

- Shearer, B.A., Carr, D.A., & Vogt, M. (2019). *Reading specialists and literacy coaches in the real world* (4th ed.). Long Grove, Illinois: Waveland, Press Inc.

Course Requirements

Assignments: (Due dates are on the course schedule. Assignments may change at the discretion of the instructor. Students will be informed of any changes before the due date.)

Face-to Face Attendance and Participation (50pts. X 7 sessions, total = 350 pts.)

The Gradual Release of Responsibility Model (Gallagher & Pearson, 1985) is followed. This means in-person classes are devoted to modeling for you and guiding your practice as you use your initial understandings of course content and concepts to cognitively engage with materials and problems of practice. It is necessary that you are present (both physically and cognitively) for our in-person classes so that we can interact in ways that (1) clarify (mis)understandings of content, (2) deepen your initial understanding of content, and (3) offer multiple perspectives on critical questions in our field. You will earn 50 pts. for each in-person class session when you demonstrate that you are present and actively engaged in our work for the evening. These assignments obviously cannot be made up. You will earn a 0 for any in-person class session you cannot attend.

Interview a Reading/Literacy/Instructional Coach (Elementary, Middle, or High School) (100 Points): See detailed assignment description and rubric in Assignments on Webcourses.

• Create a chart that uses the roles and responsibilities described in our text to identify the role of the Reading Coach you interviewed.
• Describe the district and school support provided to the coach.
• Describe the day-to-day work of the coach and provide evidence to support it.

• Create a chart that identifies how the coach fulfills his/her roles according to the 2017 International Reading/Literacy Association (IRA/ILA) Standards for Reading Professionals (insert link).
• Write a detailed report of your findings including an explanation of how the cultural context of the school shapes the reading coach's role, his or her role especially as it relates to the management of reading programs, and other responsibilities. Your report should have a cover page with your identifying information, course number, semester, and date. Please proofread, use APA 6th edition format, and insert page numbers in your report.

District Reading Plan Evaluation Project (100 Points): This is a collaborative project. Students will work in teams and evaluate the components of a Florida School District's Reading Plan. The team will summarize the components including the targeted goals, materials, assessment, monitoring, and supervision of the K-12 reading programs. A reflective analysis will be done to determine the plan outlined aligns with the goals identified in the plan and if the content in the plan matches best practices.

Reading Program Evaluation Project (150 Points): (FEAPs 6, 11) – Being a Literacy Coach entails being a Literacy Leader. This means, that among other things, you will become:

- An advocate for children's literacy rights
- A steward of quality literacy instruction
- A person with advanced and nuanced understandings of literacy teaching/learning
- A person who makes informed, careful decisions based on data
- A person who coaches teachers as they refine their practice
- An agent of change

The Reading Program Evaluation assignment is intended to help you practice, with guidance, how to critically analyze data to make decisions that are in the best interest of children and how to plan for thoughtful, differentiated coaching to help teachers refine their practice. This assignment has several parts (see paper outline in Module 1) and will be completed throughout the course. This can be a collaborative group project. See assignment description and rubric in Assignments on WebCourses for more specific guidance.

This Via assignment must meet the following criteria:
• Ethics: Maintains honesty in all professional dealings; takes precautions to distinguish between personal views and those of any educational institution or organization with which the candidate is affiliated. Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
• Role of the Teacher: Works cooperatively with colleagues to improve the educational experiences at the school. Develops and expands strategies that are effective in fulfilling the role of student advocate; can identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students. Actively participates in school improvement activities. Embraces the many and varied responsibilities of teaching.
• A literacy vision Reading Needs Assessment Summary: Utilizing a school-wide reading evaluation instrument, develop a case study of a school or school system (must include data on reading achievement). Appendix E (course text) is a good sample, just do not forget the data--See Modules: Course Materials.
• Reading Improvement Plan: Developing a school-wide reading improvement plan based on data and information from the needs assessment summary. (Appendix F (same book as above) is a good sample, just remember to base your recommendations on the data from the Needs Assessment--see Modules: Course Materials.)
Literacy Material Selection: Based on the needs identified in your school-wide reading plan, analyze and identify criteria for the selection of literacy materials to meet the instructional needs identified in the plan.
Professional Development Plan with at least 2 goals.

Data Analysis/Decision-Making Practice (approximately 5, more as needed, 50 pts. each)

A literacy leader knows how to analyze early literacy assessments, spelling inventories, reading records, and writing samples to determine how children currently process text and what they are ready to learn next. For these assignments, you will be given a scenario and identify which assessments to administer; you will be given a set of data to analyze and identify what a child currently does and what a child is ready to learn; you will be given a set of analyzed data and you, identify what the child is ready to learn and write sample lesson plans that would help the child learn new practices. Some of these assignments will be completed during our in-person class sessions and others will be completed as independent practice during our on-line weeks.

Tentative Schedule

Date/Mode	Class Topics	Assignments Due
January On-Line	Modules 1: Management of Reading Programs (at the School and District Level)	Background Information Due
January In-person	Review Course Objectives and Goals Eight Pillars of Effective Literacy Instruction	Read Eight Pillars of Effective Literacy Instruction Chapter (provided in Module 2)
January On-Line	Module 2: Assessing the Context and Climate of a School and District	Get into groups for Evaluating a District Reading Plan- Identify District to Evaluate and get plan
January In-person	Analyzing Teaching & Preparing for Coaching: Exploring Coaching Models (ILA)	Interview Reading Coach (using the protocol on p.47 in Systems for Change and p. 2 of syllabus) Take thorough notes and bring them to the class.
February On-line	Module 3: Literacy Reading Specialists, Literacy Coach, and Literacy Coordinator	
February In-person	Analyzing Teaching & Preparing for Coaching: Analyzing Literacy Teaching & Supporting Adult Learning	
February On-line	Module 4: Assessing Reading at Your School and School District	
February On-line	Module 5: Data Mining	Analyzing Data Sets to Practice Informed Decision-making based on Students' Current Abilities
March In-person	Challenge of Professional Development: A Framework for the Professional Development of Literacy Educators	Bring in Assessment Data form your School: the data that is used to make decisions about literacy instruction

	Using Data to Make Informed Decisions about Professional Development	
March	SPRING BREAK	
March **On-line**	Module 6: Independent Reading and Incentive Programs	Actively Read No More Reading for Junk (the entire book) Actively Read *No More Independent Reading Without Support* (the entire book)
March **In-person**	Coaching for Shifts in Teaching: Establishing the Analytic/Reflective Cycle	Evaluation of District Reading Plan Due
April **On-line**	Module 7: Reading Programs	
April **In-person**	Guest Speaker	Evaluation of a Reading Program Paper Due
April **On-line**	Final Exam	

Important Course-Related Information:

Assessment: Final grades will be calculated according to the following scale.

Letter Grade Percentage: A 95 – 100 A- 90 - 94 B+ 86 - 89 B 83 – 85 B- 80 - 82 C+ 76 - 79 C 73 – 75 C- 70 - 72 D+ 66 - 69 D 63 – 65 D- 60 - 62 F 0 – 59

About the Course: This is a Mixed-Mode course using Canvas Learning Management System (LMS) (which is a bit different than the Webcourses/Blackboard System you might have used in the past here at UCF)—we will meet face-to-face and on-line (please see course schedule for specific dates). Mixed mode courses require knowledge of online learning. First things, first! Knights Learning Online: http://learn.ucf.edu/knights-online/ For information on Canvas LMS see http://onlinesupport.cdl.ucf.edu/webcourses/instructure-canvas-student-tour/ See Student Documentation at http://onlinesupport.cdl.ucf.edu/docs/students/ For Online Tech Support see http://onlinesupport.cdl.ucf.edu/help/

Format: Unless otherwise noted, all written assignments must be word-processed, proofread, and professionally presented. Points will be taken off for grammatical errors, misspellings, and so forth.

Quality: Work is expected to be thoughtful, reflective, and of high quality in terms English language conventions, content, and presentation. Work that does not meet the established criteria will be noted and will not receive full credit. This may result in a lowered grade.

Timeliness: Students are expected to hand in/post all course assignments on time. No late assignments will be accepted.

Completion of Assignments: Students must complete all of the required assignments in order to receive a passing grade in the course.

Policy Regarding Attendance, Participation, and Administrative Requirements: You are enrolled in the College of Community and Innovation and Education because you are preparing for the profession of teaching children. You will touch the lives of many children throughout your career. It is expected that students will demonstrate interest, enthusiasm, and professionalism in all courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. There are no excused absences. However, you may miss one class for any reason. Each absence beyond this one will result in a reduction of your final grade by 10 points. Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping may also have the final letter grade reduced. I believe that you are dedicated to becoming the best teacher possible and to that end; this component will not become an issue for you. UCF Golden Rule: The Golden Rule Student Handbook is a compilation of various policies and procedures specifically created to provide the answers to many of your questions regarding University rules and regulations. Please make sure you are familiar with the UCF Golden Rule policies. http://goldenrule.sdes.ucf.edu/

Harassment Statement: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

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.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Classroom Expectations: The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://goldenrule.sdes.ucf.edu/ for further details.
2. Do not turn in late assignments. Late submissions will not be accepted.
3. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken.
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

E-mail: E-mail will be an integral part of this course. Make sure you:
• Check your e-mail at least twice per week (more often is better).
• Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
• Include "Subject" headings: Use RED 6746 and something that is descriptive and refers to a particular assignment or topic.
• Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

• Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
• Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
• Break up large blocks of text into paragraphs and use a space between paragraphs.
• Sign your e-mail messages. • Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news. Note: Review the Netiquette and Viruses sections below.

Netiquette: "Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication. :-) happy, pleased :-(sad, displeased :-O surprised >:-| angry Abbreviate when possible. Examples: LOL: laugh out loud, "I find this funny" ROFL: rolling on floor laughing, really funny BTW: by the way, *grin*: smiling IMHO: in my humble opinion FYI: for your info Flame: antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. You can learn more about Netiquette and electronic communication by visiting Learning Online.

Viruses: A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton). Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources: For specific problems in any of the areas below or for further information go to the corresponding link for assistance.
• UCF Home Page will help find UCF resources.
• UCF Computer Service Desk – You can also call the Service Desk at 407-8235117.
• Learning Online This site provides information on study skills for distance learners, the library and the writing center.
• Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
• Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates. If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

Bibliography: The following are representative research and literature

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College of Community Innovation and Education - Grad Course Revision - RED 6845 Advanced Evaluation and Instruction in Reading

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:*	College of Community Innovation and Education
Unit / Department / College:*	School of Teacher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	RED
Code:*	6845
Course Title:*	Advanced Evaluation and Instruction in Reading
30 Character Abbreviation:*	Advanced Evaluation Reading
Full Title:*	Grad Course Revision - RED 6845 Advanced Evaluation and Instruction in Reading
Course Instructor	Michelle Kelley

(Must be Approved Graduate Faculty/Scholars):	

Department Chair Phone Number:*	407-823-3273	**Dept Chair Email***	Malcolm.Butler@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Administration and interpretation of formal and informal evaluation techniques. Instructional strategies (including multisensory and motivation) contributing to reading achievement at classroom and individual level. Emphasis on parent involvement.
Prerequisite(s):	RED 5517 or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	○ Yes ◉ No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	In 2018, the Standards for the Preparation of Literacy Professionals 2017, were published by the International Literacy Association. These standards are what guides reading programs at the graduate level and they are aligned to all of our courses. The new standards have several shifts that caused our reading faculty to reflect on whether our program was aligned to the new standards and whether we were preparing candidates that met these standards. Simultaneously, as a program, we had been exploring ways to make or program more relevant and marketable to students. As such, we have made the decision to change the title of 2 courses RED 6336 and RED 6746 and update the content to reflect these new titles, including new course descriptions. Three other courses have retained their title, but the course descriptions have been updated to reflect the new standards. All syllabi (for the 5 courses) have been updated to align to these changes. No change was made to RED 6116. In addition we have made adjustments to when courses are offered and the mode of delivery for courses.

What grad programs/tracks require or recommend this course for graduation?	None other than M.Ed. and Reading Certificate Program

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	~~**Noen**~~ **None** should exist. Previous course. Revisions are to the catalog description.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information

Explicit, public description of the course
Student learning outcomes
Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership:

Course OID

Course Type Reading Education

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

UNIVERSITY OF CENTRAL FLORIDA
College of Community Innovation and Education
School of Teaching Education

*****Instructor reserves the right to revise this syllabus as needed.*****

I. Descriptive Information
Department: School of Teacher Education
Course Title: **Advanced Evaluation and Instruction in Reading**
Course Number: **RED 6845 M01**
Course Credit: 3 hours
Semester: Spring
Location:
FACE to FACE Dates: Mixed Mode Course- F2F Meetings every other week
Instructor:
Email:
Office Hours:

Course Description: PR: RED 5517 or C.I. Administration and interpretation of formal and informal evaluation techniques. Instructional strategies (including multisensory and motivation) contributing to reading achievement at the individual and classrooms levels.

Course Overview: Designing and implementing reading instruction in relation to what students need is the challenge and responsibility of all teachers of reading, whether they are regular classroom teachers or reading resource teachers. Teacher and school effectiveness research studies highlighted the importance of assessment and its effects on reading achievement. Effective teachers use assessment as an integral part of instruction to teach students what they need to know. The purposes of this course are to 1) learn how to apply an assessment model that uses multiple formal and informal tools to inform instruction and learning and 2) learn reading and writing techniques to correct reading difficulties.

Intended Audience: This course is intended for graduate students completing an advanced degree in reading education. This course is a pre-requisite to RED 6846, currently offered in the summer term.

II. Course Objectives and Accreditation
The following objectives have been developed to meet the requirements of accrediting agencies. They meet the standards established for the following:

ESOL- English for Speakers of Other Languages
FEAP- Florida Educator Accomplished Practices
PEC – Professional Education Competencies
FSAC - Florida Subject Area Competencies: EE=Elementary K-6; R=Reading K-12
IRA - International Reading Association Standards for Reading Professionals
ACEI - Association for Childhood Education International
REC – Florida Reading Endorsement Competencies

The following objectives are statements of behavior expected of the student at the end of the course.

1. Describe an assessment based model of instruction in either a classroom or clinic setting. (FEAP 1.a, 1.d, 1.e, 1.f, 2.c, 2.d, 2.e, 2.g, 2.h, 3.a, 3.b, 3.g, 3.h, 3.i, 3.j; FSAC 8, 10; PEC 1, 3, 7, 8, 9, 10; IRA 2, 3, 4,) *Final Exam*

2. Identify and demonstrate knowledge of norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning. (ESOL 19; FEAP 1.d, 2.c,2.d.2.g.2.h, 4.b,4.c.4.d,4.f, 5 ; PEC 1, 2, 3, 8, 10; IRA 3, 4; REC 2.B.5, 2.C.5, 2.D.4, 2.E.2, 2.E.3, 3.1-3.11,4.19) *Diagnostic Tool Kit*

3. Understands the importance and demonstrates knowledge of comprehension, oral language, phonological awareness, phonics, fluency, vocabulary, metacognition, and motivation to the reading process. (REC 1.A1-1.A.10, 1.B.1-1.B.6, 1.C.1-1.C.6, 1.D.1-1.D.5, 1.E.1-5, .F.1-1.F.6, !.G.1, 12.G.2, 4.1-4.6) *Quizzes, Final Exam, Diagnostic Tool Kit, Family Literacy Project*

4. Select appropriate instructional strategies and materials for students experiencing reading difficulties; plan activities that integrate oral and written language (speaking,listening,writing, reading). (ESOL 2, 5; FEAP 1.a, 1.d, 1.e, 1.f, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 3.a, 3.b, 3.g, 3.h, 3.i, 3.j; FSAC 6.3, 8, 9, 11, 12; PEC 7, 9, 10, 11, 14; IRA 1, 2, 3, 4; REC 1.A1-1.A.10, 1.B.1-1.B.6, 1.C.1-1.C.6, 1.D.1-1.D, 5,1.E.1-5, !.F.1-1.F.6, !.G.1, 12.G.2, 4.1-4.6) *Quizzes, Family Literacy Project, Final Exam*

5. Identify specialized resources to use with varying exceptionalities students and those not native to English. (ESOL 2, 5;FEAP 1.d, 2.c,2.d.2.g.2.h, 4.b,4.c.4.d,4.f ; FSAC 9, 10; PEC 1, 8, 10, 14; IRA 2, 3, 4; REC 4.1-4.6) *Quizzes, Diagnostic Tool Kit, Instrument Evaluation*

6. Demonstrate knowledge of specialized techniques when assessing and teaching students who speak a nonstandard dialect or whose native language is not English. (ESOL 2, 5, 18; FEAP 1.d, 2.c,2.d.2.g.2.h, 4.b,4.c.4.d,4.f; FSAC 8, 9, 10, 12; PEC 1, 5, 10, 14; IRA 1.3, 3; REC 4.19) *Diagnostic Tool Kit, Instrument Evaluation, Final Exam*

7. Communicate assessment information and instructional recommendations with school personnel and parents. (FEAP 2.c,d,e,f,g,h; 5.1.a,d,f; FSAC 14.1, 14.2; PEC 1, 2, 11; IRA 3, 4; REC 2.2.b, 2.D.2) *Quiz, Family Literacy Project, Final Exam*

8. Evaluate assessment instruments with consideration of reliability and validity especially for phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language as it relates to reading processes.(ESOL; FEAP 1.d, 2.c,2.d.2.g.2.h, 4.b,4.c.4.d,4.f, 5; FSAC 10.7; IRA 3; REC 2.B.5, 2.C.5, 2.D.4, 2.E.2, 2.E.3, 3.1-3.11, 4.19) *Instrument Evaluation, Diagnostic Tool Kit*

Instruction Strategies Employed in Course

1. Class lecture and discussion to consider topics on the course outline.
2. Reading of required text and related materials.
3. Collaborative small group examination, experimentation, and discussion of varied formal and informal assessment instruments and procedures.
4. Use of multimedia to facilitate a deeper understanding of the assessment instruments, teaching strategies and the class lecture discussions.
5. Sharing and reflection in class.

III. Required Text

Reutzel, D.R. & Cooter, R.B. (2011). *Strategies for reading assessment and instruction.* 4th edition. Boston: Allyn & Bacon.

Course Topics:

Assessment of reading
Teaching/Learning Cycle
Informal assessment: Informing instruction
Informal assessment: Progress monitoring
Oral Language Development and Assessment
Formal assessment of reading: Individualized assessment
Formal group assessment: Focus on accountability
Using informal and formal assessment to inform teaching
School-Family Connections
Response to Intervention (RtI)

IV. Course Requirements

Attendance

This is a professional education course; therefore, there are high expectations for behavior. You are expected to attend every class session and participate in class activities. Students are responsible for keeping up with course assignments and handing in all work on time. Attendance also means being on time for class and remaining for the entire period. Notes and collection of handouts are the responsibility of the student. A professional attitude is expected of all students in class. ***Ten points per day will be deducted for all late assignments. After the first absence, 5 points will be deducted from the final grade earned for each additional absence.***

***Important Academic Engagement Financial Aid Requirement-**As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, and engaged in the course content complete the Module 1 Cloze Pre Test no later than 5:00 pm Friday during the first week of classes, per University Requirements. Failure to do so will result in a delay in the disbursement of your financial aid.

Online Quizzes (10%), Module Discussion Responses (10%), and Participation (10%)- Total 30% of grade- On going (REC 4.2, 4.3, 4.8-4.10, 4.13, 4.14, 4.16, 5.1-5.11, 5.13, 5.14) Students will take online quizzes related to course content and will be asked to periodically write reflections integrating content from assigned text readings, class lectures, and online content. Reflections should include a synthesis of knowledge gained from these various experiences and should focus on the course topics. Reflections should include applications for special needs students including students with disabilities and Limited English Proficient students when appropriate. The number of reflections will be divided by the total scores attained to establish an overall grade. When not provided the following rubric will used for assessment.

RED 6846 - Course Reflections Rubric

Rating:
3 = Synthesizes information from text, class, practicum experiences; demonstrates clear understanding of concept; includes appropriate specifics and explanations; written in own words/not copied directly from text (if text words are needed, use quotations); thoughtful.
2 = Demonstrates some understanding of concept; needs more specifics and explanations; some information "lifted" from text; needs more synthesis; demonstrates effort but could be more thoughtful.
1 = Copied directly from text; no specifics or explanations; no synthesis.
0 = No reflection

Diagnostic Tool Kit – 25% of grade: Due

Each student will develop their own Diagnostic Toolkit drawing on learning from previous classes and this course. The requirements and rubric for this kit are provided in this syllabus. This kit will be available for you to use in RED 6846. This kit should be based on the following table of contents outline and will be graded using the attached rubric p. 14. A sample will be shared in class.

Reading Diagnostic Kit Table of Contents Outline

I. Motivational Tools
II. Early Literacy Tools
III. Phonics and Word Identification Tools
IV. Running Record Tools
V. Comprehension Tools and Informal Reading Inventory
VI. Fluency Tools
VII. Writing Skills
VIII. References

Assessment Instrument Evaluation and Presentation – 15% of total grade: Due
In small groups you will choose an assessment instrument from the list below and become the class experts on this instrument. You should thoroughly research this instrument online and through examination if possible. You will complete an evaluation of the instrument using the format included in the syllabus p. 12. If you are unable to obtain the instrument through your school, many of these are available through the Toni Jennings Institute here at UCF. You will present the assessment instrument and your evaluation of the instrument in class. A model using the Peabody Picture Vocabulary Test (PPVT) will be presented in class. ***You must have a powerpoint or other visual presentation incorporating technology*** as part of your presentation, A rubric is in this syllabus p. 13. We will sign up for these during the second class. Please choose from the following list:

- *Comprehensive Test of Phonological Processing (CTOPP)*
- *Diagnostic Assessment of Reading (DAR)*
- *Early Reading Diagnostic Assessment (ERDA)*
- *Gates-MacGinitie Reading Test(GMRT)*
- *Gray Oral Reading Test (GORT)*
- *Stanford Diagnostic Reading Test (SDRT)*
- *Developmental Reading Assessment (DRA) or DRA2*
- *Degrees of Reading Power (DRP)*
- *Observation Survey of Early Literacy Achievement*
- *Test of Word Reading Efficiency (TOWRE)*
- *Woodcock-Johnson III Diagnostic Reading Battery (WJ II DRB)*
- *Group Reading Assessment and Diagnostic Evaluation (GRADE)*
- *QRI, 4th or 5th Edition*
- *Other, must be approved by instructor*

Family Literacy Project- 20% of total grade: Due
Goal- In groups of 3-5 people you will create a parent workshop that provides parents with information and resources that will help them extend and continue the work you will do in the clinic. **The intent of**

this workshop is to implement this during RED 6846. This will also be the assignment you post to LIVETEXT for this course. See rubric p. 15 for further guidance.
Possible Topics: reading to and with your child, promoting at- home reading, getting your child to read and write, homework help, ways to promote vocabulary, at-home literacy activities.
Possible Format:
Welcome
Brief Icebreaker
Overview (includes rationale and brief research connections)
Content presented in a "hands-on" manner, such as having learning stations that the parents can rotate through guided by your group members. You could divide the parents by grade level spans (K-2; 3-5). You could also offer a menu of stations that they can choose to go to or not. *Some type of take away must be provided (this could be a "make and take", handout, cd of resources, and so on…..).
Closing Remarks (brief) *Some type of workshop evaluation must be given to parents for feedback purposes.

Final Exam – 10% of total grade: Due

Policy Regarding Attendance, Participation, and Administrative Requirements: You are enrolled in the College of Community and Innovation and Education because you are preparing for the profession of teaching children. You will touch the lives of many children throughout your career. It is expected that students will demonstrate interest, enthusiasm, and professionalism in all courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. There are no excused absences. However, you may miss one class for any reason. Each absence beyond this one will result in a reduction of your final grade by 10 points. Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping may also have the final letter grade reduced. I believe that you are dedicated to becoming the best teacher possible and to that end; this component will not become an issue for you. UCF Golden Rule: The Golden Rule Student Handbook is a compilation of various policies and procedures specifically created to provide the answers to many of your questions regarding University rules and regulations. Please make sure you are familiar with the UCF Golden Rule policies. http://goldenrule.sdes.ucf.edu/

Harassment Statement: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

I.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Classroom Expectations: The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://goldenrule.sdes.ucf.edu/ for further details.
2. Do not turn in late assignments. Late submissions will not be accepted.
3. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken.
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

E-mail: E-mail will be an integral part of this course. Make sure you:
• Check your e-mail at least twice per week (more often is better).
• Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.
• Include "Subject" headings: Use RED 6746 and something that is descriptive and refers to a particular assignment or topic.
• Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
• Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
• Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
• Break up large blocks of text into paragraphs and use a space between paragraphs.
• Sign your e-mail messages. • Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news. Note: Review the Netiquette and Viruses sections below.

Netiquette: "Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication. :-) happy, pleased :-(sad, displeased :-O surprised >:-| angry Abbreviate when possible. Examples: LOL: laugh out loud, "I find this funny" ROFL: rolling on floor laughing, really funny BTW: by the way, *grin*: smiling IMHO: in my humble opinion FYI: for your info Flame: antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. You can learn more about Netiquette and electronic communication by visiting Learning Online.

Viruses: A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton). Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources: For specific problems in any of the areas below or for further information go to the corresponding link for assistance.
• UCF Home Page will help find UCF resources.
• UCF Computer Service Desk – You can also call the Service Desk at 407-8235117.
• Learning Online This site provides information on study skills for distance learners, the library and the writing center.
• Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
• Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates. If your equipment problems prevent you from using e-mail from home, there are many computer labs on campus and virtually every public library offers Internet access.

VI. Evaluation and Grading Scale

The final grade for the course is based on the following criteria:

90%-92%= A-	93%-96% = A	97%-100% = A+
80%-82%= B-	83%-86%= B	87%-89% = B+
70%-72% = C-	73%-76% = C	77%-79% = C+
60%-62% = D-	63%-66%= D	67%-69% = D+
Below 60% = F		

VII. **RED 6845 Tentative Schedule & Assignment Due Dates Spring**

Date	**Online Module or In Class Topic**	**Sub Topic(s)**	**On-Line / Face to Face**	**Assignment**
	Course Overview and Complete Module 1 by – see items needed	Quick Syllabus Review- go over the schedule Reading Assessment	Online	1.Review Syllabus and Course Guidelines 2. **Complete Module 1- Pre-Survey** "Self-Assessment of Proficiency in Reading Diagnosis" (there will be a post survey at the end of the semester) **by** . 3. Read chapter 1 text. 4. Module 1-**Print out and complete Cloze Pretest on Reading** (bring to Face to Face). For financial aid engagement requirement post your score. 5.Post Discussion Response to Classmate's Posting by . 6. Take Module 1 Quiz by . 7. **Read chapters 3-5 by** ***** I will be flexible with theses chapters as I know some of you will not have the text yet.
	Chapters 3-5 Oral Language Assessment & Development; Concepts About Print; Phonemic Awareness & the Alphabetic Principle	Discuss Diagnostic Kit Requirement in detail. Early Literacy Assessment	F-	1.Have read chapters 3-5. 2.Bring Cloze Pretest on Reading (from Module 1) completed to class. 3. Think about choosing an assessment for Assessment Instrument Evaluation and Presentation
	Complete Module 2 RTI	Response to Intervention	Online	1.Read chapter 2 of text on RTI. 2.Complete Module 2 by . 3. Post Discussion Response to Module 2 Content and Classmate's Posting by . 4. Take Module 2 Quiz by . 5. Print RTI Word Splash from Module 2 and complete- bring to face to face. 5. Read chapters 6 & 8 by .
	Ch. 6 Phonics and Decoding	Instructor will model Assessment Instrument	F-	1.Have read ch. 6 & 8 of text. 2. Identify assessment for presentation- .

	Ch. 8 Teaching & Assessing Vocabulary Development	Evaluation and Presentation with Peabody Picture Vocabulary Test (PPVT).		
	Complete Module 3 Fluency	Fluency	Online	1.Read ch. 7 Reading Fluency. 2. Complete Module 3 by . 3. Print and complete the fluency anticipation guide- bring to face to face. 4. Post Discussion Response to Module 3 Content and Classmate's Posting by . 5. Take Module 3 Quiz by .
	Student Presentations	Assessment Instrument Evaluation Presentations	F-	
	Complete Module 4 Family Literacy	Family Literacy	Online	1. Read ch. 12 Making School-Family Connections. 2. Complete Module 4. 3. Post Discussion Response to Module 4 Content and Classmate's Posting by . 4. Take Module 4 Quiz by . 5. Reading Diagnostic Kit due .
	MTF and Text Features Family Literacy Project Overview	Instructor will review Family Literacy Project- provide planning time if time allows.	F-	
	Module 5 Reading Comprehension	Reading Comprehension: Focus on Reader Metacognition	Online	1. Read ch. 9 of text. 2. Read ch. 10 of text. 3. Post Discussion Response to Module 5 Content and Classmate's Posting by . 4. Take Module 5 Quiz by . 5. Family Literacy Projects if needed.
	UCF Break			
	Diagnostic	No class	Planning	Diagnostic Toolkit is due by this date. You can turn into my office

	Toolkit Due			suite by this evening 6:00 pm (ED 315 N) or outside the Reading Clinic in box provided 6:00 pm.
	Family Literacy	Family Literacy Project Presentations	F-	
	Take Home Final Sent		Online	Complete exam by . Emailed to instructor.
	Computer Based Testing	Computer Based Testing	F-	

VIII. Classroom Expectations and Group Norms

- Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate. No put downs.
- The class will start and end at the instructor's designated time. If you arrive late or leave early more than once points will be deducted from your attendance and participation.
- No unauthorized guests.
- Cell phones, beepers, and pagers must be turned off or placed on vibrate mode.

According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action.

IV. Websites to Support Course Work

Just Read, Florida!
http://www.justreadflorida.com/educators/PrimSecDiagChart.asp
http://www.justreadflorida.com/docs/manual.pdf

Family Reading Tips section
http://www.scholastic.com/familymatters/read/grk_2/readskills.htm
http://www.ed.gov/parents/read/resources/readingtips/edlite-index.html
http://cis.pasco.k12.fl.us/contentareas/reading.html
http://www.justreadflorida.com/docs/clifford.pdf
http://www.cpirc.org/ The Colorado Parent Information & Resource Center
Click on the sidebar (left) "Resources for Parents". This has tons of reading tips for various grade levels and other helpful links (for example a reading strategies bookmark and a retelling hand). You also might try some of the "Summertime Activities"
http://www.colorincolorado.org Colorin Colorado
This site has so much for teachers and families. Click on the sidebar (left) "For Families" and of particular interest may be the Let's Read and Summer Reading sections; each loaded with ideas.
http://www.kdl.org/kids/kids_books_reading Kent District Library
This site offers supports for reading, like recommended booklists by age, literacy activities, links to digital books, and more.

Other Reading Websites
http://www.centeroninstruction.org/
http://www.ies.ed.gov/ncee/wwc/
http://www.ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/Resources_for_Teachers/Content_Area_Literacy_Guide/
http://www.fcrr.org/fair/index.htm
http://rfpd.ucf.edu/Handouts/Leadership%20Handouts/pres34.ppt
www.literacymatters.org/adlit/questioning/intro.htm
http://www.all4ed.org/publication_material/reports/literacy_content
http://dictionary.reference.com/browse

Laura Candler's site – lots of good things:
http://home.att.net/TEACHING/resources.htm
Literature Circles
http://www.funlessonplans.com/reading_map.htm
Socratic Seminar
http://www.studyguide.org/socratic_seminar_student.htm
Study Guides
http://www.enotes.com/guides/lessons_plans

Annotated Sites

Motivation and Book Selection

This website assists with book selection with tons of booklists.
http://www.carnegielibrary.org/kids/books/bigkids.cfm
Type in the author and title of the book you just read and it gives you recommendations for your next read. Careful though, it may not be the same reading level.
http://www.whatshouldireadnext.com/search

Comprehension

http://reading.ecb.org

This website allows students to create an account and work on reading strategies. For example, if they choose to work on questioning they drag the questioning icon into the book and then the program launches into a brief definition of questioning. The student can watch the teacher do a mini-lesson on questioning and then the student can practice the strategy by choosing one of four stories. The program walks them through and the student can read the passage on their own or have it read to them. At the end of the story the student is asked to categorize their questions as in their head or in the book. They student can then print out a bookmark with their questions or have them emailed to their teacher.
For the teacher there are some brief instructional videos and mini-lessons related to each strategy.

http://www.literacy.uconn.edu/index.htm

A wonderful resource for literacy K-12 from U. of Conn. It takes a little time to check it out- but it's time well spent. You can sort your searches by literacy topics and/or grade level. There are web links and instructional strategies.

Fluency

www.gigglepoetry.com

Great site to get poetry for kids to enjoy alone or with peers. Interesting interviews with poets and hundreds of poems categorized by topic.

www.FreeReading.net

This site offers non-fiction and fiction passages by guided reading level. It also identified teaching applications related to each passage.

http://www.sbceo.k12.fl.ca.us/~rtac/Levelpassages.html

This site has numerous passages all by guided reading level.

http://www.readinga-z.com

This site has many resources for teacher not limited to fluency but there are some passages and readers theatre scripts available by guided reading level. For a fee there is more access granted.

http://www.teachingheart.net/readerstheater.htm

Numerous readers theatre scripts available for free (K-3).

http://www.aaronshep.com/rt/RTE.html

The guru of readers theatre. This site offers limitless opportunities.

www.tickettoread.com

You can sign up for a 14-day trial. When you sign up, choose the grade level you want to work with. There are several non-fiction passages that students can practice reading as they are read to, read along with narrator, and practice reading
out loud on their own until they meet their fluency goal. Students can (if they have a microphone) even practice by speaking into the microphone. There are vocabulary words and comprehension questions also.

Writing

http://poster.4teachers.org/worksheet/view.php?ID=1309

Offers writing prompts for narrative and descriptive writing.

RED 6845 Assessment Instrument Evaluation and Presentation
[FEAP 1 Assessment; 5 Diversity; ESOL]

1. Name of the assessment instrument:

2. Publisher Contact Information:

3. Website Link:

4. Cost:

5. Description of assessment instrument: Include the type of assessment, appropriate age/grade-level(s), which area(s) of reading are assessed, materials provided, and time to implement.

6. Describe any Special Considerations: How is the assessment administered? Is it explicit, systematic, and easy to use? Are there accommodations for ESE and/or LEP students? Does it require extensive professional development, school-wide assessment, or teacher expertise? Describe any information available about the reliability and validity of the instrument.

7. Reflection: Summarize strengths and weaknesses of the assessment instrument. Would you recommend this assessment? Why or why not?

RED 6845 Evaluation of a Reading Assessment Instrument
Self-Assessment
[FEAP 1 Assessment; 5 Diversity; ESOL]

Name _____ Course/Day _____

Criteria for Evaluation	**My Self-Evaluation**	**Dr. Kelley Evaluation**
I included the name of the test, publisher, and contact information (5 pts).		
I included ages to be assessed (5 pts).		
I included time to administer the assessment (5 pts).		
I included how test is administered (10 pts.).		
I included the type of test and rationale **demonstrating knowledge of assessment** (10 pts).		
I identified all subtest areas included in the test and any modifications for ESE & or ESOL **demonstrating knowledge of assessment** (10 pts.).		
I identified the strengths of the test and rationale **demonstrating knowledge of assessmen**t (15 pts).		
I identified the weaknesses of the test and rationale **demonstrating knowledge of assessment** (15 pts.).		
I reflected on the use of the test **demonstrating application of assessment knowledge** (5 pts).		
I created and shared a PowerPoint with the information I learned regarding the assessment I evaluated (10 pts).		
My writing was clear and lacked distracting errors (10 pts).		
My Total Score		
Dr. Kelley's Total Score		

Other Comments by Dr. Kelley:

RED 6845 Evaluation of a Reading Diagnostic Kit
Self-Assessment

Name _____ Date _____

Criteria for Evaluation	**My Self-Evaluation**	**Dr. Kelley Evaluation**
I included an annotated table of contents and section dividers for each section of the Diagnostic Kit. At least 8 sections should be present, see assignment description for guidance (15 pts.)		
For each section of the Diagnostic Kit there is a brief (and accurate) overview of the area being assessed and the identification of at least 2 assessments for that area (28 pts.)		
The quality of the assessments for each section of the Diagnostic Kit **demonstrates knowledge of assessment**. For example for the fluency assessment section you would not place the Concepts About Print tool (14 pts.)		
The tests that are included are neat, easy to read, and complete. (14 pts.)		
I included clear and complete directions for each test. (14 pts.)		
I included a complete reference section identifying all resources in the kit. (10 pts.)		
The Diagnostic Kit is housed in a sturdy container and labeled as such. (5 pts.)		
Total Score:		

Comments by Dr. Kelley:

RED 6845 Family Literacy Project
[FEAP]

Name _____ Course/Day _____

Criteria for Evaluation	**My Self-Evaluation**	**Dr. Kelley Evaluation**
I created an agenda for the workshop (5 pts).		
I included and icebreaker activity as part of the workshop (5 pts).		
I established the relevance of my Family Literacy workshop topic (5 pts).		
I identified research relevant to my workshop topic (5 pts).		
I included a relevant take away for parents related to the topic as part of the workshop (10 pts).		
I created a ppt or some type of visually appealing presentation for the workshop (20 pts.).		
The content of my workshop had a balance of engaging, relevant activities (hands-on versus lecture) (20 pts.).		
I created an evaluation/feedback tool for the workshop (5 pts).		
I included a bibliography in APA style (5 pts).		
I reflected on the creation and development of my Family Literacy Project, including the relationship to FEAP# (10 pts).		
My writing was clear and lacked distracting errors (10 pts).		
My Total Score		
Dr. Kelley's Total Score		

Other Comments by Dr. Kelley:

Bibliography:

Articles:

Afflerbach, P. (2002). The road to folly and redemption: Perspectives on the legitimacy of high-stakes testing. *Reading Research Quarterly, 37*(3), 348–360.

Allen, D. D. & Flippo, R. F. (2002). Alternative assessment in the preparation of literacy educators: responses from students. *Reading Psychology*, 23(1), 15-26.

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Foorman, B. & Torgesen, J. K. (2001), Critical elements of classroom and small-group instruction to promote reading success in all children. *Learning Disabilities Research and Practice*, 16, 203-121.

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McKenna, M.C., & Walpole, S. (2005). How Well Does Assessment Inform Our Reading Instruction?. *The Reading Teacher, 59*(1), 84–86.

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Snow, C. E., Burns, S., and Griffin, P., (Eds.). (1998). *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press.

Snow, C. E. 2000. *Reading for understanding: Toward an R&D program in reading comprehension.* Santa Monica, CA: Rand.

Tierney, R. J., Moore, D. W., Valencia, S.W., & Johnston, P. (2000). How will literacy be assessed in the next millennium?. *Reading Research Quarterly*, *35*(2), 244–250.

Torgesen, J. K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. American Educator, 32-39.

Torgesen, J. K., & Mathes P. G. (1999). Phonological Awareness--Assessment and Instructional Tools. Tallahassee, FL: Florida Department of Education. Online Academy Summary.

Torgesen, J. K. (2001). The theory and practice of intervention: Comparing outcomes from prevention and remediation studies. In A. J. Fawcett and R. I. Nicolson (Eds.). *Dyslexia: Theory and Good Practice*. (pp. 185-201). London: David Fulton Publishers.

Torgesen, J. K., Rashotte, C. A., Alexander, A. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wolf (Ed.), *Dyslexia, Fluency, and the Brain*. Parkton, MD: York Press.

Torgesen, J. K. (2002). Lessons learned from intervention research in reading: A way to go before we rest. In R. Stainthorpe (Ed.) Literacy: Learning and Teaching. *Monograph of the British Journal of Educational Psychology*.

Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of School Psychology*, *40*, 7-26.

Williams, B. T. (2005, October). Standardized students: The problems with writing for tests instead of people. *Journal of Adolescent & Adult Literacy, 49*(2), 152–158.

Books:

Allen, J. (2004). *Tools for Teaching Content Literacy*. Stenhouse.

Allington, R.L. (2006). *What Really Matters for Struggling Readers*, 2nd ed. Pearson.

Allington, R. & Cunningham, P. (2007). *Classrooms That Work: They Can All Read and Write*. Allyn & Bacon.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2003). Words *Their Way: Word Study for Phonics, Vocabulary, and*

Spelling Instruction. Pearson Publishers.
Farstrup, A.E. & Samuels, S. J. (Eds.) (2002). *What Research Has to Say About Reading Instruction*, 3rd ed. IRA.
Fraunger, J. & Lewis, J. P. (2006). *Building a Knowledge Base in Reading* (2nd ed). IRA.
Cunningham, P. (2005). *Phonics They Use: Words for Reading and Writing*. Allyn & Bacon
Cunningham, P., & Allington, R. (2007). *Schools That Work: Where All Children Read and Write*. Allyn & Bacon.
Kamill, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (2000*). Handbook of Reading Research*, Volume I II. Lawrence Erlbaum.
Invernizzi, M., Johnston, F., Bear, D., Helman, L., & Templeton, S. (2006). *Words Their Way For English Language Learners.* Pearson Publishers.
Rasinski, T. & Padak, N. (2001). *From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School.* Allyn & Bacon.
Samuels, S. J. & Farstrup, A.E. (Eds.) (2006). *What Research Has to Say about Fluency Instruction*. IRA.

College of Community Innovation and Education - Grad Course Revision - RED 6846 Reading Practicum

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* RED

Code:* 6846

Course Title:* Reading Practicum

30 Character Abbreviation:* Reading Practicum

Full Title:* Grad Course Revision - RED 6846 Reading Practicum

Course Instructor (Must be Approved Graduate Faculty/Scholars): Michelle Kelley

Department Chair Phone Number:* 407-823-3272	**Dept Chair Email*** Malcolm.Butler@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Evaluation and instructional practices for the individualization of reading instruction in a supervised clinical setting. Development of personalized instructional plan and parent communication.
Prerequisite(s):	RED 6845 or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	○ Yes ◉ No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	6
Instruction Time:*	0
Lab/Studio/Field Work Hours:*	6
Out-of-Class Hours:*	6
Total Engagement Hours:*	18

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?	○ Yes ◉ No
If yes, indicate the degree program name and the total times the course may repeated.	

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:*	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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?*	In 2018, the Standards for the Preparation of Literacy Professionals 2017, were published by the International Literacy Association. These standards are what guides reading programs at the graduate level and they are aligned to all of our courses. The new standards have several shifts that caused our reading faculty to reflect on whether our program was aligned to the new standards and whether we were preparing candidates that met these standards. Simultaneously, as a program, we had been exploring ways to make or program more relevant and marketable to students. As such, we have made the decision to change the title of 2 courses RED 6336 and RED 6746 and update the content to reflect these new titles, including new course descriptions. Three other courses have retained their title, but the course descriptions have been updated to reflect the new standards. All syllabi (for the 5 courses) have been updated to align to these changes. No change was made to RED 6116. In addition we have made adjustments to when courses are offered and the mode of delivery for courses.

What grad programs/tracks require or recommend this course for graduation?	None other than M.Ed. in Reading and the Graduate Reading Certificate

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	None, existing course, catalog description revision.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course
Student learning outcomes
Sequence of course activity

Assessment and grading procedures
Course Materials and Resources

Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached ☑ I have attached a course syllabus and rationale.

Proposal Type: Grad Course Revision

Administration Use Only

Catalog Ownership:

Course OID

Course Type Reading Education

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

RED 6846 Reading Practicum
College of Community Innovation and Education
School of Teacher Education

Instructor-
Email-
Office-
Cell Number-
Course Meets- Summer
Office Hours:
Hours- 6 credit hours

Catalog Description: This course provides evaluation and instructional practices for individualization of reading instruction in a supervised clinical setting. It includes the development of personalized instructional plans and provides strategies to facilitate parent communication. RED 6845 is a prerequisite.

Goals: The primary goals of this course are to provide students with experiences and "tools" for becoming a facilitating reflective practitioner, providing corrective reading instruction, and evaluating the effectiveness of assessments, strategies, and instruction for challenged readers. Knowledge of the diagnostic process will be applied in a clinical situation with a small group of children who experience difficulties learning to read. In addition to diagnosing children's reading abilities, major emphases will be the application of research-based instructional strategies and the communication of reading strengths and needs to the child, school personnel, and parents. *This course meets Florida Reading Endorsement Competency 3-5. The Reading Endorsement Competencies have been infused within the objectives of this course and assignments that are listed in this syllabus are required in order to prepare students for the Florida Reading Endorsement.*

Objectives: The following objectives have been developed to meet the requirements of accrediting agencies. They meet the standards established for the following:

FEAP - Florida Educator Accomplished Practice
FSAC - Florida Subject Area Competencies- Reading K-12
ESOL - English to Speakers of Others Languages
IRA - International Reading Association's Standards for Reading Professionals.
REC – Florida Reading Endorsement Competencies

Students will:

1. Prepare and administer reliable and valid formal and informal reading assessment methods for diagnostic assessment.
   FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d *; FSAC-R 9; ESOL 2,4,5; IRA 3.1; REC 3.1--3.11 (all), 5.12;*
   Case Study (pre and post assessment)

2. Analyze and interpret quantitative and qualitative data from assessment instruments to determine K-12 students' initial strengths and needs related to phonemic awareness, phonics, vocabulary, fluency, and comprehension.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d*; FSAC-R 1-6,9ESOL 2,4,5; IRA 3.1,3.2,3.3,4.1;REC 2.G.6,*
31-3.11 (all), 4.1-4.19 Case Study

3. Use assessment data to develop long term and short term goals for differentiation of instruction especially for striving readers, and plan and implement goals-based instruction and intervention to K-12 students using appropriate strategies and materials.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d.*; FSAC-R 2-6,9,11; ESOL 2,4,5; IRA 1.4,2.1,2.2,2.3,3.3,4.1,*
4.2,4.3,4.4,5.1; REC 2.A.1-2.G.6 (all), 4.1-4.19,5.1-5.15 Case Study

4. Apply knowledge of language and literacy development as well as motivation and engagement in order to create a language-rich and print-rich environment that encourages wide reading.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d*; FSAC-R 1,2,10,11; IRA 4.2, 4.3, 4.4; ESOL 2,4,5: REC*
2.F.4, 2.G.2-2.G.4,5.1- 5.15 Case Study

5. Use instructional techniques that emphasize scaffolding or gradual release of responsibility, teacher modeling and demonstration followed by guided and independent practice.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d*; REC 2.A.1-2.G.6 (all), 5.1-5.15 Case Study*

6. Apply research-based practices and materials for promoting language and literacy development, including phonics, phonemic awareness, fluency, vocabulary, comprehension, metacognition, critical thinking, writing, and content reading.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d *; FSAC-R 3, 4, 5, 6, 7, 10; IRA 2.2, 2.2; ESOL 2,4,5;*
REC 2.A.1-2.G.6 (all), 4.8, 4.14-4.16, 5.1-5.15 Case Study.

7. Use ongoing assessment procedures to monitor progress in achieving goals and to determine new strengths and needs as related to reading behaviors in Objective 2 above.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d*; FSAC-R 8,9,11; ESOL 2,4,5 ;IRA 1.4,2.1,2.2,2.3,3.3,4.1,*
4.2,4.3,4.4,5.1; REC 3.1-3.11 Case Study.

8. Administer post assessment instruments to determine effectiveness of intervention and achievement of goals related to behaviors listed in Objective 2.FSAC-R 9, 11;
REC 3.1-3.11 Case Study.

9. Write a case study reporting assessment and instruction results.
FEAP A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d*; FSAC-R 1-6, 9, 11-13; ESOL 2,4,5; IRA; 1.4,3.2; REC 3.1-*
3.11, 4.1-4.19, 5.1-5.15 Case Study.

10. Conduct a pre- and post- interview with parents of participating students. *FEAPA4e., B1d-f;*
FSAC-R 13; ESOL 4,5; IRA 3.2,3.4,5.1 Parent Updates and Parent Summary

Required Texts:

Reutzel, D.R. & Cooter, R.B. (2011). *Strategies for reading assessment and instruction.* 4th edition. Boston: Allyn & Bacon.

Bear, D., Ivernizzi, M., Templeton, S., & Johnston, F. (2007) *Word Their Way.* (4th ed). or (5th ed.). Prentice Hall. ISBN 978-0-13-223968-4.

Attendance: Attendance is mandatory for the practicum, as we are working with children. Five points will be deducted from your final grade for one absence. More than one absence will result in an incomplete or failure at the discretion of the instructor. There will be an academic engagement activity required online during the first week of class per University Requirements. ***Important Academic Engagement Financial Aid Requirement**-As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. To document that you began this course, and engaged in the course content Self-Assessment of Proficiency in Reading Diagnosis Survey and Cloze Pre Test Reflection no later than 5:00 pm the first week of the semester, per University Requirements. Failure to do so will result in a delay in the disbursement of your financial aid.

Instruction Strategies used in Course:

1. Collaborative discussions to consider the topics on the course outline.
2. Use of multi-media and Internet websites to facilitate a deeper understanding of the readings and class discussions.
3. Individual and small group reading instruction with up to five children in a public school setting.
4. Demonstrations, analysis, and reflections of teaching research-based reading strategies in small group settings.
5. Collaborative debriefing sessions sharing results of the application of reading strategies and daily instructional sessions with students.

Course Topics:

1. Model for Reading Diagnosis and Instructional Planning
2. Roles of Diagnostic Teachers
3. Formal, Informal and Authentic Assessment Tools
4. Culturally and Language Diverse Students
5. Gathering Diagnostic Data
6. Formulating Diagnostic Hypotheses
7. Diagnostic Teaching Sessions
8. Instructional Techniques: Vocabulary and Comprehension
9. Instructional Techniques: Word Identification (including phonics and phonemic awareness)
10. Instructional Techniques: Studying and Metacognitive Abilities
11. Case Study Preparation
12. Specialized Instructional and Technological Resources
13. Reporting and Conferencing with Parents and School Personnel

COURSE ASSIGNMENTS- ***Practicum Checklist for Further Guidance p. 14***

A. CASE STUDY: VIA ASSIGNMENT **150 points**

Brief Description: Student will administer formal and informal forms of assessment to gather data about a reader's decoding, fluency, comprehension, metacognition, and attitude/interests behaviors. Student will interpret the data and make recommendations to address the reader's strengths and needs. Student will implement instructional recommendations, post assess, and then report on the effectiveness of plan. This includes possible next moves in terms of instruction as well as suggestions for parents/caregiver(s).

FEAPs	Unacceptable (0 pts.)	Developing (1 pt.)	Proficient (2 pts.)
Knowledge and Performance FEAPs: A1c,d,e,f; A2a-i; A3a-j; A4a-f; B1a,c,d A1. Instructional Design and Lesson Planning. A1c.; A1d.; A1e.; and A1f.(b); A2a-i Learning Environment; A3a-I Instructional Delivery and Facilitation; A4a-f Assessment; Continuous Improvement, Responsibility and Ethics. B1a.; B1b. ; B1c.;B1d.	Inaccurate or incomplete data collection. Use of inappropriate assessment instruments. Inaccurate interpretation of data. Lacks appropriate intervention plan. Lacks final recommendations that address specific reading strengths and needs. Does not demonstrate knowledge and use of learning theories; selects inappropriate instruction for K-12 student's developmental level. Selects either inappropriate or no strategies to meet cognitive, linguistic, and affective needs. No evidence of progress monitoring. Does not share data and instructional effectiveness with parents/caregivers. RECs are not evident.	Data collection is incomplete or inaccurate and may include inappropriate assessments. Interventions are not directly connected to students' needs based on data collected. Monitoring plan is weak and does not show knowledge and application of learning theories and reading research. Shares data and instructional plan but not effectively. Nondistracting writing mechanics; oral communication to students clear for most part. RECs are included but not explicit.	Applies knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels by administering appropriate formal and informal assessment instruments including making appropriate accommodations to gather data and diagnose a reader's decoding, fluency, comprehension, metacognition, and attitude/interests behaviors. (D1,8,9; ESOL 5). Interprets the data, develops and implements an appropriate intervention plan, monitors progress, and makes final recommendations to address the reader's strengths and needs (D1,8,9; ESOL 5). Uses assessment to determine appropriate instruction for the K-12 student's developmental level (D1,3,4,8,9,10). Interventions show knowledge and application of learning theories and research (D9). Selects appropriate strategies to meet cognitive, linguistic, and affective needs; monitors progress; determines instructional/intervention effectiveness (D1,2,3,4,8,9,10;ESOL 5). Shares data and instructional

			effectiveness with parents/caregivers (D1,3,4,8,9,10). RECs are evident (D1,2,8,9).

Dispositions = D1,2,3,4,8,9,10.
ESOL 5
Via Portfolio Information: ***Via™ by Watermark™ and the Via™ login page*** **www.vialivetext.com. Additional Resources: Via Support Website (https://ccie.ucf.edu/explore-via/).**

B. Parent Communication **225 total points**

1. *Letter to Parents* **Will be given to parent(s) on first day of clinic.** [25 pts.]
Write a letter to a potential parent/guardian of a child you will tutor during the practicum. Introduce yourself, provide some background about yourself, and communicate your goals for the child. Elicit the parent's hopes for the student and any information about the child's strengths and needs. Include some practical tips for the parent to use when working with the child at home to support your efforts during the practicum. Communicate your professionalism, knowledge of reading, and knowledge of the role of the teacher. A rubric is provided in this syllabus, p. 17.

2. *Week 1 Parent Update* (see p. 7 format; p. 8 sample)- 1 copy to instructor, 1 copy to Parent- [**50 pts total**]

3. *Practicum Summary for Parents* (see p. 18 rubric)- 1 copy to instructor, 1 copy to Parent [**75 points**]
4. *Parent Workshop*- edit and implement a parent workshop during practicum [**75 points on 6/22**]

C. During Practicum Requirements **200 total points**

1. *Participation in Data Conference (p. 15)* ***Week 1*** **50 points**
2. *Weekly Reports to instructor* (see pp. 10-11 format, pp. 12-13 sample, if working with more than one child this is done as a joint assignment)- [**75 points**] **150 points**

TOTAL Points Available 575 points

Grade Determination will include plus /minus. See sample grading scale {A=93-96% of total points; B=83-86% of points; C=73-76% of points; D=63-66% of points; F=below 60%. Anything above base grade is a +, anything below base grade is a -} **Note: Attendance is mandatory.**

Policy Regarding Attendance, Participation, and Administrative Requirements: You are enrolled in the College of Community and Innovation and Education because you are preparing for the profession of teaching children. You will touch the lives of many children throughout your career. It is expected that students will demonstrate interest, enthusiasm, and professionalism in all courses. Two key components of professionalism are attendance and participation. You will be assessed with regard to these. There are no excused absences.

However, you may miss one class for any reason. Each absence beyond this one will result in a reduction of your final grade by 10 points. Chronically arriving late and/or leaving prior to the end of the class will reflect as an absence. Students who disrupt the class process by repeatedly leaving and returning to class, chatting with neighbors, doing work not related to the class, or sleeping may also have the final letter grade reduced. I believe that you are dedicated to becoming the best teacher possible and to that end; this component will not become an issue for you.
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>.

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>.

Harassment Statement: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door.
  Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses
Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Classroom Expectations: The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://goldenrule.sdes.ucf.edu/ for further details.
2. Do not turn in late assignments. Late submissions will not be accepted.
3. Keep up with the reading. You have quite a few chapters, modules, discussion postings, and e-mail messages to read for the class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
4. Don't miss a quiz. Missed quizzes may not be retaken.
5. Work with others. You are required to make every effort to work effectively and promptly with others in your groups. Fair criticism of your failure to work effectively with others will significantly affect your collaboration and participation grade.

E-mail: E-mail will be an integral part of this course. Make sure you:
• Check your e-mail at least twice per week (more often is better).
• Be patient. Don't expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.

• Include "Subject" headings: Use RED 6746 and something that is descriptive and refers to a particular assignment or topic.
• Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.
• Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
• Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation (you may want to compose in a word processor, then cut and paste the message into the discussion or e-mail).
• Break up large blocks of text into paragraphs and use a space between paragraphs.
• Sign your e-mail messages. • Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail. Never send or keep anything that you would not mind seeing on the evening news. Note: Review the Netiquette and Viruses sections below.

Netiquette: "Netiquette" has evolved to aid us in infusing our electronic communications with some of these missing behavioral pieces. "Emoticons" and other tools have become popular and I encourage their use when it will add to the clarity of your communication. :-) happy, pleased :-(sad, displeased :-O surprised >:-| angry Abbreviate when possible. Examples: LOL: laugh out loud, "I find this funny" ROFL: rolling on floor laughing, really funny BTW: by the way, *grin*: smiling IMHO: in my humble opinion FYI: for your info Flame: antagonistic criticism

Netiquette continues to evolve and I am sure that we will have constant additions to this growing language. The important thing to remember is that all of the "cute" symbols in the world cannot replace your careful choice of words and "tone" in your communication. You can learn more about Netiquette and electronic communication by visiting Learning Online.

Viruses: A virus can spell disaster. Your use of a reputable anti-virus program is a requirement for participation in this course (good ones include McAfee or Norton). Also, back up your files: "My hard drive crashed." "My modem doesn't work." "My printer is out of ink." These are today's equivalents of "My dog ate my homework." And these events really do occur and they are really inconvenient when they do. However, these are not valid excuses for failing to get your work in on time.

Technical Resources: For specific problems in any of the areas below or for further information go to the corresponding link for assistance.
• UCF Home Page will help find UCF resources.
• UCF Computer Service Desk – You can also call the Service Desk at 407-8235117.
• Learning Online This site provides information on study skills for distance learners, the library and the writing center.
• Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
• Technical Discussion Topic: If you have technical questions and/or problems, please post a message to the Technical Discussion Topic. I encourage members of the class who are technically proficient to also monitor this discussion topic and assist your classmates. If your equipment problems prevent you from using e-mail from home, there are many computer labs on

campus and virtually every public library offers Internet access.

Guidelines for working with students

1. Stress joyful learning. (This is summer – help them feel as though this is a different type of school. When you are enthusiastic about reading, your attitude can rub off on them!)
2. You are the mentor, the expert, in the reading process. The student is an apprentice reader – learning strategies from you, the expert. Demonstrate using explicit instruction and think aloud.
3. Please do not offer extrinsic rewards or incentives. No food or candy as a reward! The accomplishment (or even partial accomplishment) of a goal can be reward in itself.
4. During the assessments, do not provide answers/words, etc. Let the student know this up front.
5. During instruction use your judgment as to when to supply words/answers. Guide the student(s) to use strategies. Set ground rules the first day about students supplying words/answer for other students. Don't allow this – it interferes with strategy application.
6. If a student comes to an unknown word encourage the use of strategies:
   Read to the end of the sentence.
   Look at beginning letters.
   Look for meaningful word parts (-ing, -ed. Roots, etc.)
   Look for familiar sound patterns (-or, -ish, etc.)
   Skip it; read further.

*Be cautious about decoding words. If a word is decodable and taking time to decode will not distract too much from comprehension, then guide/coach the student in the decoding of the word. If the student is not likely to decode the work then just tell the word and keep going. (This is during instruction, NOT assessment.)

7. Be prepared. Have all your materials and be ready for the tutoring session.

Possible Daily Lesson Format for RED 6846- *Obviously to be adapted to the student's needs*

Welcome, review previous day. 5-15 minutes
i.e. What was our story about? What is a strategy we used yesterday?

Fluency 5-15 minutes
- 1 minute read, record on graph. Readers Theatre with other students or some other type of fluency intervention

Word Study-Vocabulary Development 10-30 minutes
- Word Sort, Making Words, e.g.

Story/ Book/ Read Aloud 20 - 45 minutes

Before Reading
Previewing, Prediction, Pre-reading activity/strategy
During Reading
Active reading, discussion, clarification, e.g.

After Reading

Summarizing, reflection, what strategy?

Wrap Up 5-10 minutes

Other Possible Activities

1. Independent reading
2. Further vocabulary development
3. Specific instruction based on need- for phonemic awareness, phonics, fluency, comprehension, etc…
4. Writing extension

Week 1 Update for Parent

This week we …

Next week we will…

Suggestions for this weekend…

See you Monday!!!

Week 1 Parent Update (June 14-18)

Student Name: Austin Wondisford

This week Austin and I…

Worked on improving oral reading fluency by reading aloud a variety of poems and books; practicing quick recognition of sight words and sight word phrases – words and phrases that appear often in books and other reading materials; and listening to others model fluent reading during read alouds.

During this week we also started an author study with two other students from the clinic. Each day we are reading one of Leo Leonni's books and completing a graphic organizer/worksheet as a whole group to assess the students' comprehension of the story. Prior to reading the story the students make predictions as to what they think the story will be about based on the title and the front cover. During reading the students are asked questions and are encouraged to continue making predictions as the story continues. At the end of the author study the students will compare and contrast the four stories they read and select their favorite.

Austin and I also played a number of word games with sight words, words with various vowel patterns, and rhyming words.

Next week we will…

Continue to work on oral reading fluency through the incorporation of reader's theatre, nonfiction and fiction books, poetry, jokes, riddles, and much more. We will also be working on building comprehension and will continue working on sight words and sight word phrases.

Suggestions for the weekend…

Have your child select a book to read to you. It might be best to read the story more than once; so that you can help your child through the reading the first time, and then enjoy the story and focus on comprehension the second time. After reading, talk with your child about the story; some question to ask may include:

1. Who is/are the main characters in the story?
2. Where did the story take place?
3. What was the problem in the story?
4. How was the problem solved?
5. How did the story end?

Have a great weekend and I will see you Monday!

Please feel free to contact me with any questions. nbourlier@knights.ucf.edu
-Ms. Nicole Bourlier

RED 6846 Practicum: Weekly Report

Name of Student _____ Week of _____

Learning Goals/Objectives (**based on Testing/Observations**)

Activities/Techniques utilized to accomplish Goals/Objectives. Initial if completed. Fill in comments as appropriate.

Instructional Approaches	Mon.	Tues.	Wed.	Thurs.	Fri.
Fluency Check (daily) Write number in box.					
Word Study – Word Sort (WS), Making Words (MW), other (daily)					
Read Aloud- Text Used					
Independent Reading- Text Used					
Before Reading Strategy – Name & Text Used					
During Reading Strategy – Name & Text Used					
After Reading Strategy – Name & Text Used					
Vocabulary Development-					
Comprehension – Text Used					
Writing as an Extension of Reading, i.e. Literature Response – Activity					

Other -					

Reflections on the Week:

Next Week:

Sample RED 6846 Practicum: Weekly Report

Name of Student __Drake_ Week of __June 10-14___

Learning Goals/Objectives (**based on Testing/Observations**)

1) Work on lengthening attention span.
2) Work on recognizing specific word patterns to identify long and short vowel patterns.
3) Work on building sight word vocabulary.
4) Work on reading for information and developing "following directions skills."
5) Work on comprehension skills.

Activities/Techniques utilized to accomplish Goals/Objectives. *Under the columns Mon-Fri are numbers. These numbers correspond to the description written in the Instructional Approaches column. (For example, under the Read Aloud-Text Used, on Tuesday we read <u>How to Build a Tornado in a Bottle</u> (#1) and <u>Tornado</u> (#2).*

Instructional Approaches	Mon.	Tues.	Wed.	Thurs.	Fri.
Word Study – Word Sort (WS), Making		WS with	WS with	WS with	

Words (MW), other (daily)		sight words	Long A Vowel	Long A Vowel	
Read Aloud- Text Used 1) How to Build a Tornado in a Bottle by Lori Shores. 2) Tornado by Betsy Byars 3) Paintball Invasion by Jake Maddox 4) Sunday Comics	Buddy Read books selected from the Reading Lab library. Read #4 of those he chose.	Buddy Read #1 and #2	Buddy Read #2 – Talked about grouping words and taking a breath at end of sentence	Buddy Read #2. Talked about grouping words again and sentence punctuation.	Buddy Read #3. Talked about grouping words again and sentence punctuation.
Independent Reading- Text Used					Star Wars Comic Books
During Reading Strategy – Name & Text Used 1) Think Aloud – Summarize what happened on the page and what we think will happen next.			#1 – How to Build a Tornado	#1 – How to Build a Tornado	#1 – Paintball Invasion
Vocabulary Development- 1) Word game with most frequent word list (Words 200-300) 2) Long A sound in cvc and cvce words (example: can and cane)		#1	#2		
Comprehension – Text Used 1) How to Build a Tornado in a Bottle by Lori Shores. 2) Tornado by Betsy Byars 3) Paintball Invasion by Jake Maddox		Read #1 and figured out what was needed	Read #1 and did the experiment. Retelling what we did for the experiment	Read #1, #2 Reviewed what happened on each page	Read # 3 Reviewed what happened on each page
Writing as an Extension of Reading, i.e. Literature Response – Activity 1) Exit Strategy – write one thing liked, one thing not liked, one question. 2) Take the words from the word sort and write sentences using them. (Ex: The man had a plan to tap the other man's	#1	#1	#1, #2	#1	#1

hat and made him very mad.)					
Other – Assessments 1) Interest and Wide Reading Inventory 2) Attitude and Metacognitive Survey 3) Burke Reading Inventory 4) Elementary Reading Attitude Survey 5) Primary Spelling Inventory 6) Text Features 7) Book Preference Test 8) Peabody Picture Vocabulary Test, Form IIIB 9) Basic Phonic Skills Test 10) Qualitative Reading Inventory-5	#4, #5	#7, #9, #10 (Sight Words)	#3, #10 (Reading)	#8	#1, #2, #6
CMC Library Visit – Went to CMC and chose 2 books. One I chose and one Drake chose. Drake chose a pop-up book, I chose "Where the Wild Things Are."				X	

Reflections on the Week:

1) This week went faster than I had anticipated. Two hours (minus the time getting settled and the time collecting our things for the day) goes very quickly and most days, I went home not accomplishing what had been planned. Analyzing the day events – time was spent moving from one place to another (2 different locations each day) and a potty break which is attributed to the short attention span. Then, when reading, Drake would rather just buddy read or let someone else read rather than read himself. So, he would try to bargain as to how much he had to read and how much I would read.
2) I settled on doing two types of reading – fiction (such as Tornado and Paintball) and Science Experiments because, Drake would rather be doing some activity rather than reading. The book Tornado supported the science experiment and the book Paintball is written by his favorite author. The science experiments we did this week were reading about tornados and making a tornado in a bottle. We also read the experiment of making a piece of paper fly. We tested a plain piece of paper, a wadded up piece of paper and a paper airplane to compare which would fly the furthest. I also sent home instructions to make a balloon car as something to do this weekend.
3) In looking at Drakes assessments –

a.**Interests**: according to what Drake's parents have said, what he has said and the various interest inventories – he is interested in science (with focus on rockets). He would rather be playing and doing things than reading but will read if asked. His favorite author is Jake Maddox and prefers easy action/adventure, science, comic books, mystery books, short stories and picture books. It seems that, with reading Jake Maddox, he prefers realistic fiction, even though he said he was not interested in reading it. He would rather play sports than read about sports.

b.**Reading skill**:

Drake believes he is a good reader though when asked the question "if you have a problem with a word what will you do?" His answer: try to sound it out and then go ask someone for help or just give up. He reads one word at a time with little expression and little attention to punctuation. When taking the Elementary Reading Attitude Survey, I believe he was answering the questions based on what he thought I wanted him to say. He has some understanding of text features within a book, though he may not know them by name. In book selection, Drake will look at the book cover, sometimes look within the book for pictures and text. If there are too many words, he will not select.

i.**Phonemic Awareness/Phonics** – he is aware of print and the connection between the letters and the letter sounds though he does not know all the sounds yet. He has trouble with final "e" words for the letters "I, U" as in fine and cute, long vowel sounds, and syllables.

ii.**Comprehension** – According to the QRI-5 word lists, Drake is Independent at Primer, Instructional at First and Frustration at Second. I selected 2 primer readings (ones which had pictures) of which for the expository reading, he only answered one out of 6 of the comprehension questions. For the narrative, he answered 2/3 of the questions.

Strengths and weaknesses: Drake wants to please and is willing to do what he is asked to do but if the activity does not interest him, he wants to move, go some other place, take a potty break, or try and change the subject. He is quick to pick up on word patterns and remembers unknown words when they are in context (such as when he was reading How to Build a Tornado in a Bottle, words he stumbled over on Tuesday, he "read" on Wednesday and Thursday.) While rereading, he sometimes would read more fluently other times one word at a time. Tries to sound out words. Does notice patterns, seems to enjoy listening to stories and participates in discussion. He looks through books Clearly Drake needs to work on his phonics and develop techniques to decode unfamiliar words.

4)In looking at the needs and what can be accomplished in instruction for two weeks, I wonder how effective I will be in helping Drake and his reading skills. Do I give him lots of strategies and not spend too much time on one subject, or do I be methodical and make sure he understands something before moving on. This is summer and reading should be fun so not quite sure what the right approach should be.

Next Week:

1) Work on additional long vowel sounds (e and i). Review all by doing word sorts and rime plates.
2) Work on "during reading strategies" to promote monitoring his reading to help comprehension. Read Tornado and Paintball. (Retell what has been read and continue reading). Use these books as books for comprehension skills building to identify characters, setting, problem.
3) Work on building the sight vocabulary using word patterns – ake, ight, ing, ink, ank, unk, nk.

Practicum Checklist (complete one per apprentice reader)

UCF Mentor _____ Name of Student _____

RED 6846 Requirements	**When**	**Product**	**Check when done**
Book Preference Test, Text Feature Assessment, Interest/Attitude Inventory, Metacognitive Survey, and Informal Reading Inventory.	Week 1	Case Study Lesson Planning	
PPVT-III and if needed another Standardized Assessment	Week 1	Case Study, Lessons	
Other On-Going Assessments (as needed) such as phonics survey, etc…	Week 1	Case Study, Lessons	
Data Conference with Dr. Kelley	By end of Week 1, or if needed beginning of Week 2.	Data Table p. 15 to be used for case study and parent summary	
Parent Updates Week 1		(1) Complete Form for Parent and Copy to instructor	
Weekly Reports		2 Weekly Reports to instructor	
Parent Letter		Letter	
Parent Workshop		Plan, Implement, Reflect	
End of Practicum Summary for Parent		Summary to Parent and Copy to instructor	
Case Study		Formal Report to instructor Hard Copy with assessments	

Note: You may work with up to 2 students. You are only required to write a complete case study on one student. If working with more than one student the Weekly Report to instructor can be a combined Weekly Report. You can distinguish a specific assessment and/or activity by using initials within the weekly report form.

RED 6846 Reading Practicum Data Conference Sheet: Using Assessment to Inform Instruction

Student's Name _____ Student's Age/Grade _____ Gender: M__ or F__

Area Assessed	Tool Used	Student's Strengths	Student's Needs
Motivation: Interests			
Motivation: Attitude			
Standardized Test	**PPVT**		
Comprehension: Reading Level QRI, DRA , or other			
Fluency			
Spelling			
Phonemic Awareness/Phonics			
Observations of Reading-Like Concepts About Print			
Book Preference Test p. 25-26			
Text Feature Assessment p. 27-35			

Possible Focus for Future Instruction (based on data)**:**

RED 6846 Case Study Rubric (total points available- 150 pts)- must be turned in with Case.

Name of UCF Student _____ **Total Points** _____

I. Background on the Student. *10 pts.* _____ **Score Attained**
This will be obtained from Questionnaire and/or parent meeting by June 7th.

II. Tests & Results: Assessments to be included in the Case Study ** (list each test and the scores obtained*) 70 points*

1. **PPVT-III**. *10 points* _____**Score Attained**
2. An **Informal Reading Inventory** (this includes QRI-III, DRA K-3, DRA 4-8, The Bridge, Johns' Basic Reading Inventory, etc…). You must include the current independent and instructional reading level. *10 points* _____**Score Attained**
3. If the IRI (#2) does not include an **interest/attitude inventory &/or metacognitive inventory** you must choose one from your various texts, handout, or other source. *10 points* _____ **Score Attained**
4. **Book Preference Test**. *10 points* _____**Score Attained**
5. **Text Feature Assessment.** *10 points* _____**Score Attained**
6. **Spelling Test** (Include the Students' Stage and Feature Scores). *10 points* _____**Score Attained**
7. Other Assessments as Needed- Depending upon the students' performance on the above assessments you may need to do a phonemic awareness inventory or a phonics test, etc… please include these results. *10 points* _____ **Score Attained**

III. Observations During Testing (you may want to break this into sub areas according to each assessment given or clearly embed in with student's results). *20 pts*._____ **Score Attained**

IV. Summary of Practicum
Description of practicum activities which supported learner *20 pt.)* _____ **Score Attained**

V. Recommendations for Future Instruction. .
Recommendations for future instruction *20 pt.* _____ **Score Attained**

VI. Post-Assessment to Determine Instructional Effectiveness. *10 pt.*_____ **Score Attained**

**If you use an instrument from another source please provide the instructor with a copy.

Parent Summary Outline- Also see rubric for details

1. Include a data table with students' assessment information.
2. Include a brief positive statement about your work with their child.
3. Include a few sentences that describe some of the skills and/or strategies you worked on with the child.
4. Talk about a book your child liked or an activity that really seemed to assist him/her.
5. Include a suggestion for what the parent can do to help the child at home that is specific to the child's needs.
6. Give information about Let's Read Seminole www.letsread.scps.k12.fl.us or **another program** that will encourage reading over the summer. This should include a list of suggested readings based on the students' interests and level.

RED 6845 Parent Letter Rubric

Student Name _____ Date _____

Criteria for Evaluation	**Self**	**Instructor**
Letter introduces you; gives the parent(s)/guardian some background about you, contact information, and communicates your goals for the practicum. [up to 15 points		
Letter elicits their hopes for the practicum and what they already know about their child's strengths and needs (as their first teacher). [up to 10 points]		
Letter includes an application for a library card &/or library information (programs etc…) is provided. You may include other programs of interest in the community. [up to 15 points]		
Letter includes practical tips for working with their child at home to support what you are doing (more general, to help develop habits of learning): these could come from the NRP (National Reading Panel), Put Reading First Materials, IRA (International Reading Association) sections (from handout) appropriate to the child's approximate level. [up to 25 points		
Letter is completed in a professional manner and communicates professionalism, knowledge of reading, and knowledge of the role of the teacher. [up to 15 points]		
Letter is free of mechanical errors. [up to 10 points]		
Letter is completed in an appropriate format, salutation, date, body in paragraphs (single-spaced), and closing. [up to 10 points]		
Total		

RED 6846 Rubric for Parent Summary

UCF Student Name_____

Criteria	Needs improvement	Good	Excellent
Format (like salutation and closing)	There are multiple errors in format. (4 points)	There is an error in format. (7 points)	The letter is in the correct format, i.e. date, paragraph structure is correct. (10 points)
Grammar, spelling, and mechanics	Writer makes 2 or more errors in grammar and/or spelling. (4 points)	Writer makes 1 error in grammar and/or spelling. (7 points)	Writer makes no errors in grammar or spelling. (10 points)
Introduction: Content—Positive statement	The first paragraph is unclear and missing a positive comment. (5 points)	A brief positive statement about the child is included as part of the introduction, although it is not clear. (10 points)	The introductory paragraph clearly gives a brief positive statement about the child. (15 points)
Data Table	No data table included. (0 points)	Incomplete data table included. (5 points)	Data table is comprehensive, complete, and clearly presented. (10 points)
Content—Description of practicum activities	The description of practicum activities is confusing and not clearly presented. (5 points)	The second paragraph includes a description of your work with the child including a book the child read or an activity the child enjoyed. The description is too lengthy, contains too much jargon, and/or is not child specific. (15 points)	The second paragraph includes a brief description of your work with the child including a book the child read and an activity the child enjoyed which clearly is connected to the child's needs. (20 points)
Content—Suggestions for continued success	The third paragraph includes a suggestion(s) of what the parent can do at home. The suggestion(s) is not specific and it is not clear. (5 points)	The third paragraph includes a suggestion(s) of what the parent can do at home but it does not describe why this suggestion(s) is specific for the child. (10 points)	The third paragraph includes a suggestion(s) of what the parent can do at home. The suggestion(s) is specific to the child. (15 points)
Ending: Content—	A closing is loosely	The closing is present	The closing offers

Including Book List	written if included at all. No additional information is offered. (5 points)	but you do not offer any additional information (such as book lists) or what is included is too general.(15 points)	additional information that includes a list of possible reads for the rest of the summer or something related. (20 points)

Report Writing

1. Always write reports of this nature in the third person. "The examiner noted the tendency for . . . ". "Tom's performance suggested that . . . ". At all costs avoid phrases such as, "In my opinion . . . ".

2. Be sure your report takes on a precautionary note regarding interpretation of your results. Statements such as, "Such behavior seems to suggest . . . ," "these results appear to be supported by . . .", are most appropriate. At no time should you use a statement which indicates some one thing is the cause or a definite cause-effect relationship.

3. Double check any computation that can change the results drastically. Like-wise try to avoid any clerical errors in transposing data from one sheet to another. It is best to have someone check your computation and clerical work before submitting your report for evaluation.

4. Your report should be written for the consumers, the classroom teacher. Avoid using technical or specialized terms unless you define them in your report. Please do not use terms like dyslexic.

5. The interpretation of your diagnostic findings must be done with precision and be written very succinctly. All testing information should be integrated so that those tests (formal and informal) suggesting a specific problem are brought together in one paragraph. Summarize your results so that relationships are reported showing both the major strengths and weaknesses. A brief paragraph which synthesizes your major diagnostic findings is extremely beneficial.

6. When using a specific test or subtest, for example, "On the informal Reading Inventory (IRI), which assesses the child's ability to read a passage orally on sight, followed by a comprehension check. Tom frequently omitted and inserted many short, simple words; however, these omissions and insertions did not seem to affect this understanding of the passage. This tendency to add and skip words was further noted when . . . ".

7. When writing your recommendations you need to be extremely specific. This section must be directly related to your diagnostic findings for your suggestions must show a direct correspondence to the strengths and weaknesses identified earlier. Indications for the nature of the instructional program might include the: (a) type of program, i.e. linguistic rather than the current synthetic phonic approach; (b) most appropriate instructional level to be used in the developmental program; and (c) the specific skill areas which the child should be concentrating on in addition to the developmental program.

Definite materials, activities, games and exercises for meeting the needs of the child should be included in the recommendations. Try to limit the areas of skill development to those 3 to 4 you deem most critical.

You may wish to stress the importance of locating materials which tie in with the child's interests. Elaborate on the interest factor if you found the child to be functioning much better in those activities directly related to his interests while other materials resulted in poor attending and performance.

Websites to Assist with RED 6846

Websites of Interest
http://www.centeroninstruction.org/
http://www.ies.ed.gov/ncee/wwc/
http://www.ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/Resources_for_Teachers/Content_Area_Literacy_Guide/
http://www.fcrr.org/fair/index.htm
http://rfpd.ucf.edu/Handouts/Leadership%20Handouts/pres34.ppt
www.literacymatters.org/adlit/questioning/intro.htm
http://www.all4ed.org/publication_material/reports/literacy_content
http://dictionary.reference.com/browse

Laura Candler's site – lots of good things:
http://home.att.net/TEACHING/resources.htm

Literature Circles
http://www.funlessonplans.com/reading_map.htm

Socratic Seminar
http://www.studyguide.org/socratic_seminar_student.htm

Study Guides
http://www.enotes.com/guides/lessons_plans

Annotated Sites

Comprehension
http://reading.ecb.org
This website allows students to create an account and work on reading strategies. For example, if they choose to work on questioning they drag the questioning icon into the book and then the program launches into a brief definition of questioning. The student can watch the teacher do a mini-lesson on questioning and then the student can practice the strategy by choosing one of four stories. The program walks them through and the student can read the passage on their own or have it read to them. At the end of the story the student is asked to categorize their questions as

in their head or in the book. They student can then print out a bookmark with their questions or have them emailed to their teacher.
For the teacher there are some brief instructional videos and mini-lessons related to each strategy.

http://www.literacy.uconn.edu/index.htm
A wonderful resource for literacy K-12 from U. of Conn. It takes a little time to check it out- but it's time well spent. You can sort your searches by literacy topics and/or grade level. There are web links and instructional strategies.

Fluency
www.gigglepoetry.com
Great site to get poetry for kids to enjoy alone or with peers. Interesting interviews with poets and hundreds of poems categorized by topic.

www.FreeReading.net
This site offers non-fiction and fiction passages by guided reading level. It also identified teaching applications related to each passage.

http://www.sbceo.k12.fl.ca.us/~rtac/Levelpassages.html
This site has numerous passages all by guided reading level.

http://www.readinga-z.com
This site has many resources for teacher not limited to fluency but there are some passages and readers theatre scripts available by guided reading level. For a fee there is more access granted.

http://www.teachingheart.net/readerstheater.htm
Numerous readers theatre scripts available for free (K-3).

http://www.aaronshep.com/rt/RTE.html
The guru of readers theatre. This site offers limitless opportunities.

www.tickettoread.com
You can sign up for a 14-day trial. When you sign up, choose the grade level you want to work with. There are several non-fiction passages that students can practice reading as they are read to, read along with narrator, and practice reading out loud on their own until they meet their fluency goal. Students can (if they have a microphone) even practice by speaking into the microphone. There are vocabulary words and comprehension questions also.

Writing

http://poster.4teachers.org/worksheet/view.php?ID=1309
Offers writing prompts for narrative and descriptive writing.
Motivation and Book Selection
This website assists with book selection with tons of booklists.

http://www.carnegielibrary.org/kids/books/bigkids.cfm

Type in the author and title of the book you just read and it gives you recommendations for your next read. Careful though, it may not be the same reading level.

http://www.whatshouldireadnext.com/search

Word Study Resources

http://educationextras.com/wordstheirway.html The following links provide Powerpoints that can be used by teachers to model the word sorts or have individual students access the sorts on the computer. The powerpoints are categorized by the stage (such as Letter Name, Within Word etc….). There are also several templates to create your own.
http://clinton.k12.ia.us/assets/files/F/FourthGradePacket[1].pdf Word Study Curriculum Guide 4th Grade.
http://www.themeasuredmom.com/a-better-way-to-teach-spelling/ Resource for parents/teachers.
http://www.themeasuredmom.com/how-to-make-spelling-interesting/ Word sort implementation explanation.
http://pdtoolkit.wtw5e.pearsoncmg.com/ PD Toolkit Log In for Words Their Way teacher resource.
http://www.readingrockets.org/article/top-10-resources-spelling-and-word-study Reading Rockets Top 10 Resources (links) for Word Study.
http://www.studyzone.org/testprep/ela4/wwwords2.html Working with words game.
http://www.literacyconnections.com/WordsTheirWay.php Word Study Activities from Words Their Way.*
http://db.dadecountyschools.org/~davis/wordstudy/davis.htm Davis Elementary- word sorts by phonics feature in Word and Adobe.*
http://northrop.mpls.k12.mn.us/words_their_way_spelling_sorts_lists Words Their Way Resources/Sorts (Within Word, Syllables & Affixes, Derivational Relations); At home activity packet.
http://www.westlake.k12.oh.us/HilliardTeachers/Shields/SpellingLists.htm Sorts labeled by phonics feature. Says you have to sign in but you don't.

APPs for Literacy

Letters and Letter Formation

iWriteWords Lite (Free) **and iWriteWords** (handwriting game upgrade $2.99) – gdiplus free lite version only has a,b,c ; letter formation
abc Magnetic Alphabet Lite (Free) **and abc Magnetic Alphabet HD** (upgrade $2.99) – Dot Next Education fridge magnet letters to play with, never run out of the letter you need; free version uppercase letters only
abc Magnetic Board: Alphabet (Free)- Tatiana Churanova
Endless Alphabet- Originator Inc. Free
Alphabetic Order- SLPtoolbox.com Free

Sight Words
Sight Word Photo Touch – Grasshopper Apps (Free) easy to customize for different ability levels; preschool – grade 3 word lists
***Sight Word BINGO** – ABCya ($.99) Uses Dolch word lists. Four fun games to help practice sight words
Sight Words Bingo- Horizon (Free- pre-primer and primer)
Uses sight word list by grade level
Sight Words Flash Cards- list of sight words for kids in preschool, kindergarten, 1st grade, 2nd grade- eFlash Apps, LLC Free

Phonics
Phonics and Letter Sound School Early Reading and Learning Activities- CFC s.r.o. Free
abc Pocket Phonics – Apps in My Pocket (Free can upgrade for $2.99) Free version available with limited letters; full version includes blends, vowel combinations, etc. easy to customize for different ability levels
First Words with Phonics- Anlock Free
Build a Word Express Free- @Reks

Spelling
SpellingCity(Free)- Spelling City
Spelling Test by FunExam.com Free and upgrade .99- Funflip Studios
Skill Builder Spelling- Ben Kaiser Free
***Tap N Learn** – Learn to Spell Pratik Machchar Free **upgrade .99**
Simplex Spelling with Reverse Phonics Lite- Pyxwise Software Inc. Free

Vocabulary
The Opposites- Mindshapes Limited Free
Hooked on Words Free- Plasmaworks LLC
Chicktionary for iPad Free **and Chicktionary Coop: A Multiplayer Word Game** Free – Blockdot Inc. and Soap
***Word Wagon** by Duck Duck Moose $1.99

Comprehension
Professor Garfield Fact or Opinion (FREE)- By Paws Incorporated (K-2)
Developed by the Virginia Department of Education, this free app uses a cartoon character to

teach a language arts concepts to middle elementary aged students. It is funny for the kids, and keeps their attention, as well as teaching the concept clearly. It is not a video, and you have to read the text.

Reading Comprehension Pre- Peekaboo Studios LLC Free
Inference Ace: Reading Comprehension Skills- Janine Toole Free

Writing

Story Maker HD (Free)- BlueFinger
Cosmic Storymaker Lite (Free)- Left Brain Games, Inc.
Create stories about adventures in outer space.
***Little Bird Tales- Easy Digital Stories for Kids $2.99**- Mike Klem
Story Starters- Ideas for Writing by Jarrod Robinson Free
Our Story for IPad- The Open University Free
Comic Maker HD- Nguyen Trung Kien Free

Miscellaneous

Brain Pop Featured Move- Brain POP Free
DK Readers- Dorling Kindersley Free
Read Me Stories Children's Books- 8Interactive Limited Free
Weird but True by National Geographic Kids- National Geographic Society Free
National Geographic Kids- Education Free
Madlibs Penguin Group USA Free

Book Preference Test

1. Collect ten (10) books that vary in readability, pictures, genre, print size, etc… List the titles in the chart with #4.

2. Place the books in front of the child and ask the child to put the books into two stacks:

a. “Books you might want to read”.
b. “Books you would not want to read”.

3. Move away from the child as he/she sorts. While the child makes their 2 stacks watch for the following characteristics and add appropriate comments.

The student…	**(✓) if they do it!**	**Any comments related**
opens book		
reads front cover		
reads the back cover		
flips through book		
reads text features		
asks questions		
other		

4. After the child has finished sorting have the child explain their stacks and their reasoning.

Title of Book/Author	Genre	Would read (✓)	Would **not** want to read (✓)	Child’s rationale
1.				
2.				
3.				
4.				
5.				

6.				
7.				
8.				
9.				
10.				

5. Ask the child to select one book that you will read to him/her and one book they will read to you and have them explain why.

Title of Book	Read to	They read	Why?

6. If time read to him/her and have him/her read to you. Note any behaviors on observation form.

Adapted from Karri Williams (UCF, 2004)

K-1 Knowledge of Text Features Assessment Score Sheet
Student _____ Grade _____ Date _____

Assent Script: *"Today I am going to ask you to identify some text features. A text feature is anything that is not in the main body of the text, like a title or a picture. I will also ask you to tell me what you know about each text feature. The text feature may be anywhere in the book, so you can look throughout the book to find the text feature. What I learn from this assessment will help me plan instruction to help you be a better reader."* **Optional***: "You will not be graded on this assessment but I do want you to try your best so I can know how to better help you grow as a reader."*
Directions: Place a 0 for no or incorrect response; place a 1 for a correct response.

#	**Text Feature** *CD picture book page listed*	**Teacher Prompt for Identification**	**Response Score**	**Teacher Prompt for Purpose**	**Response Score**	**Teacher Prompt for Application**	**Response Score**
				PRINT FEATURES			
1	**Title** *Front Cover*	"Show me the title of this book/chapter." If student cannot identify, point to an example.		"Why does an author give a book a title?" Possible student response: Tells topic and/or main idea of the entire text		"Read the title and tell me what you think you are going to learn about."	
2	**Heading/ Subheading** *H- p.2,36,7,10* *SH- p.4,8,9*	"Show me a heading/subheading in this book." If student cannot identify, point to an example.		"Why does an author give a heading/ subheading?" Possible student response: Tells the main idea of a section of text		"Read the heading/subheading and tell me what you think you are going to learn about."	
3	**Bold Print** *p. 3,7,8*	"Show me bold print."		"Why does an author use bold print?"		"Read the bold print and tell me what you expect to learn about."	

		If student cannot identify, point to an example.		Possible student response: Shows important vocabulary in the text			

4	**Caption** *p.2, 3,7-11*	"Show me a caption." If student cannot identify, point to an example.		"Why does an author use a caption? Possible student response: Explains the picture it is nearest to		"Read the caption. What did you learn about the graphic feature (picture, photo, drawing) from the caption?"	
5	**Pronunciation Guide** *p. 3,7,10*	"Show me a pronunciation guide." If student cannot identify, point to an example.		"Why does an author use a pronunciation guide?" Possible student response: Shows how to pronounce or say a new or unusual word		"Use the pronunciation guide to pronounce the word."	

GRAPHIC FEATURES							**Response Score**
6	**Photograph with or without caption** *p.2,3,7-11*	"Show me a photograph." If student cannot identify, point to an example.		"Why does an author put a photograph in a book?" Possible student response: Helps you see real events, steps, or objects described in the text		"Look at the photograph and explain why you think this is in the text/chapter/book."	
7	**Drawing with or without caption** *p.9*	"Show me a drawing." If student cannot identify, point to an example.		"Why does an author put a drawing in a book?" Possible student response: Helps you see something from the text		"Look at the drawing and explain why you think this is in the text/chapter/book."	
8	**Inset**	"Show me an inset."		"Why does an author put an inset in a book?"		"Look at the inset and explain why you think this is in the	

	p.9	If student cannot identify, point to an example.		Possible student response: Helps you see something in the text in large and small scale		text/chapter/book.”	

9	**Diagram** *p.7,9-9*	"Show me a diagram." If student cannot identify, point to an example.		"Why does an author put a diagram in a book?" Possible student response: Explains steps in a process or how something is made		"Read the diagram. What did you learn?"	
10	**Labeled Diagram** *p.7*	"Show me a labeled diagram." If student cannot identify, point to an example.		"Why does an author put a labeled diagram in a book? Possible student response: Shows the different parts of something in the text		"Read the labeled diagram. What did you learn?"	
11	**Map** *p.4-5*	"Show me a map." If student cannot identify, point to an example.		"Why does an author put a map in a book?" Possible student response: Shows the location or impact of something in the text		"Read the map. What did you learn?"	
12	**Graph** *p. 6*	"Show me a graph." If student cannot identify, point to an example.		"Why does an author put a graph in a book? Possible student response: Shows data and/or displays information important to the text		"Read the graph. What did you learn?"	
13	**Timeline**	"Show me a timeline."		"Why does an author put a timeline in a book?		"Read the timeline. What did you learn?"	

	p.6	If student cannot identify, point to an example.		Possible student response: Allows you to see when events in the text occurred			

ORGANIZATIONAL FEATURES							Response Score
14	**Table of Contents** *p.1*	"Show me a table of contents." If student cannot identify, point to an example.		"Why does an author have a table of contents?" Possible student response: Helps you quickly find the topic you are seeking		Point to a section of the TOC: "Read this and tell me what topics will be in this book/text." "Where will I find information on _____?" (Fill in the blank with a topic that would be found in this book.)	
15	**Index** *p. 13*	"Show me an index." If student cannot identify, point to an example.		"Why does an author have an index? Possible student response: Helps you quickly find the specific information they are seeking is located		Look at the index and identify a topic: "On what page(s) can you find the topic?"	
16	**Glossary** *p.12*	"Show me a glossary." If student cannot identify, point to an example.		"Why does an author have a glossary?" Possible student response: Gives you the definition of new or text-critical words		Look at the glossary and identify a word: "What is the definition of this word?"	

Key: 0= no response or wrong response; 1= correct response

Total and transfer scores to the table below:

Text Feature Category	Identification	Purpose	Application	Specific Observations
Print Features	**____/5**	**____/5**	**____/5**	
Graphic Features	**____/8**	**____/8**	**____/8**	

Organizational Features	**____/3**	**____/3**	**____/3**	

Note: Use the information from this assessment to plot on the *K-1 Knowledge of Text Features Assessment Class Profile* whether a student can identify, knows the purpose, and/or applies each text feature.
Grade-Two-and-Up Knowledge of Text Features Assessment Score Sheet

Student _____ Grade _____ Date _____

Assent Script: *"Today I am going to ask you to identify some text features. A text feature is anything that is not in the main body of the text, like a title or a picture. I will also ask you to tell me what you know about each text feature. The text feature may be anywhere in the book, so you can look throughout the book to find the text feature. What I learn from this assessment will help me plan instruction to help you be a better reader."* **Optional*:*** *"You will not be graded on this assessment but I do want you to try your best so I can know how to better help you grow as a reader."*
Directions: Place a 0 for no or incorrect response; place a 1 for a correct response.

#	**Text Feature** *CD picture book page listed*	**Teacher Prompt for Identification**	**Response Score**	**Teacher Prompt for Purpose**	**Response Score**	**Teacher Prompt for Application**	**Response Score**
				PRINT FEATURES			
1	**Title** *Front Cover*	"Show me the title of this book/chapter." If student cannot identify, point to an example.		"Why does an author give a book a title?" Possible student response: Tells topic and/or main idea of the entire text		"Read the title and tell me what you think you are going to learn about."	
2	**Heading/ Subheading** *H-*	"Show me a heading/subheading in this book."		"Why does an author give a heading/ subheading?"		"Read the heading/subheading and tell me what you think you are going to learn about."	

	p.2,36,7,10 *SH- p.4,8,9*	If student cannot identify, point to an example.		Possible student response: Tells the main idea of a section of text			
3	**Bold Print** *p. 3,7,8*	"Show me bold print." If student cannot identify, point to an example.		"Why does an author use bold print?" Possible student response: Shows important vocabulary in the text		"Read the bold print and tell me what you expect to learn about."	

4	**Italics** *p.9*	"Show me italics." If student cannot identify, point to an example.		"Why does an author use italics?" Possible student response: Shows important vocabulary or emphasize a word when reading		"Read the italicized print and tell me what you expect to learn about."	
5	**Caption** *p.2, 3,7-11*	"Show me a caption." If student cannot identify, point to an example.		"Why does an author use a caption? Possible student response: Explains the picture it is nearest to		"Read the caption. What did you learn about the graphic feature (picture, photo, drawing) from the caption?"	
6	**Pronunciation Guide** *p. 3,7,10*	"Show me a pronunciation guide." If student cannot identify, point to an example.		"Why does an author use a pronunciation guide?" Possible student response: Shows how to pronounce or say a new or unusual word		"Use the pronunciation guide to pronounce the word."	
7	**Bullets** *p.7*	"Show me bullets." If student cannot identify, point to an example.		Why does an author use bullets?" Possible student response: Emphasizes and condenses big ideas in a text		"Read the bullets and tell me what was important in this section of text."	
8	**Sidebar** *p.11*	"Show me a sidebar." If student cannot		"Why does an author use a sidebar?" Possible student		"Read the sidebar. What did you learn?"	

		identify, point to an example.		response: Provides additional details, facts, or information related to the text			

GRAPHIC FEATURES							Response Score
9	**Photograph with or without caption** *p.2,3,7-11*	"Show me a photograph." If student cannot identify, point to an example.		"Why does an author put a photograph in a book?" Possible student response: Helps you see real events, steps, or objects described in the text		"Look at the photograph and explain why you think this is in the text/chapter/book."	
10	**Drawing with or without caption** *p.9*	"Show me a drawing." If student cannot identify, point to an example.		"Why does an author put a drawing in a book?" Possible student response: Helps you see something from the text		"Look at the drawing and explain why you think this is in the text/chapter/book."	
11	**Inset** *p.9*	"Show me an inset." If student cannot identify, point to an example.		"Why does an author put an inset in a book?" Possible student response: Helps you see something in the text in large and small scale		"Look at the inset and explain why you think this is in the text/chapter/book."	
12	**Cross-section/ Cutaway**	"Show me a cross-section or cutaway." If student cannot		"Why does an author use a cross-section/ cutaway in a book?"		"Look at the cross-section/cutaway and explain why you think this is in the text/chapter/book."	

	p.9	identify, point to an example.		Possible student response: Helps you see all the layers or the interior and exterior of a person, place, or thing in the text			
13	**Diagram** *p.7,9-9*	"Show me a diagram." If student cannot identify, point to an example.		"Why does an author put a diagram in a book?" Possible student response: Explains steps in a process or how something is made		"Read the diagram. What did you learn?"	

14	**Labeled Diagram** *p.7*	"Show me a labeled diagram." If student cannot identify, point to an example.		"Why does an author put a labeled diagram in a book? Possible student response: Shows the different parts of something in the text		"Read the labeled diagram. What did you learn?"	
15	**Map** *p.4-5*	"Show me a map." If student cannot identify, point to an example.		"Why does an author put a map in a book?" Possible student response: Shows the location or impact of something in the text		"Read the map. What did you learn?"	
16	**Graph** *p. 6*	"Show me a graph." If student cannot identify, point to an example.		"Why does an author put a graph in a book? Possible student response: Shows data and/or displays information important to the text		"Read the graph. What did you learn?"	
17	**Timeline** *p.6*	"Show me a timeline." If student cannot identify, point to an example.		"What does an author put a timeline in a book? Possible student response: Allows you to see when events in the text occurred		"Read the timeline. What did you learn?"	
18	**Chart/Table**	"Show me a chart/table."		"Why does an author put a chart/table in a book?		"Read the chart/table. What did you learn?"	

	p.10	If student cannot identify, point to an example.		Possible student response: Organizes and displays data in the text easily			

ORGANIZATIONAL FEATURES							Response Score
19	**Table of Contents** *p.1*	"Show me a table of contents." If student cannot identify, point to an example.		"Why does an author have a table of contents?" Possible student response: Helps you quickly find the topic you are seeking		Point to a section of the TOC: "Read this and tell me what topics will be in this book/text." "Where will I find information on _____?" (Fill in the blank with a topic that would be found in this book.)	
20	**Index** *p. 13*	"Show me an index." If student cannot identify, point to an example.		"Why does an author have an index? Possible student response: Helps you quickly find the specific information they are seeking is located		Look at the index and identify a topic: "On what page(s) can you find the topic?"	
21	**Glossary** *p.12*	"Show me a glossary." If student cannot identify, point to an example.		"Why does an author have a glossary?" Possible student response: Gives you the definition of new or text-critical words		Look at the glossary and identify a word: "What is the definition of this word?"	

Key: 0= no response or wrong response; 1= correct response

Total and transfer scores to the table below:

Text Feature Category	Identification	Purpose	Application	Specific Observations
Print Features	**____/8**	**____/8**	**____/8**	
Graphic Features	**____/10**	**____/10**	**____/10**	

Organizational Features	**____/3**	**____/3**	**____/3**	

Note: Use the information from this assessment to plot on the *Grade-Two-and-up Knowledge of Text Features Assessment Class Profile* whether a student can identify, knows the purpose, and/or applies each text feature.

Recommended Reading List:

Walker, B.J. (2005). *Techniques for reading assessment and instruction*. Upper Saddle River, NJ: Pearson Education.

Leslie & Caldwell. (2006) *Qualitative Reading Inventory, IV*.

McLaughlin & Allen (2002). *Guided Comprehension: A Teaching Model for Grades 3-8.* Newral, DE: International Reading Association.

McKenna & Stahl. (2003). *Assessment for Reading Instruction*. NY: Guilford Press.

Fry & Kress. (2006). *The Reading Teacher's Book of Lists, 5th ed.*

Routman, R. (2003). *Reading Essentials.* Portsmouth, NH: Heinemann.

Fountas & Pinnell. (2001).*Guiding Readers and Writers: Grades 3-6. Portsmouth, NH:* Heinemann.

Harvey, S. (2000) *Strategies that Work.* York, ME: Stenhouse.

Miller, D. (2002). *Reading with Meaning*. York, ME: Stenhouse.

College of Community Innovation and Education - Graduate Program Addition-New - Social Justice in Public Service Graduate Certificate

2020-2021 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* ◉ Program ○ Shared Core

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one form must be submitted to revise the program and additional forms must be submitted for each of the track additions.

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Proposal Type:* Graduate Program Addition-New

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Primary Unit Housing Program:* School of Public Administration

Type of Action:* ☐ Track

☑ Certificate

Name of new track or certificate:* Social Justice in Public Service Graduate Certificate

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- ☑ Face to Face
- ☐ UCF Online (all courses online-approved with UCF Online)
- ☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here:

New Equipment Fee?* ○ Yes ◉ No

If yes, also complete the 2020-2021 Graduate Equipment Fee form.

Will the program be a market tuition rate program?* ○ Yes ◉ No

Will the program be a cost recovery program?* ○ Yes ◉ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

College: https://ccie.ucf.edu/	**Degree:** CRT
Department: https://ccie.ucf.edu/public-administration/	**Option:** N/A
Program Websites: https://ccie.ucf.edu/public-administration/socialjustice	

Rationale:*

The Graduate Certificate in Social Justice in Public Service is designed to develop leaders who can influence policy to create social justice, particularly at the graduate level. The idea for this certificate comes *directly from MPA, MPP, and MNM students in SPA*. A group of about six students gathered as a part of a focus group to develop a social justice course, and through those discussions they asked for a broader curriculum to include a certificate with a variety of course options. The ability to teach such courses is therefore a direct response to student demand. Ideas in the provided syllabi for the two new courses come directly from SPA students convened for the focus group. They asked for a class covering the basics

of social justice, and another course focused more on applications and activism.

We designed those courses to meet their expressed requests and the community's needs.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Tip: You can Import a similar track or certificate to use as a templete instead of starting from scratch. Use the Import button at the top left corner of the form. **For instructions on adding the catalog copy please view the Graduate Program New: Importing a Template Program training video at: https://graduatecouncil.ucf.edu/curriculum-committee/.**

Follow these steps to propose courses to the new track or certificate curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

The Social Justice in Public Service graduate certificate seeks to develop leaders who can influence policy to create social justice. Students will obtain a theoretical background in social justice, exploring topics such as human rights, income distribution and the role of markets. Students will understand factors that contribute to inequity among various groups, with a focus on providing a theoretical background and methods to analyze social justice issues in public service. They will understand principles of social justice as they apply to government and nonprofit sector in education, health, transportatuion, and housing policy domains among others.

Curriculum

Gradaute Certificate in Social Justice in Public Administration consists of 15 credit hours. Each student will complete 6 credit hours of core courses and 9 credit hours of resticted electives.

This certificate is primarily a face to face program but students will be able to select electives form the list of restricted electives that may be offered online. Classes are offered at UCF Downtown campus in the evenings.

Group projects are intended to develop leadership abilities while also providing an opportunity to show students are capable of working as part of a team. Group projects promote important intellectual and social skills and help to prepare students for work in a world in which teamwork and collaboration are increasingly the norms.

Courses from an undergraduate degree may not be applied to this Certificate.

Required Courses: 15 Credit Hours Total

Core: 6 Credit Hours

PAD 5042 Foundations of Social Justice for Public Service
PAD 5043 Policy Advocacy for Social Justice

Restricted Electives: 9 Credit Hours

Select three elective courses from the list below (9 Credit Hours):

CPO 6785 Political and Economic Inequality in Comparative Perspective
EDF 6886 Multicultural Education
EDF 6855 Equitable Education

Opportunity and Life Chances: A Cross-National Analysis

INR 6067 Human Rights and Security

INR 6062 Peace Studies

INR 6356 Environmental Security

PAD 5356 Managing Community and Economic Development

PAD 5930 Global Cities

PAD 6357 Urban Resilience

PAD 6825 Cross-Sectoral Governance

PUP 6324 Women and Public Policy

SYO 6409 Social Inequalities in Health

SYO 6404 Food Insecurity and Health

PAD 7939 Special Topics

Additional Program Requirements

Students must achieve a grade of "B-" (80%) or higher in every course listed under core requirements and in the Capstone Experience courses.

Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

The School of Public Administration incorporates service learning into some courses. Service learning is a teaching method that provides a means for every student to enhance his or her academic program with experiential learning opportunities. Service learning provides an opportunity for students to work with community partners by collecting and compiling data and producing quality products that will be beneficial to both students and organizations.

Students are expected to be computer literate and have computer internet access upon entry to the program.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Tangible projects, such as research scholarly papers, internships, and the Capstone/Final Project also contribute to the self-development of students. The planning study in the Capstone/Final Project will focus on reviewing and analyzing contemporary planning issues in order to help students acquire knowledge and skills pertaining to best practices in a variety of planning subfields. The Capstone/Final Project provides opportunities for independent learning experience.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to meeting general UCF graduate application requirements, applicants to this program must provide:

An official transcript meeting the minimum GPA requirement of 2.5 in a sealed envelope, from each college/university attended.
Current professional résumé including experience in the field (paid or voluntary).
Goal Statement: The goal statement is a key component of the admission review process and serves as an example of the applicant's ability to express himself or herself in writing. The goal statement must be no longer than two pages double-spaced (500-800 words) and should address the reason for pursuing graduate study in Social Justice related to Public Administration.
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.
All International students must meet university minimum TOEFL score requirements regardless of the language in which the undergraduate program was completed.

A limited number of students who do not meet the GPA requirements may be admitted on a provisional basis. These students must demonstrate planning experience and provide a clear statement of education goals.

Application Deadlines

Urban and Regional Planning MS	*Fall Priority	Fall	Spring	Summer

Domestic Applicants		Jun 1	Dec 1	
International Applicants		Jan 15	Jul 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.

Contact Info

Staci Zavattaro, PhD.
Associate Professor
Staci.Zavattaro@ucf.edu

Nasrin Lakhani
Director, Student Support Services
nasrin.lakhani@ucf.edu

Graduate Admissions

Christina Dabrowski
gradadmissions@ucf.edu
Telephone: 407-823-2766
Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies
Millican Hall 230
PO Box 160112
Orlando, FL 32816-0112

Institution Codes
GRE: 5233
GMAT: RZT-HT-58
TOEFL: 5233
ETS PPI: 5233

Graduate Financial Aid

UCF Student Financial Assistance
Millican Hall 120
Telephone: 407-823-2827
Appointment Line: 407-823-5285
Fax: 407-823-5241
finaid@ucf.edu
http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this new track or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.	N/A
Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No

Future Students

Indicate likely career or student outcomes upon completion:

The Social Justice in Public Service graduate certificate seeks to develop leaders who can influence policy to create social justice. Students will obtain a theoretical background in social justice, exploring topics such as human rights, income distribution and the role of markets. Students will understand factors that contribute to inequity among various groups, with a focus on providing a theoretical background and methods to analyze social justice issues in public service. They will understand principles of social justice as they apply to government and nonprofit sector in education, health, transportation, and housing policy domains among others.

Public administration is inseparable from policymaking and implementation. The institutional environments and power relationships affect daily public administration practice. Public administrators provide professional knowledge and skills for drafting policy documents and informing policy decisions. Furthermore, public administrators regularly execute management discretion when implementing public policy. Therefore, NASPAA recommends that accredited MPA/MPP programs prepare students for “participating in and contributing to the policy process.” MPA students are expected to develop the ability to analyze policy issues, understand policymaking and implementation, and engage in policy processes.

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 the Public Administration, Public Policy, Urban and Regional Planning, Nonprofit programs and others with interest in the field.

Year 1

Headcount: 30	**SCHs:**

Year 2

Headcount: 40	**SCHs:**

Year 3

Headcount: 50	**SCHs:**

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☑ Attached ☐ Not Applicable
Library Assessment of Resources*	☑ Attached

Administration Use Only

Proposal for a Graduate Certificate
In
Social Justice in Public Service

Developed by

School of Public Administration
University of Central Florida

September 25, 2019

Graduate Certificate in Social Justice in Public Service
University of Central Florida
School of Public Administration

Proposal Brief

Introduction

Social justice is a critical component of public administration and policy. During the 2019 ASPA National Conference, there was a new track dedicated specifically to social justice issues. The track will be included in ASPA 2020 conference as well. Recently, the University of Cincinnati launched the first-ever Social Justice focused MPA degree program. Harvard University houses a plethora of social justice-oriented courses. the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), public policy and administration accreditation body, provide awards for programs with emphasis on social justice and inclusiveness. Within the Planning Accreditation Board standards, social justice and equity are values required to maintain accreditation. With our move to UCF downtown in Orlando, the School of Public Administration is perfectly positioned to capitalize on this important area of both study and practice given our proximity Downtown to government agencies, nonprofit organizations, and the location of the Downtown campus in the Parramore community.

The Social Justice in Public Service graduate certificate seeks to develop leaders who can influence policy to create social justice. Students will obtain a theoretical background in social justice, exploring topics such as human rights, income distribution and the role of markets. Students will understand factors that contribute to inequity among various groups, with a focus on providing a theoretical background and methods to analyze social justice issues in public service. They will understand principles of social justice as they apply to government and nonprofit sector in education, health, transportatuion, and housing policy domains among others.

Description of the Market and Need

Looking at the UCF course catalog, other units do offer social justice-relatedcourses. Like ours, theirs are program specific. The majority of the programs and courses are at the graduate level. Our graduate certificate would be unique within the university as the only targeted graduate social justice certificate at UCF. In this program, we have created two new courses and researched other campus programs in addition to SPA offering relevant courses as electives.

Public administration is inseparable from policymaking and implementation. The institutional environments and power relationships affect daily public administration practice. Public administrators provide professional knowledge and skills for drafting policy documents and informing policy decisions. Furthermore, public administrators regularly execute management discretion when implementing public policy. Therefore, NASPAA recommends that accredited MPA/MPP programs prepare students for "participating in and contributing to the policy process." MPA students are expected to

develop the ability to analyze policy issues, understand policymaking and implementation, and engage in policy processes[1].

According to our recent survey of 81 local government managers in Florida, the majority of managers agreed to the need to better incorporate public policy analysis into the curriculum of Public Administration programs[2]. The certificate program will better prepare students to understand how social justice issues can be incorporated into public policy processes.

A search of Social Justice programs offered at US Universities shows that there is a number of programs offered at the graduate level, and several of these are at peer universities so adding one to SPA at UCF would bolster our ranking and serve our students. This seems to indicate there is a need for graduate studies in social justice in public service. The following is a preliminary list of US universities offering a graduate Social Justice certificate:

University	**Certificate Name**	**Units**
Harvard University	Social Justice Certificate	16
University of Southern California	Graduate Certificate in Social Justice	12
Loyola University Chicago	Graduate Certificate in Social Justice	15
University of Colorado, Colorado Springs	Graduate Certificate in Diversity, Social Justice, and Inclusion	12
Villanova University	Peace and Justice Studies Certificate	15
University of New Mexico	Graduate Certificate in Race and Social Justice	15
UMass Amherst	Social Justice Certificate Program	15
University of Cincinnati	Social Justice MPA	38-39

Rationale and Description

The Graduate Certificate in Social Justice in Public Service is designed to develop leaders who can influence policy to create social justice, particularly at the graduate level.

[1] Network of Schools of Public Policy, Affairs, and Administration (NASPAA), Commission on Peer Review and Accreditation. (2014). NASPAA standards: Accreditation standards for master's degree programs. Retrieved from https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditationstandards.
pdf.

[2] Haupt, B., Kapucu, N., & Hu, Q. (2017). Core competencies in masters of public administration programs: Perspectives from local government managers. *The Journal of Public Affairs Education*, 23(1), 611-624.

The idea for this certificate comes *directly from MPA, MPP, and MNM students in SPA*. A group of about six students gathered as a part of a focus group to develop a social justice course, and through those discussions they asked for a broader curriculum to include a certificate with a variety of course options. The ability to teach such courses is therefore a direct response to student demand. Ideas in the provided syllabi for the two new courses come directly from SPA students convened for the focus group. They asked for a class covering the basics of social justice, and another course focused more on applications and activism. We designed those courses to meet their expressed requests and the community's needs.

A recent survey conducted in the Fall of 2019 shows strong student demand for the Certificate. 74% of respondents agree they would be interested in a Graduate Certificate in Social Justice in Public Service, and nearly 90% indicate they would be interested in leanring more about ways of incorporating social justice as part of their career interests. When asked if Social Justice in Public Service courses would help them in the pursuit of current professional goals, 84% agreed with the statement.

Student Survey on the Graduate Certificate in Social Justice in Public Service opportunity	
I am (or would have been) interested in a Graduate Certificate in Social Justice in Public Service	**UCF 2019 (n=70)**
Strongly Agree	52.17%
Somewhat Agree	21.74%
Neither Agree nor Disagree	14.49%
Somewhat Disagree	5.80%
Strongly Disagree	5.80%
I would be interested in learning more about ways of incorporating social justice as part of my career interests	
Strongly Agree	63.77%
Somewhat Agree	26.09%
Neither Agree nor Disagree	5.80%
Somewhat Disagree	0%
Strongly Disagree	4.35%
Social Justice in Public Service courses would help me in the pursuit of my current professional goals	
Strongly Agree	63.77%
Somewhat Agree	20.29%
Neither Agree nor Disagree	7.25%
Somewhat Disagree	2.90%
Strongly Disagree	5.80%

Moreover, in the field of public administration there is a push to include social justice literature, research, teaching, and community practices to broaden a curriculum. Recently

the University of Cincinnati launched an MPA degree specifically focused on social justice. As the table above also indicates, peer institutions across the US have already implemented similar social justice certificates. As UCF Downtown emerges and grows, this social justice will be a key, vital focus for the School as the relationship with the Parramore community takes shape.

The proposed program is primarily aimed at students who wish to specialize in public service careers involved with policymaking and implementation. The certificate program requires 15 credit hours of credit, with 6 credit hours devoted to required core courses. The proposed core courses will be part of the Master of Public Administration (MPA), Master of Public Policy (MPP), program and the Master of Nonprofit Management (MNM) as electives: Foundations of Social Justice for Public Service and Policy Advocacy for Social Justice. The three elective courses can be selected from fifteen existing courses, which are provided by the School, the College of Community Innovation and Education, Political Science, Sociology, and Others. The certificate program requires the development of two core courses. The certificate curriculum brief is provided below:

Graduate Certificate in Social Justice in Public Service

The School of Public Administration would offer a Graduate Certificate in Social Justice in Public Service that consists of 15 credit hours at the graduate level, including two required core courses and three electives.

Curriculum
Required Courses (6 credit hours)

PAD 5042	Foundations of Social Justice for Public Service
PAD 5043	Policy Advocacy for Social Justice

Electives (9 credit hours)

PAD 7939	Special Topics
PAD 5356	Managing Community and Economic Development
PAD 6357	Urban Resilience
PAD 5359	Global Cities
PAD 6825	Cross-Sectoral Governance
PAD 6439	Leadership in Public Service
EDF 6855	Equitable Education Opportunity and Life Chances
EDF 6855	Equitable Education Opportunity and Life Chances: A Cross-National Analysis
EDF 6886	Multicultural Education
PUP 6324	Women and Public Policy
SYO 6409	Social Inequalities in Health
SYO 6404	Food Insecurity and Health
CPO 6785	Political and Economic Inequality in Comparative Perspective
INR 6062	Peace Studies
INR 6356	Environmental Security
INR 6067	Human Rights and Security

Faculty Resources and Qualification

The Graduate Certificate Program in Social Justice in Public Service would be affiliated with the Master of Public Administration and Master of Nonprofit Management (MPA/MNM) programs and supported by the School of Public Administration. This certificate will be attractive to our students enrolled in Master in Urban and Regional Planning. The School of Public Administration currently has 32 full-time faculty members who specialize in the major aspects of public and nonprofit management, planning, and policy. A list of affiliated faculty members can be found in **Appendix A.**

Program Administration

The Graduate Certificate Program in Social Justice in Public Service will be administered by the Graduate Program Director of MPA/MPP programs and will follow the policies, rules, and procedures related to the graduate programs at the School of Public Administration. Associate professor Staci Zavattaro will assume the responsibility of tracking the progress of the students in the Graduate Certificate program during the first phase of development.

Appendix A

Listing of Affiliated Faculty (Alphabetical Order)

Seongho An, Ph.D.
Technology and nonprofit management
Assistant Professor
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Thomas Bryer, Ph.D.
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Gregg Buckingham, Ed.D
Public management
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Deborah Carroll, Ph.D.
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Maritza Concha, Ph.D.
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Christopher Emrich, Ph.D.
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Roberta Fennessy
Urban planning
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Yue Gert, Ph.D.
Resilience, uncertainty
Assistant Professor
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Jeremy Hall, Ph.D.
Evidence-Based Policy and Practice; Economic Development Policy
Professor
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Christopher Hawkins, Ph.D.
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Qian Hu, Ph.D.
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Xi Huang
Public management
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Naim Kapucu, Ph.D.
Social Inquiry and Public Policy, Network Analysis, Leadership
Pegasus Professor & SPA Director
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Ronnie Korosec, Ph.D.
Public Policy Analysis, Public Policy and Governance
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Stephanie Krick, Ph.D.
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Sarah Larson, Ph.D.
Public Finance, Public Policy, Statistical Methods
Assistant Professor
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Young-joo Lee
Nonprofit management
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K. Tom Liou, Ph.D.
Public Policy, Economic Development
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Lawrence Martin, Ph.D.
Benchmarking, local management
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Public budgeting
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Suzette Myser, Ph.D.
Nonprofit Financial Management
Assistant Professor
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Sheila Piñeres, Ph.D.
Economic Development and Political Stability in Developing Countries, Political Economy
Professor
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Melvin Rogers
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Associate Lecturer
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Abdul-Akeen Sadiq, Ph.D.
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Luis E. Santiago, Ph.D.
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Daniel Seigler, Ph.D.
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Lecturer
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Daniel Stephens, Ph.D.
Urban planning, transportation
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Kelly A Stevens, Ph.D.
Energy & Environmental Policy
Assistant Professor
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Angela White-Jones, Ph.D.
Research administration
Lecturer
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Jungwon Yeo, Ph.D.
Refugee integration, emergency management
Assistant Professor
Jungwon.yeo@ucf.edu

Chia-Yuan Yu, Ph.D.
Urban Policy, Transportation Policy, Healthy Communities
Assistant Professor
chia-yuan.yu@ucf.edu

Staci Zavattaro, Ph.D.
Branding, theory
Associate Professor
Staci.Zavattaro@ucf.edu

Memo

To: Dr. Naim Kapucu, Director, School of Public Administration
Dr. Luis Santiago, Associate Professor & MSURP Director,
School of Public Administration
Dr. Staci Zavattaro, Associate Professor, School of Public Administration
Dr. Glen Lambie, Associate Dean, Graduate Affairs and Faculty Excellence
Mr. Barry Baker, Director of Libraries
Dr. Devon Jensen, Associate Dean, College of Graduate Studies
Ms. Emily Stettner, Assistant Director, College of Graduate Studies
Ms. Selma Jaskowski, Associate Director, Technology Services & Resource Management
Ms. Ying Zhang, Department Head, Acquisitions & Collections
Ms. Sara Duff, Acquisitions & Collections Librarian

From: Corinne Bishop, Social Sciences & Graduate Engagement Librarian

Date: October 10, 2019

Subject: Library Report for new Graduate Certificate in Social Justice in Public Service, which is housed in the College of Community Innovation & Education

This memorandum is submitted for review and approval as requested by Dr. Naim Kapucu, Director of the School of Public Administration, an analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support a new Graduate Certificate in Social Justice in Public Service, which is a program in the College of Community Innovation and Education.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings for databases, journals, books, and audiovisuals. To complete the analysis, the expertise and assistance of fellow UCF Librarians Sara Duff and Ying Zhang was also solicited, which significantly added to the overall evaluation.

Peer Comparisons

When reviewing library support for the new Graduate Certificate in Social Justice in Public Service in the College of Community Innovation & Education, the following institutions were identified as aspirational peers for the library holdings comparison. Peer institutions were selected by faculty recommendations and similar programs that are offered. Similar programs are not currently offered within Florida, so this analysis compares UCF print and electronic collections with holdings at other institutions in the nation, which included the following.

- University of North Carolina, Chapel Hill (UNCCH)
- University of Cincinnati, Master's in Public Administration (UC)
- University of Colorado, Colorado Springs (UCCS)

Summary and Projected Costs for New Library Resources:

The analysis provides a snapshot of the UCF Libraries' holdings and those held at peer institutions.

The UCF Libraries' journals and database holdings appear to meet the current needs for the proposed graduate certificate, and therefore no immediate subscription costs are requested (see full analysis below). However, in the event any new key journal or database becomes critical for the graduate certificate, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

The UCF Libraries' book and audiovisual holdings are less in some areas when compared with the chosen institutions (see full analysis below). The gaps may either be partially covered by any available general monograph funds for now or remain unfilled, and if the certificate were to shift to a full track or program a new assessment will need to be completed and new funds may need to be requested. Additionally, in the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Analysis on Key Library Resources Supporting the New Graduate Certificate in Social Justice in Public Service:

Key Databases

	UCF	UNC Chapel Hill	UC	UCCS
1. ABI Inform Collection	x	x	x	--
2. Business Source Premier	x	x	x	x
3. Cambridge Journals	x	x	--	--
4. JSTOR	x	x	x	x
5. Nexis Uni	x	x	x	x
6. Oxford Scholarship Online	x	x	x	x
7. Policy File	x	--	--	--
8. Political Science Database	x	x	--	--
9. SAGE Premier	x	x	--	x
10. Science Direct	x	x	x	x
11. Simply Analytics (Simply Map)	x	x	x	--
12. Social Explorer	x	x	x	--
13. Social Science Premium	x	x	x	x
14. Sociological Abstracts	x	x	x	x
15. Taylor & Francis Social Science & Humanities	x	--	--	--
16. Wiley Online Library	x	x	x	x

Recommendation: The UCF Libraries databases list compares favorably with the chosen institutions. We have the databases needed to support the Graduate Certificate in Social Justice in Public Service. However, in the event of program expansion or any new key database becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Key Journals

	UCF	UNC Chapel Hill	UC	UCCs
1. Administrative Theory & Praxis	x	x	x	x
2. American Journal of Political Science	x	x	x	x
3. American Review of Public Administration	x	x	x	x
4. American Sociological Review	x	x	x	x
5. Cities	x	x	x	x
6. Cities & Health	x	--	x	x
7. Food Security	x	--	x	x
8. Journal of Community Health	x	x	x	x
9. Journal of Policy Analysis & Management	x	x	x	x
10. Journal of Public Administration Research & Theory	x	x	x	x
11. Journal of Social Policy	x	x	x	x
12. Journal of Social Science	x	x	x	x
13. Policy Sciences	x	x	x	x
14. Policy Studies Journal	x	x	x	x
15. Public Administration	x	x	x	x
16. Public Administration Quarterly	x	x	x	x
17. Public Administration Review	x	x	x	x
18. Public Integrity	x	x	x	x
19. Public Management Review	x	x	x	x
20. Review of Policy Research	x	x	x	x
21. Social Justice Research	x	x	x	x
22. Social Policy & Administration	x	x	x	x

Recommendation: The UCF Libraries journal list compares favorably with the chosen institutions. We have the journals needed to support the Graduate Certificate in Social Justice in Public Service. However, in the event of program expansion or any new key journal becomes critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources.

Monographs

	UCF	UNC Chapel Hill	UC	UCCS
1. Social Justice	1442	2445	1054	680
2. United States – Social Policy	1217	1788	988	575
3. City Planning	6040	11381	5247	1862
4. City Planning – United States	753	1344	651	284
5. Community Development – United States	1201	2114	542	223
6. Community Development, Urban	718	1143	400	190
7. Sustainable Urban Development	199	425	195	189
8. Urban Policy	1148	2058	815	430
Totals	12718	22698	9892	4433

Recommendation:

The analysis of the collection shows that UCF Libraries compares favorably with the chosen institutions in book and audiovisual holdings in some subject areas covered by the new graduate certificate. The UCF Libraries will still need to purchase additional monographs to support some areas, and gaps may either be partially covered by any available general monograph funds for now or remain unfilled. If the certificate were to shift to a full track or program, a new analysis will need to be done and new funds may need to be requested.

Submitted by,

Corinne Bishop, EdD, MLIS
Social Sciences & Graduate Engagement Librarian
University of Central Florida Libraries
corinne.bishop@ucf.edu

APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer	**Date**
Signature of Library Director	**Date** 10/10/19

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Library Director has reviewed sections above.

From: Ana Leon <Ana.Leon@ucf.edu>

Sent: Thursday, September 12, 2019 12:52 PM

To: Naim Kapucu <kapucu@ucf.edu>

Subject: RE: Social Justice in Public Service- Grad Certificate

Hi Naim,

Good to hear from you. We did fine with the hurricane as it really did not come as expected. Hope you and your family were okay too.

Your social justice certificate program sounds interesting and actually touches on a cornerstone within the field of social work. Social justice is infused throughout all aspects of our profession and our curriculum. It's tied into our clinical, health and general practice areas of the profession and it's reflected similarly in all of our courses.

At this point, we do not have any graduate courses on social justice. Coincidentally, we have recently discussed putting together a similar social justice program within the School of Social Work and hope that you will support that when it comes through the various university committees. We are not ready with that, as we are still trying to sort this out. Thanks for checking in with me on this. Have a great semester and stay in touch!

Regards,

Ana M. Leon, PhD, LCSW
Professor & Interim Director
School of Social Work
College of Health Professions and Sciences (CHPS)
Academic Health Sciences Center
University of Central Florida
HPA 1, Room 204
Telephone: (407) 823-6195 Fax: (407) 823-5697
Email Address: Ana.Leon@ucf.edu
https://healthprofessions.ucf.edu/socialwork

On Sep 13, 2019, at 3:32 PM, Edwanna Andrews <Edwanna.Andrews@ucf.edu> wrote:

Dr. Kapucu,

It was a pleasure to meet you at the Downtown Community Engagement meeting and to learn about the impact the School of Public Administration is having in the community. I am very interested in learning more about the development of your social justice curriculum. If there is an opportunity for me to be involved in the process, let me know.

Edwanna Andrews, Ph.D.

Director
Social Justice and Advocacy

Division of Student Development and Enrollment Services

University of Central Florida

P.O. Box 163230

Orlando, FL 32816-3230

Office: 407.823.0401

Fax: 407.823.0033

Edwanna.Andrews@ucf.edu

Pronoun(s): She/Her

Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.

"Live a Life Worthy of the Calling You have Received"

College of Community Innovation and Education - Graduate Program Revision - Career and Technical Education MA ▶

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Community Innovation and Education

Unit / Department / College:* Department of Educational Leadership & Higher Education

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Career and Technical Education MA ►
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	2020-2021
If you will be submitting other revision forms for tracks or course actions, please list them here:	Additional changes include CTE course semester offerings for a better alignment and sequencing of courses in addition to changing the internship course from 6 credits to 3 credits. Please see below.
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	This MA program has a total credit hours of 42-45 SCH. There is an option to choose a 3-credit research report course or a 6-credit internship course. Upon further review of other universities with a Masters in Career and Technical Education, their programs require a total of 36-39 SCH, including a practicuum. To compete with other programs of the same caliber, I propose to remove one course from the core classes and move the course into the elective section. I also propose to reduce the number of internship hours from 6 to 3 credits. This will bring our total SCH to 39 and make our program more competitive.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** MA
Department: Educational Leadership and Higher Education	**Option:** Research Report or Direct Field Experience
Program Website: https://ccie.ucf.edu/elhe/career-and-technical-education/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

The Career and Technical Education MA program prepares students pursuing leadership and administrative positions in career and technical education (CTE) as well as talent development and corporate training. This program is designed for individuals whose goal is to teach, train, coach, and/or lead in specific disciplines located in the following institutions: secondary and post-secondary schools (technical centers, community colleges, state colleges, and universities); vocational rehabilitation centers; corporations and industry; military; and professional associations and organizations. The CTE MA program's vision is to develop the next generation of educational leaders who serve in modern educational settings to cause positive outcomes.

The goal of this program is to improve the quality and effectiveness of talent development and instructional personnel in all industries. The Career and Technical Education MA program places emphasis on the intellectual growth of each student using research-based effective teaching techniques, scholarly learning, research or direct field experience, and leadership development.

Please note: Career and Technical Education (MA) may be completed fully online, although not all elective course options or course prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF Online may enroll with a reduction in campus-based fees.

This program is not an initial teacher professional education certificate program.

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/.

UCF is authorized to provide online courses or instruction to students in all states. Refer to State Authorizations for current information.

ECW 5561 Student Guidance in the Career/Workforce Program
ECW 6067 History of Career Education in the United States
ECW 6105 Career Education Curriculum Planning and Implementation
ECW 6268 School, College, and Career Readiness
ECW 6666 Issues in Career Education
ECT 6791 Research in Career Education

Curriculum

The Career and Technical Education MA program requires a minimum of 39 credit hours beyond the bachelor's degree, including 18 credit hours of career education core courses and 18 credit hours of advisor-approved courses focused on specialization within a discipline. The program also requires an internship/directed-field experience course (3 credit hours) OR a research report course (3 credit hours). Passing a comprehensive examination at the end of the program is a graduation requirement.

Total Credit Hours Required: 39 Credit Hours Minimum beyond the Bachelor's Degree

The six Career Education Core classes combine to provide students with an in-depth analysis of career education from its inception to future trends. With 18 credit hours (six courses) in career education graduate courses and 18 credit hours (six courses) in a discipline-specific field of study, the student will be considered a subject matter expert in career and technical education AND a subject matter expert in a discipline-specific field.

This program provides the flexibility of choosing electives for subject matter expertise in Career and Technical Education (CTE), in Educational Foundation, or in a discipline-specific graduate certificate that allows for a personalized degree program.

The internship/directed-field experience course takes place in a face-to-

face or web-based authentic setting in which students must apply, reflect upon, and refine knowledge and skills acquired in the program.

The internship experience gives students insight and hands-on experience while being observed and mentored by a supervising teacher and UCF faculty member. In lieu of the internship, students may choose the research report course option, which may be helpful if considering an educational pathway to a doctorate.

Required Courses—18 Credit Hours

Career Education Core

These courses will provide a solid foundation in career and technical/workforce education.

ECW 5561 Student Guidance in the Career/Workforce Program
ECW 6067 History of Career Education in the United States
ECW 6105 Career Education Curriculum Planning and Implementation
ECW 6268 School, College, and Career Readiness
ECW 6666 Issues in Career Education
ECT 6791 Research in Career Education

Elective Courses in Specialization—18 Credit Hours

Area of specialization may include career and technical education (CTE), health, technical training, corporate training, adult education, business education, **graduate certificates**, or another area approved by the advisor.

Please note: Some courses shown may be applied to the Local Director for Career and Technical Education Certification through the State of Florida. For more information, please review the Florida Department of Education teacher certification website. The Career and Technical Education MA program is not an initial certification program.

Consult with an advisor to complete the Graduate Plan of Study.

Students who wish to specialize in career and technical education may choose from the following list of courses:

BTE 6935 Seminar in Business Education

ECW 5207 Management of Career Education Programs

ECW 6205 Administration of Local Career Education Programs

ECW 6206 Supervision in Local Career and Technical Education Programs

ECW 6695 School/Community Relations for Career and Technical Education Programs

ECW 5265 Cooperative Programs in Career and Workforce Education

Education Foundation Electives

Students may choose from this list if planning to work in a traditional educational institution and wish to work with postsecondary students at the administrative level.

IDS 6504 Adult Learning

EDF 6155 Lifespan Human Development and Learning

EDF 6401 Statistics for Educational Data

EDF 6432 Measurement and Evaluation in Education

EDF 6481 Fundamentals of Graduate Research in Education

EDF 6886 Multicultural Education

ECW 5265 Cooperative Programs in Career and Workforce Education

Research Report Option—3 Credit Hours

This research report course is an option for students who wish to go onto to a doctorate program. The course consists of further study into research and scholarly writing.

ECT 6909 Research Report

Internship Option—3 Credit Hours

The internship course is a learning activity that takes place in a face-to-face or web-based authentic setting in which students must apply, reflect upon, and refine knowledge and skills acquired in the program.

ECT 6946 Internship

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. The GRE exam is not required for admission. All requested materials must be submitted by the established deadline.

In addition to the general UCF graduate admission requirements, applicants to this program must provide:

> **One official transcript (in a sealed envelope) from each college/university attended.**
> **Essay, 1-2 pages, on career goals and program alignment.**

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

Career and Technical Education MA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
Late applications will be considered on a space-available basis.				
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

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

Lisa Martino, PhD

Lecturer

CTE Academic Program Coodinator

lisa.martino@ucf.edu

Telephone: 407-823-6184

ED 220C

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised

○ Yes ◉ No

into this revised 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?	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.	Students who may wish to enroll in the Career and Technical Education M.A. program are future academic leaders and professionals in secondary and postsecondary schools; career and technical centers; junior, community colleges, and universities; military; vocational rehabilitation programs; prison vocational training programs; and industry and professional organizations in an effort to improve the quality and effectiveness of instructional personnel.

Year 1

Headcount: 25	**SCHs:** 450

Year 2

Headcount: 30	**SCHs:** 540

Year 3

Headcount: 35	**SCHs:** 630

Indicate likely career or student outcomes upon completion:	Upon graduation, students may find employment as a CTE teacher, corporate trainer or manager, Director of CTE program, CTE program chair or dean, CTE program manager or coordinator, or CTE curriculum specialist.

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1

Year 1

Number of assistantship students: 0	**Source of funds:**
Number of fellowship students (specify fellowship): 0	
Number of tuition remissions: 0	**Source of funds:**

Year 2

Number of assistantship students 0	**Source of funds:**
Number of fellowship students (specify fellowship): 0	
Number of tuition remissions: 0	**Source of funds:**

Year 3

Number of assistantship students: 0	**Source of funds:**
Number of fellowship students (specify fellowship): 0	
Number of tuition remissions: 0	**Source of funds:**

Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

UCF ACADEMIC PROGRAM REVIEW
CONTRIBUTING FACULTY ACTIVITY WORKSHEET

	FACULTY MEMBER GENERAL INFORMATION Use codes provided in instructions								CONTRIBUTING FACULTY PROGRAM PARTICIPATION Mark (X) each program that the faculty member contributes toward	
Faculty Member Name last, first	Highest Degree (e.g., PhD)	Primary Home Unit (most recent)	Appt. Type as of 08/20/19	Rank as of 08/20/2019	Tenure Status as of 08/20/19	Other Faculty Appoint-ment Modifier (if applicable) as of 08/20/19	Graduate Faculty/ Scholar Status	Additional Information or Clarification *(e.g., broad specialization area like math/science education)*	**Technical Education and Industry Training , BS**	**Career and Technical Education, MA**
Martino, Lisa	PhD	EHLE	Lecturer	**L**	NTE	C	GF		x	x
Sines, Meredith	PhD	EHLE	Adjunct	I	NTE	N/A	GS		x	x
Zink, James	EdD	EHLE	Adjunct	I	NTE	N/A	GS		x	x

College of Community Innovation and Education - Graduate Program Revision - Elementary Education MEd

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Teacher Education

Unit(s) Housing Program:

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Elementary Education MEd
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Summer/2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	**The changes to the M. Ed. catalog are designed to bring clarity to options for specialization. A new focus also addresses the needs of currently employed teachers who hold a temporary teaching certificate or are teaching out of field. By listing the options for specialization, we inform teachers about how they can become fully credentialed, while earning their master's degree. We may be able to increase our enrollment while meeting the needs of teachers and the students they serve.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** MEd
Department: School of Teacher Education	**Option:** Thesis, Nonthesis
Program Websites: https://ccie.ucf.edu/teachered/elementary-education/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

The ~~Master of Education in~~ Elementary Education M. Ed. program is designed to meet the needs of the classroom teacher whose career goal is to remain in the classroom. ~~Completion of the program~~ It provides experiences in the foundations of education, an update of the ~~student's~~ student's skills and understanding related to current research and instructional trends in basic subject matter areas, and elective choices in specific areas.

Teachers with a temporary teaching certificate, who have obtained a statement of eligibility, may be accepted into the program and may have the opportunity to include coursework required by the state of Florida to move to professional certification. However, the Elementary Education MA program is specifically designed for elementary education teaching certification. Therefore, contact the program advisor to determine which is appropriate for your circumstances.

Curriculum

The MEd in Elementary Education requires a minimum of 30 credit hours beyond the bachelor's degree and offers a thesis and nonthesis option. The nonthesis option requires a research study in one or more courses. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization

within the education profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area. Both options require ~~9~~ 6 credit hours of core courses and a minimum of ~~12~~ 15 credit hours of elective specialization courses, in addition to the 9 credit hours required in the thesis or nonthesis options. At minimum, 50 percent of the program coursework completed for the MEd must be at the 6000 level.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree ~~The MEd program offers thesis and nonthesis options. The nonthesis option requires a research study in one or more courses. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the education profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.~~

Students should plan to take EDE 6933 Introductory Seminar in Elementary Education during the first semester of enrollment. Students should take EDE 6935, which includes a program culminating experience, during the final semester in the program.

Required Courses: ~~9~~ 6 Credit Hours

Note: Courses with an asterisk (*) require an independent learning experience in the form of research studies.

These courses are offered online.

EDE 6933 Introductory Seminar in Elementary Education

[Right] *

EDE 6935 Capstone Seminar in Elementary Education

[Right] *

EDF 6233 Introduction to Action Research and Analysis of Classroom Practice

~~**EME 6405 Adapting and Integrating Innovative Technologies in Education**~~

Specialization and Electives: ~~12~~ 24 Credit Hours

Consult with your advisor to determine the coursework that will best meet your professional goals. Choose from ~~one of~~ the following specializations: ESOL Endorsement, Reading Endorsement, General Elementary Education, Exceptional Education, Dual Language,

Elementary Education Certificate, Early Childhood Education, Gifted Education, or K-8 Mathematics and Science. Choose at least ~~12~~ 15 credit hours from the following specialization courses with the approval of your adviser. The adviser may approve courses taken as part of a UCF graduate certificate program for this area of the MEd (up to ~~12~~ 18 credit hours).

EDS 5356 Mentoring and Clinical Supervision of Pre-Professional Educators-highly recommended. (This course prepares you to supervise interns. For each senior intern and two junior interns you supervise, you will earn a Certificate of Participation which covers the cost of 6 credit hours of courses.)

~~New Core~~ Reading Endorsement

~~(Must~~ Must take all 18 hours after applying for the reading endorsement certification program. These classes must be completed within 3 years.~~)~~

RED 5147 Developmental Reading
RED 5517 Classroom Diagnosis and Development of Reading Proficiencies
RED 6845 Advanced Evaluation and Instruction in Reading
RED 6846 Reading Practicum
TSL 5085 Teaching Language Minority Students in K-12 Classrooms

~~New Core~~ ESOL Endorsement K-12 Graduate Certificate

~~(Must~~ Must take all 15 hours after applying for the ESOL endorsement certification program. Upon successful completion, students will need to complete separate paperwork with the state of Florida for official recognition of this endorsement.~~)~~

TSL 5085 Teaching Language Minority Students in K-12 Classrooms
TSL 5525 ESOL Cultural Diversity
TSL 6142 Critical Approaches to ESOL
TSL 6250 Applied Linguistics in ESOL
TSL 6440 Assessment Issues in TESOL

~~New Core~~ Professional Teaching Certificate

~~(Refer~~ Refer to your statement of eligibility. Upon successful completion, students will need to pass all sections of FTCE and complete separate paperwork with the state of Florida for official recognition.~~)~~

EDF 6727 Critical Analysis of Social, Ethical, Legal, and Safety Issues Related to Education

EDG 6415 Principles of Instruction and Classroom Management

EEX 5051 Exceptional Children in the Schools

RED 5147 Developmental Reading

TSL 5085 Teaching Language Minority Students in K-12 Classrooms

[After] (ADD TSL 6250- Applied Linguistics in ESOL for ESOL Certificate. Note: This is NOT the same as the ESOL Endorsement)

General Elementary Education Specialization

ISC 6146 Environmental Education for Educators

LAE 5295 Writing Workshop

LAE 5319 Methods of Elementary School Language Arts

[Right] (Use this course if no previous language arts methods course has been taken.)

LAE 5415 Children's Literature in Elementary Education

[Right] (Use this course only if no previous children's literature course has been taken.)

LAE 5495 Assessing Writing

LAE 6296 Advanced Writing Workshop

LAE 6417 Investigation in Children's Literature

LAE 6616 Trends in Language Arts Education

LAE 6936 Seminar in Language Arts Education

MAE 6318 Current Methods in Elementary School Mathematics

[Right] (Use this course if no previous mathematics methods course has been taken.)

MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher

MAE 6641 Problem Solving and Critical Thinking Skills

RED 5517 Classroom Diagnosis and Development of Reading Proficiencies

[Right] (Use this course if no previous reading diagnosis course has been taken.)

RED 6116 Practicum in Reading Assessment and Instruction

SCE 5836 Space and Physical Science for Educators

SSE 6617 Trends in Elementary School Social Studies Education

TSL 5345 Methods of ESOL Teaching

TSL 6142 Critical Approaches to ESOL

TSL 6440 Assessment Issues in TESOL

EME 6053 Teaching and Learning with Emerging Technologies

EME 6507 Multimedia for Education and Training

Exceptional Education Specialization

Must take all 18 hours after applying for the Special Education Graduate Certificate Program. These courses are offered online.

EEX 5051 Exceptional Children in the Schools

EEX 6061 Instructional Strategies Pre-K-6

EEX 6065 Programming for Students with Disabilities at the Secondary Level

EEX 6107 Teaching Spoken and Written Language

EEX 6295 Assessment and Curriculum Prescriptions for the Exceptional Population

EEX 6612 Methods of Behavioral Management

Early Childhood Education Specialization

EEC 5205 Programs and Trends in Early Childhood Education

EEC 6216 Communicative Arts in Early Childhood Education

EEC 6269 Play Development, Intervention, and Assessment

EEC 6405 Home-School-Community Interaction in Early Childhood Education

EEC 6406 Guiding and Facilitating Social Competence

EEC 6606 Global Issues in Early

Childhood

Gifted Education Specialization

Take all 15 credits after applying for the Gifted Certification Program. These courses are offered online.

EGI 6051 Understanding the Gifted/Talented Student

EGI 6245 Curriculum and Instruction for Teaching Advanced, Gifted, and Talented Learners

EGI 6246 Education of Special Populations of Gifted Students

EGI 6305 Theory and Development of Creativity

EGI 6417 Guidance and Counseling Strategies for Teachers of Gifted and Talented Individuals

Mathematics and/or Science Specialization

IDS 6937 Teaching Mathematics and Science Using Reform-Based Practices

MAE 6318 Current Methods in Elementary School Mathematics

MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher

MAE 6641 Problem Solving and Critical Thinking Skills

MAE 6899 Seminar in Teaching Mathematics

SCE 5836 Space and Physical Science for Educators

~~New Core~~ Dual Languages Graduate Certificate

~~(~~~~Select~~ Select six of the following seven courses after applying for the dual languages certificate program. Please consult with your adviser to help you choose the courses that best fit the needs for your future career.~~)~~

SPN 6940 Teaching Methods for the Spanish Classroom

TSL 5085 Teaching Language Minority Students in K-12 Classrooms

TSL 6143 Curriculum and Instruction in Dual Language Programs

TSL 6250 Applied Linguistics in ESOL

TSL 6377 Bilingualism, Multiculturalism, and Biliteracy in the Dual Language Classroom

TSL 6443 Assessment in Dual Language Programs

TSL 6526 Interdependencies of Language, Culture, and Education for Dual Language Learners

Thesis Option: 9 Credit Hours

~~**Either LAE 6792 or EDF 6481 must be taken in addition to completing a thesis.**~~

[Before] EDE 6971 Thesis **6 Credit Hours**

[Before] and

~~**[Right] or**~~

EDF 6481 Fundamentals of Graduate Research in Education

[Before] or

LAE 6792 Teacher Researcher

Nonthesis Option: 9 Credit Hours

A culminating experience is required in this option.

Electives (9 credit hours) selected with the permission of the adviser

Independent Learning

The program requires a research study in both the EDE 6933 and EDE 6935 courses. The research study and final report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the education profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area.

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.

and

A current Florida Professional Teaching Certificate in the program's subject area ~~or have completed all requirements for that Professional Teaching Certificate~~. Applicants who have graduated from an accredited university or college teacher certification program in another state or country, in the appropriate subject and/or grade range, may also be admitted to the MEd program at the discretion of the program director.

Or

A Temporary Teaching Certificate, a passing score on the GKT and SAE sections of the Florida Teacher Certification Examination (FTCE), and at least 1 year of successful teaching experience.
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

Elementary Education MEd	*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.

Teachers who have supervised interns in the past have earned Certificates of Participation (COPs) that qualify for free tuition waivers. For more information about this opportunity: https://edcollege.ucf.edu/clinicalexp/ and select "Collaborating Teachers" on the page. To access ~~the~~ this request form: https://edcollege.ucf.edu/wp-content/uploads/sites/8/2017/09/COPGuidelinesRequestForm.pdf

Note that you may register for 6 or more credit hours each semester. If you only use 3, the other 3 are forfeited.

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

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Associate Lecturer

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ED 220

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

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Appointment Line: 407-823-5285

Fax: 407-823-5241

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	○ Yes ◉ No
If yes, how will current students be impacted by this change?	

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.	Elementary (K-6) teachers who are currenlty teaching "Out of Field" are likley to enroll in this program because the alternative options for them to qualified (SSC or district training) do not provide a master's degree or a higher pay scale. Many teachers are "Out of Field" due to the ESOL endorsement requirement and the new state law that goes into effect in 2023 will require reading endorsement for another group of teachers.

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	(•) Attached ( ) Not Applicable
Support from involved units that no duplication exists*	( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:	
Program OID	7690
Program Type	Master
Degree Type	Master of Education
Status*	(•) Active-Visible ( ) Inactive-Hidden

[ARCHIVED CATALOG]

Graduate Faculty

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Asterisk = has previous committee experience, which qualifies the person to serve as chair, co-chair or vice chair.

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Zygouris-Coe, Vassiliki *, College: College of Community Innovation and Education, Disciplinary affiliations: Reading Education, Research interests: Literacy, reading in the content areas, disciplinary literacy, teacher knowledge, vocabulary comprehension, online learning, professional development, Contact Info: Vassiliki.Zygouris-Coe@ucf.edu

College of Community Innovation and Education - Graduate Program Revision - Emergency and Crisis Management MECM ►

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Unit(s) Housing Program: School of Public Administration

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Emergency and Crisis Management MECM ►
Are you revising the name of the program, track, or certificate?*	◉ Yes ○ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Switching a core course more appropriate

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** MECM
Department: School of Public Administration	**Option:** Nonthesis
Program Website: https://ccie.ucf.edu/emergency-and-crisis-management/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Prospective Curriculum*

Program Description

The Master of Emergency Management and Crisis (MECM) is designed to prepare individuals to practice as highly trained practitioners in the emergency management field through the development of core competencies including: resiliency, hazard mitigation and analysis, disaster response and recovery, emergency preparedness and planning, fiscal management, communication, intergovernmental administration, geographic information systems, legal and ethical decision making, cultural competency and diversity, and general emergency management.

The frequency of man-made and natural disasters has dramatically increased since the 1990s; emergency and disaster declarations in the U.S. reflect it. Florida is the fifth highest state with 67 major disaster declarations between 1953 and 2015 (Congressional Research Service, 2016). For communities to be prepared for, respond to, recover from, and mitigate these disasters, an educated workforce of emergency management specialists is required. Students in UCF's Master in Emergency and Crisis Management program will learn and demonstrate the competencies required to lead and manage in this dynamic and complex profession.

Please Note: The **Emergency and Crisis Management MECM** may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit **http://global.ucf.edu/**. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

Curriculum

The Master of Emergency and Crisis Management program requires a minimum of 36 credit hours beyond the bachelor's degree. The program is offered completely online and students have an option of taking part-time or full-time coursework.

Total Credit Hours Required: 36 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses—36 Credit Hours

Emergency and Crisis Management Core Courses—30 Credit Hours

PAD 6399 Foundations of Emergency Management and Homeland Security

PAD 6825 Cross-Sectoral Governance

PAD 6700 Research Methods in Public Administration

PAD 6397 Managing Emergencies and Crises

PAD 6705 Public Sector Communications

PAD 6227 Public Budgeting

~~**PAD 6207 Public Financial Management**~~

PAD 6398 Hazard Analysis and Disaster Planning

PAD 6439 Leadership in Public Service

PAD 6946 Internship

[Right] (Required unless 3+ years of related experience)

PAD 6086 Advanced Concepts and Applications in Emergency and Crisis Management

Additional Elective Courses—6 Credit Hours

Select from the list below.

PAD 5356 Managing Community and Economic Development
PAD 5850 Grant and Contract Management
PAD 6307 Public Policy Analysis and Management
PAD 6327 Public Program Evaluation Techniques
PAD 6335 Strategic Planning and Management
PAD 6353 Environmental Planning and Policy
CCJ 6027 Criminal Justice Responses to Terrorism
CPO 6729 Global Security in the Age of Migration
IDC 5602 Cybersecurity: A Multidisciplinary Approach
INR 6136 Seminar in American Security Policy
PLA 5587 Current Issues in Cyberlaw
POS 6686 National Security Law
PUR 6403 Crisis Public Relations
PAD 6200 - International Emergency and Crisis Management
PAD 5887 Energy Policy

Additional Program Requirements

Students must achieve a grade of "B-" (80%) or higher in all Emergency and Crisis concentration courses.
Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry, dialogue, and service learning. Tangible projects such as strategic plans, grant proposals, commercialization plans and case studies along with projects, scholarly papers, internships, and presentations at professional conferences contribute to the self-development of our students.

the self-development of our students.

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 meeting general UCF graduate application requirements, applicants to this program must provide:

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **Three letters of recommendation specifically for the MECM program. Letters of recommendation should be from professors, researchers, or professional administrators who can attest to the applicant's ability to succeed in graduate coursework and his or her work ethic.**
- **Résumé: The most current, professional resume should be provided.**
- **Statement of goals: The goal statement is a key component of the admission review process and serves as an example of the applicant's ability to express him or herself in writing. The goal statement must be single-spaced, one-inch margins, and no longer than two pages (500-800 words). Applicant must address the following:**
  - **Reason for pursuing graduate study in Emergency and Crisis Management, including future goals and plans.**
  - **Topics or areas of special interest in Emergency and Crisis Management.**
  - **Expectations of the graduate program.**
  - **What the applicant will bring to the program that would make him or her a special candidate for admission to this program.**

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.

All International students must meet university minimum TOEFL requirements regardless of the language in which the undergraduate program was completed.

Admission to this program is competitive. Applicants are encouraged to apply early to this program. All requested material must be submitted by the established deadline date. Materials received after the established deadline may not be considered.

Students are expected to be computer literate upon entry to the program. This program is completely online, so computer skills and computer internet access are necessary to take the courses.

Application Deadlines

Emergency and Crisis Management MECM	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	July 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 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

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HPA 220

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?* ◉ Yes ○ No

If yes, how will current students be impacted by this change?	

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	**Source of funds:**

assistantship students	

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	School of Public Administration
Program OID	7950
Program Type	Master
Degree Type	
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Community Innovation and Education - Graduate Program Revision - Public Administration MPA ►

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program
( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

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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:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Unit(s) Housing Program: School of Public Administration

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Public Administration MPA ►
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	**No**
Is the CIP code being updated?	☐ Yes ☐ No
If yes, please provide the new CIP code:	
Rationale for revision:	**Only added new elective courses to the list and added main to Downtown main campus location.**

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** MPA
Department: School of Public Administration	**Option:** Nonthesis
Program Website: https://ccie.ucf.edu/public-administration/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

The Master of Public Administration (MPA) program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) and nationally ranked by U.S. News and World Report.

The program provides exciting opportunities for students to prepare for employment or advance their careers in public or nonprofit organizations.

Please note: Public Administration (MPA) may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please visit http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to State Restrictions for current information.

Program Tracks

Public Administration MPA, Criminal Justice MS Dual Degree Track ▶

Degree Track ►

Public Administration MPA, Nonprofit Management MNM Dual Degree Track ►

Curriculum

The Master of Public Administration (MPA) program consists of 42 credit hours. Each student completes a core of nine courses (27 credit hours), an advanced curriculum of four electives (12 credit hours), and a capstone experience equivalent to one course (3 credit hours).

The Master of Public Administration is offered both in a campus-based classroom setting (face-to-face) and also completely online. The curriculum requirements below apply to both the campus-based and online options. Students must choose either the online option or the face-to-face option when they apply for admissions. Students in the campus-based program may enroll in a combination of online, mixed-mode and face-to-face classes. However, students in the online option may only enroll in online courses due to the difference in fees. For information on completing MPA exclusively online with a reduction in campus-based fees, please visit http://ucf.edu/online.

The face-to-face courses are offered evenings during the week on the Downtown UCF main campus. The MPA program incorporates group projects into every course in both the online and campus-based options. Group projects are intended to develop leadership abilities while also providing an opportunity to demonstrate how students work as part of a team. Group projects promote important intellectual and social skills and help to prepare students for work in a world in which teamwork and collaboration are increasingly the norms.

Courses and credit hours used for undergraduate degrees cannot also be applied toward the MPA degree, except for Senior Scholar students. Students approved as undergraduates at UCF to participate in the Senior Scholar program may, with the permission of the MPA program director, use up to 9 credit hours of graduate coursework taken as part of the bachelor's degree toward the MPA degree. However, no undergraduate-level courses will be accepted in the MPA program.

Total Credit Hours Required: 42 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: 30 Credit Hours

Core: 27 Credit Hours

PAD 6035 Public Administration in the Policy Process

PAD 6037 Public Organization Management

PAD 6053 Public Administrators in the Governance Process

PAD 6700 Research Methods in Public Administration

PAD 6701 Analytical Techniques for Public Administration

[After] Prerequisite: PAD 6700

PAD 6227 Public Budgeting

[After] Prerequisite PAD 6700

PAD 6207 Public Financial Management

[After] Prerequisite PAD 6700 & PAD 6227

PAD 6417 Human Resource Management

PAD 6335 Strategic Planning and Management

Capstone: 3 Credit Hours

Students will engage in a capstone experience that builds upon the knowledge and skills gained from completing the core courses in the MPA program. Students will complete this requirement through enrollment in PAD 6062 - Advanced Concepts and Applications in Public Administration. PAD 6062 is offered in fall and spring semesters only and may be taken following the completion of all core courses. It may not be combined with a core course in the same semester.

PAD 6062 Advanced Concepts and Applications in Public Administration

Electives: 12 Credit Hours

Elective courses offered within the School of Public Administration provide an emphasis on state and local government; however, other emphases may be developed in consultation with the Program Director and Academic Adviser. With prior approval from the MPA Program Director, up to 6 credit hours of elective course work may be taken from outside the school. Students must show that elective courses taken outside of the school directly support a career in public administration. The MPA program of study does not accept undergraduate-level

courses.

Students interested in a professional management career may take elective courses from the School of Public Administration's graduate certificate programs in Nonprofit Management, Urban and Regional Planning, and Emergency Management to enhance their managerial skills. Any course offered by the school of Public Adminitsration, a PAD prefix course, may be used as an elective for this program. Students interested in a research career can work with the Program Director and Academic Adviser to take advanced research courses to strengthen their analytical skills.

Students without practical administrative experience in the public sector are strongly advised to complete an internship (3 credit hours) as part of their electives.

The courses listed below may be used as electives apart from other PAD courses in the catalog.

PAD 6826 Urban Policy and Region and Regional Governance

~~[After]~~ Electives ~~12 credit hours~~

PAD 5043 Policy Advocacy
PAD 5887 Energy Policy
PAD 5930 Global Cities
PAD 6439 Leadership in Public Service
PAD 6836 Comparative Global Public Administration
PAD 6934 Special Issues in Public Administration
[After] PAD 6934 deals with a different topic, a prevailing public administration issue, each time it is offered. Please check the title when registering.
PAD 6946 Internship
PAD 6825 Cross-Sectoral Governance
PAD 6705 Public Sector Communications

Additional Program Requirements

Students must achieve a grade of "B-" (80%) or higher in every course listed under core requirements and in the Capstone Experience (PAD 6062).

Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

The School of Public Administration incorporates service learning into

some courses. Service learning is a teaching method that provides a means for every student to enhance his or her academic program with

experiential learning opportunities. Service learning provides an opportunity for students to work with community partners by collecting and compiling data and producing quality products that will be beneficial to both students and organizations.

Students are expected to be computer literate and have computer internet access upon entry to the program.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry, dialogue and service learning. Tangible projects, such as scholarly research, papers, internships and the capstone experience also contribute to the self-development of MPA students. The research paper and Learning and Professional Development Portfolio in the Capstone Experience focus on reviewing and analyzing contemporary issues in the context of real world applications.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

The MPA program is offered as either a campus-based classroom (face-to-face) program or a completely online program. Applicants must select one option at the time of admission. Admission requirements and the admission process is the same regardless of which option the applicant chooses.

Admission is open to those with a bachelor's degree from a regionally accredited institution with a minimum overall undergraduate GPA of 3.0 or better (on a 4.0 scale) or in the last 60 hours. Students must submit all required materials by the established deadline. Materials received after the established deadline may not be considered. Admission to this graduate program is competitive; applicants meeting the minimum application requirements are not guaranteed admission to the program.

In addition to meeting general UCF graduate application requirements, applicants to this program must provide:

An official transcript meeting the minimum GPA requirement of 3.0 (on a 4.0 scale), in a sealed envelope,

from each college/university attended.
Three letters of recommendation specifically for the MPA program evaluating scholarly and professional capacity. Letters from professors from the colleges/universities attended are preferred, but if that is not feasible, letters from current or past supervisors will be accepted. The recommender must address the applicant's work ethic and ability to succeed at graduate-level academic work.
Current professional résumé including public service experience (paid or voluntary).
Goal Statement: The goal statement is a key component of the admission review process and serves as an example of the applicant's ability to express himself or herself in writing. The goal statement must be no longer than two pages double-spaced (500-800 words) and should address the following:

- **Personal background and career aspirations in public service.**
- **Reason for pursuing graduate study in public administration, including future career goals and plans.**
- **Specific areas of public administration that interests you.**

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.
All international students must meet university minimum TOEFL score requirements regardless of the language in which the undergraduate program was completed.

A limited number of student who does not meet the GPA requirements may be admitted on a provisional basis. These students must demonstrate Public Administration experience and provide a clear statement of educational goals.

Application Deadlines

~~Jun Nov Jul 1~~

Public Administration MPA	***Fall Priority**	**Fall**	**Spring**	**Summer**

Priority				
Domestic Applicants	Jan 15	July 1	Dec 1	
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies **Funding website**, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The **Financial Information** section of the Graduate Catalog is another key resource.

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see **UCF Graduate Fellowships**, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

~~Jeremy Hall PhD~~ Abdul-Akeem Sadiq, Pd. D.

Associate Professor
~~jeremy~~ Abdul-Akeem~~. hall@ucf~~ Sadiq@ucf**. edu**

~~Telephone: 407-823-1921~~

~~Nasrin Lakhani~~ Edlira Dursun, MPA, MNM

Graduate Adviser~~ nasrin~~

Edlira~~. lakhani@ucf~~ Dursun@ucf**. edu**

~~Telephone: 407-823-0912 HPA 220~~

Address for UCF Downtown:

Doctor Phillips Academic Commons (DPAC)

528 W. Livingston St., Suite 446, Room 446B

Orlando, FL 32801

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf. edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf. edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf. edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:	
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No
If yes, how will current students be impacted by this change?	Students may continue with the curriculum of their admit year.

Future Students

Provide a statement of who is likely to enroll and why. Please	

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	School of Public Administration
Program OID	7820
Program Type	Master
Degree Type	Master of Public Administration
Status*	◉ Active-Visible ○ Inactive-Hidden

College of Community Innovation and Education - Graduate Program Revision - Urban and Regional Planning MS

2020-2021 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Revision

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

College:* College of Community Innovation and Education

Unit / Department / College:* School of Public Administration

Unit(s) Housing Program: School of Public Administration

Type of Action:* ☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:*	Urban and Regional Planning MS
Are you revising the name of the program, track, or certificate?*	○ Yes ◉ No
Proposed Effective Term / Year:*	Fall 2020
If you will be submitting other revision forms for tracks or course actions, please list them here:	None
Is the CIP code being updated?	☐ Yes ☑ No
If yes, please provide the new CIP code:	
Rationale for revision:	Revisions are based on feedback from program alumni, field employers, MSURP core faculty and advisory board members on essential skills and knowledge required currently in the field.

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** MS
Department: School of Public Administration	**Option:** Nonthesis
Program Website: https://ccie.ucf.edu/public-administration/urban-regional-planning/msurp-studio/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog.

Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

The Master of Science in Urban and Regional Planning program is designed to produce graduates with the analytical skills and managerial knowledge to pursue successful careers in urban, metropolitan, and regional planning and closely related fields.

Students will receive an interdisciplinary, holistic educational experience emphasizing sustainability and socially responsible planning.

Curriculum

The Master of Science in Urban and Regional Planning consists of 48 credit hours. Each student completes a core of nine courses (27 credit hours), restricted elective courses (15 credit hours), and a Capstone project (6 credit hours).

The Master of Science in Urban and Regional Planning (MSURP) program is a face-to-face program. While some courses are offered online, students admitted to the MSURP program are expected to attend face-to-face classes offered weeknights on the main campus. The MSURP also incorporates community-based projects into most courses. Group projects are intended to develop leadership abilities while also providing an opportunity to show students are capable of working as part of a team. Group projects promote important intellectual and social skills and help to prepare students for work in a world in which teamwork and collaboration are increasingly the norms.

Courses and credit hours used for undergraduate degrees cannot be applied toward the MSURP degree, except for Senior Scholar students. UCF undergraduate students approved to participate in the Senior Scholar program may, with the permission of the MSURP program director, use up to 9 credit hours of graduate coursework from their bachelor's degree toward the MSURP degree. However, no undergraduate-level courses will be accepted in the MSURP program.

Total Credit Hours Required: 48 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses: ~~48~~ 42 Credit Hours

Core: 27 Credit Hours

PAD 5336 Introduction to Urban Planning
PAD 5337 Urban Design
PAD 5338 Land Use and Planning Law
PAD 5356 Managing Community and Economic Development
PAD 6316 Planning Methods
PAD 6353 Environmental Planning and Policy
PAD 6387 Transportation Policy
~~**PAD 6825 Cross-Sectoral Governance**~~
~~**PAD 6847 Planning Healthy Communities**~~
PAD 6716 Information Systems for Public Managers and Planners
PAD 5930 Global Cities

Capstone or Final Product: 6 Credit Hours

The final product will be a studio experience for six credit hours.

Students work in teams for the final product in the planning degree program under the supervision of a faculty adviser. Students work closely with community partners in conducting an applied planning project. Part of the capstone experience is a presentation of their final project.

IDS 6953 Urban and Regional Planning Capstone I

IDS 6954 Urban and Regional Planning Capstone II

~~New Core~~ Planning Electives: 9 Credit Hours

PAD 6847 Planning Healthy Communities

PAD 6717 Visualization and Communication Skills Workshop

PAD 6397 Managing Emergencies and Crises

PAD 6254 Economics of Land Use Planning and Development

PAD 6339 Housing Development and Planning

PAD 6357 Urban Resilience

PAD 6946 Internship

URP 6711 Sustainable Transportation Planning

PAD 6826 Urban Policy and Regional Governance

~~Elective Courses: 15 Credit Hours~~

~~Planning Elective Courses: 9 Credit Hours~~

~~Students take 9 credits (three courses) from the list of courses below. Faculty members who conduct research in the area of concentration may serve as advisers in selecting electives. An internship may be utilized by students to expand their experience in planning.~~

~~PAD 5930 Global Cities~~

~~PAD 6254 Economics of Land Use Planning and Development~~

~~PAD 6339 Housing Development and Planning~~

~~PAD 6355 Growth Management Approaches and Techniques~~

~~PAD 6357 Urban Resilience~~

~~PAD 6397 Managing Emergencies and Crises~~

~~PAD 6398 Hazard Analysis and Disaster Planning~~

~~URP 6711 Sustainable Transportation~~

~~URP 6711 Sustainable Transportation Planning~~

~~PAD 6716 Information Systems for Public Managers and Planners~~
~~PAD 6946 Internship~~

~~General Electives: 6 Credit Hours~~

~~Students take two general elective courses for six credit hours. These courses should first be taken from the additional planning electives listed above, however students can choose general elective courses from any of the PAD courses offered by the School of Public Administration. With prior approval from the MSURP Program Director, general electives courses can be taken from outside the School of Public Administration. Students must show that these courses directly support a career in urban and regional planning.~~

Internship

Students without practical administrative experience in the public sector are strongly advised to complete an internship (3 credit hours).

PAD 6946 Internship

Additional Program Requirements

Students must achieve a grade of "B-" (80%) or higher in every course listed under core requirements and in the Capstone Experience courses.

Students must maintain a program of study and graduate status GPA of 3.0 or higher and can only graduate with a graduate status GPA of 3.0 or higher.

The School of Public Administration incorporates service learning into some courses. Service learning is a teaching method that provides a means for every student to enhance his or her academic program with experiential learning opportunities. Service learning provides an opportunity for students to work with community partners by collecting and compiling data and producing quality products that will be beneficial to both students and organizations.

Students are expected to be computer literate and have computer internet access upon entry to the program.

Independent Learning

Independent learning is demonstrated throughout the curriculum through the process of inquiry and dialogue. Tangible projects, such as research scholarly papers, internships, and the Capstone/Final Project also contribute to the self-development of students. The planning study in the Capstone/Final Project will focus on reviewing and analyzing contemporary planning issues in order to help students acquire knowledge and skills pertaining to best practices in a variety of planning subfields. The Capstone/Final Project provides opportunities for independent learning experience.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to meeting general UCF graduate application requirements, applicants to this program must provide:

An official transcript meeting the minimum GPA requirement of 3. 0 (on a 4. 0 scale), in a sealed envelope, from each college/university attended.
~~Three~~ Two letters of recommendation evaluating scholarly and professional capacity. Letters from professors from the colleges/universities attended are preferred, but if that is not feasible, letters from current or past supervisors will be accepted. The recommender must address your work ethic and ability to succeed at graduate-level academic work.
Current professional ~~résumé~~ résumé including experience in the field (paid or voluntary).
Goal Statement: The goal statement is a key component of the admission review process and serves as an example of the ~~applicant's~~ applicant's ability to express himself or herself in writing. The goal statement must be no longer than two pages double-spaced (500-800 words) and should address the following: Personal background and career aspirations in urban and regional planning. Reason for pursuing graduate study in urban and regional planning, including future career goals and plans. Specific areas of the urban and regional planning of interest to the applicant.
Applicants applying to this program who have attended a college/university outside the United States must provide a

college/university outside the United States must provide a course-by-course credential evaluation with GPA

calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.
All International students must meet university minimum TOEFL score requirements regardless of the language in which the undergraduate program was completed.

A limited number of students who do not meet the GPA requirements may be admitted on a provisional basis. These students must demonstrate planning experience and provide a clear statement of education goals

Application Deadlines

Urban and Regional Planning MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants		Jul 1	Nov 1	
International Applicants		Jan 15	Jul 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

Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Christopher Hawkins PhD

Assistant Professor

christopher.hawkins@ucf.edu

Telephone: 407-823-2706

HPA2 233

Nasrin Lakhani

nasrin.lakhani@ucf.edu

Telephone: 407-823-0912

HPA 220

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf.edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?* ○ Yes ◉ No

If yes, state the name of the program or track where students are currently enrolled and

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 have the option to remain in their track and complete it.

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 all undergraduate major specially the undergraduate urban planning program. No certification depends upon this education.

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 the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*	○ Attached ◉ Not Applicable
Support from involved units that no duplication exists*	○ Attached ◉ Not Applicable

Administration Use Only

Catalog Ownership:	School of Public Administration
Program OID	7830
Program Type	Master
Degree Type	Master of Science

College of Sciences - Grad Course Addition - BSC 5415 Sensory Ecology

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:	Grad Course Addition
College:*	College of Sciences
Unit / Department / College:*	Department of Biology

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	Grad Course Addition - BSC 5415 Sensory Ecology
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. William Crampton
Department Chair Phone Number:*	Dr. Graham Worthy
Dept Chair Email*	407-823-1333

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* BSC	**Number:*** 5415
Course Title:* Sensory Ecology	
30 Character Abbreviation:* Sensory Ecology	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Study of how and why animals acquire, process and use information from their environment, and how sensory systems influence evolutionary processes.	
Grading Scheme:* ABCDF	
Prerequisite(s): C.I.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☐ Odd Fall ☐ Even Fall ☑ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	Update the range of graduate elective courses with an evolutionary and ecological prespective.
What grad programs/tracks require or recommend this course for graduation?	n/a
What will be the source of students?*	Biology graduate students
What is the estimated annual enrollment?*	25

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

SENSORY ECOLOGY

BSC 5415

3 credits

Course information

Class meeting times: **2:00 – 3:20 pm (Wed, Fri), Bio 105** (Biology Department, Main Campus)
Modality: P (face to face instruction)
Class components: Lecture required
This class is a split-level undergraduate (PCB 4932 ST) and graduate (BSC 5937 ST) class.
All demonstrations will be conducted during class times.

Instructor contact information and office hours

Dr. Will Crampton Office: BIO 402A (4th Floor, Biology Department)
Email: crampton@ucf.edu Office Hours: **3:30-5:00 pm (Wed, Fri)**

Course prerequisites

Permission of course instructor

Brief course description

Sensory ecology is the study of how and why animals acquire, process and use information from their environment, and how sensory systems influence evolutionary processes.

Full course description

Sensory ecology is the study of how animals acquire, process, and make use of information from the environment (including from other animals), and how sensory systems influence evolutionary change. In this class students will learn about how animals acquire and process information from receptors and organs specialized for sensing light, sound, chemicals, electric fields, magnetic fields and more. Students will learn why sensory information is useful to animals in a wide variety of terrestrial, freshwater, marine, and underground environments, and how sensory systems are adapted to different habitats and lifestyles. Finally, students will learn about how sensory systems influence key evolutionary processes.

Course objectives and format

Animals have evolved an astonishing array of sensory organs that are essential for survival and reproduction, and that are adapted to almost every ecological niche on the planet. This class has three aims: First, it reviews how, and for what purposes animals gather and use information, and how sensory systems and receptors work at the neurobiological, physiological, and anatomical level. Second, it examines how the form and function of sensory systems are matched to different habitats or ecosystems. Third, it explores the role of sensory systems in key evolutionary processes such as reproductive isolation. For each of these themes the class will not only discuss sensory systems that humans are familiar with (i.e. *visual*, *acoustic*, *olfactory*, and *tactile* senses), but also more exotic sensory systems such as *mechanoreception*, *electroreception* and *magnetoreception*, as well as acoustic and visual systems that detect stimuli outside the range of human frequency sensitivity (ultrasound, infrasound, ultraviolet, infrared detection).

This is a lecture-based class, in which students will learn the theoretical basis of sensory ecology, as well as explore case studies and key experiments. There will be some reading assignments with in-class discussions of journal articles. There will also be an interactive experiment with *live* electric

fish (weakly electric gymnotiforms from South America) in which groups of students will design, perform and analyze the results of short experiments over the course of 4-5 classes. A major goal of this class is to help students develop critical and independent scientific thinking.

Student learning outcomes

- Learn core concepts in sensory ecology
- Read and discuss key case studies and learn why these studies were conducted.
- Learn to think critically about scientific questions and hypotheses
- Interpret graphs, figures, and basic statistics from the literature
- Perform basic experimental design, lead a small group of undergraduates through a scientific experiment, conduct statistical analyses on the results, and present the findings to class with your group.
- Write a review paper on a chosen topic and present this in a short talk to class

Course Activities

Reading assignments: Students will answer questions (to be announced) for five .pdf reading assignments during the semester. These will be conducted at regular intervals and handed in at the deadlines indicated in the Schedule. Each assignment should be limited to no more than 500 words. Students will receive feedback from the instructor on each reading assignment.

Participation in primary literature discussion: Students are expected to contribute to in-class discussions of reading assignments and to general in-class discussions.

Written term paper: Students will pick a Sensory Ecology-related subject of interest and conduct a literature-based review outside class hours.

Oral presentation of term paper: Shortly after submission each student will present their term paper to the class as an oral presentation with Power point graphics. Each presentation will be followed by a question and answer session/open discussion.

Written demonstration notes and participation in demonstrations: Graduate students will lead a small group of undergraduates (depending on enrollment) through the in-class experiments. Students should use the worksheets that will be handed out/posted on Webcourses and hand these in at the end of the semester (use blank sheets of paper and staple these to the worksheets if more space is required).

See schedule below for sequence of course activity.

Assessment and grading procedures

Grading Scale:
A: ≥ 90 - 100, **B**: ≥ 80 < 90, **C**: ≥ 70 < 80, **D:** ≥ 60 < 70, **F:** < 60.

Grading breakdown:
Exam 1: 10% (based on lectures and in-class Discussions)
Exam 2: 10% (based on lectures and in-class Discussions)
Written term paper 1: 20% (based on lectures and in-class Discussions)
Oral presentations of term paper 1: 5%
Participation in primary literature discussions: 10%

Written demonstration notes and participation in demonstrations (in-class experiments): 10%
Notes on pdf reading assignments: 10%
Take home Final exam (written) 25%

Exams 1 and 2: Closed book short answers

Written term paper: Students will be graded on the scholarly quality of their written work, especially their ability to synthesize theoretical and empirical advances in the chosen topic and summarize ongoing debate in the literature. Instructions: students will submit a title and abstract for pre-approval (Maximum length 250 words) (see deadlines in Schedule). The submitted paper will be formatted as a scientific review paper, with 5000-10,000 words, excluding references/tables figures. Unlimited numbers of figures and tables are allowed but these must be the student's own work (not direct copies of figures/tables from other papers, unless elements from various sources are integrated, and the sources cited). The paper should include a 250-page abstract. At least 30 citations from the primary literature should be included.

Oral presentation of term paper: Grades will be based on the scholarly quality of the presentation, and on the student's ability to answer questions during the discussion section.

Participation in primary literature discussion: Points will be awarded for constructive critical debate. Points will be awarded for the quality, not quantity of comments and contributions.

Written demonstration notes and participation in demonstrations. Grades will be based on the scholarly quality and organization of demonstration notes, and on participation in the in-class experimental demonstrations, including assistance to undergraduates during the experiments (depending on enrollment).

Reading assignments: Grades will be based on the quality of the written answers to each reading assignment.

Final exam: Open book (take home). Details to be announced in the second half of semester.

Extra credit: No extra credit.

Course Materials and Resources

Martin Stevens (2013). *Sensory Ecology, Behavior, and Evolution*. Oxford University Press (paperback).

And additional journal article readings, to be posted on Webcourses as .pdf files.

Class website: Webcourses (https://webcourses.ucf.edu)

Power point lectures, resources, and announcements will be posted on Webcourses

Course policies and other information

Make-up policy: Make-up exams for Exams 1 and 2 can be provided only for valid, documented reasons (e.g. illness, mandatory religious observance, or authorized university events). Please contact me in advance as soon as possible if you require a make-up. There will be no make-ups for missed in-class activities. However, up to two in-class activities per semester will be automatically dropped. Student should inform me of missed in-class activities as soon as possible. Please contact me in the case of additional attendance difficulties.

Communication: All e-mail correspondence should be via UCF email addresses or through Webcourses. By FERPA regulation emails from third-party email addresses cannot be responded to. Please place the course number and a brief subject description in the email title line. Please make sure you put your name at the end of the email.

General class policies: All members of the class must abide by the UCF Golden Rules of academic conduct and honesty (see statements of Academic integrity, Accessibility, Safety, and Accommodations for active-duty military students, below).

Office hours: I encourage everybody to use office hours as a resource to discuss any part of the course, and your academic progress. If you are unable to come to the scheduled office hours, please contact me to seek an out-of-hours appointment.

Final Note: I reserve the right to change the syllabus and class schedule. These changes will be announced in lectures and via Webcourses.

Academic integrity

Students must familiarize themselves with UCF's Rules of Conduct, which states that students are prohibited from engaging in academic misconduct, such as

- 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 not limited to class notes, Instructor's power points, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: 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.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

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/.

Course 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 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.

Campus safety statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to 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.

Statement of accommodations for active-duty military students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

Preliminary Schedule:

Week	Date	Day	Lecture	Section	Subject	Chapter/ Reading	Deadlines (Grads)
Week 1	8-Jan	1	-	-	Course Introduction/Syllabus		
	10-Jan	2	1	Introduction	What is Sensory Ecology	1	
Week 2	15-Jan	1	2	Sensory Processing	The senses: I - Light, Sound,	2	
	17-Jan	2	3	Sensory Processing	The senses: II - Chemical, Mechanical	2	
Week 3	22-Jan	1	4	Sensory Processing	The Senses: III - Electrical, Magnetic	2	pdf reading assingment 1
	24-Jan	2	5	Sensory Processing	Passive and Active Sensing	3	
Week 4	29-Jan	1	6	Sensory Processing	Encoding Information: I - Vision, olfaction	3	
	31-Jan	2	7	Sensory Processing	Encoding Information: II - Sound location, echolocation	3	
Week 5	5-Feb	1	-	-	Reading assignment - In-class Discussion 1	pdf papers (TBA)	
	7-Feb	2	-	-	EXAM 1		pdf reading assingment 2
Week 6	12-Feb	1	8	Sensory Processing	Trade offs, Energy costs, predators, and Sensory integration	4	Term paper title/abstract due
	14-Feb	2	9	Communication	Communication Signals 1	5 & 6	
Week 7	19-Feb	1	10	Communication	Communication Signals - 2	7	
	21-Feb	2	11	Communication	Deception, Mimicry, and Sensory Exploitation	8	pdf reading assignment 3
Week 8	26-Feb	1	12	Diversification and Adaptation	Signal transmission and the environment I	10	
	28-Feb	2	13	Diversification and Adaptation	Signal transmission and the environment II	10	
Week 9	4-Mar	1	14	Diversification and Adaptation	Sensory tuning and noise	10	
	6-Mar	2	-	-	Reading assignment - In-class Discussion 2	pdf papers (TBA)	pdf reading assignment 4
	-	Spring Break					
	-	Spring Break					
Week 10	18-Mar	1			EXAM 2		
	20-Mar	2	15	Diversification and Adaptation	Divergence, the Environment, and Speciation	11	
Week 11	25-Mar	1	16	Diversification and Adaptation	Divergence and Speciation	11	
	27-Mar	2	17	Diversification and Adaptation	Arms races, coevolution, Life's diversity	9, 12	
Week 12	1-Apr	1		Diversification and Adaptation	Graduate Student Oral presentations		Term paper submission
	3-Apr	2	-	Demonstration/Experiment	Electric fish Experiment I - Preparation/paper discussion	pdf paper (TBA)	
Week 13	8-Apr	1	-	Demonstration/Experiment	Electric fish Experiment II - Temperature and Conductivity		
	10-Apr	2	-	Demonstration/Experiment	Electric fish Experiment III - Pulse Rate modulations		
Week 14	15-Apr	1	-	Demonstration/Experiment	Electric fish Experiment IV - Analysis and discussion		pdf reading assingment 5
	17-Apr	2	-	-	Review		
Week 15	TBD	TBD			EXAM 3 (FINAL)		Demonstration notes

TBA = to be announced. TBD = to be determined.

College of Sciences - Grad Course Addition - CHS 5507 Chemometric Applications in Forensic Science

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:*	Grad Course Addition
College:*	College of Sciences
Unit / Department / College:*	Department of Chemistry

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:*	CHS 5507 Chemometric Applications in Forensic Science
Course Instructor (Must be Approved Graduate Faculty/Scholars):*	Dr. Michael Sigman
Department Chair Phone Number:*	407.823.2135
Dept Chair Email*	cherie.yestrebsky@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* CHS	**Number:*** 5507
Course Title:* Chemometric Applications in Forensic Science	
30 Character Abbreviation:* Chemometric Applications in FS	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Modern methods of evaluating the evidential value of forensic data from physical evidence, including fibers, glass, ignitable liquids and others.	
Grading Scheme:* ABCDF	
Prerequisite(s): CHS 5504, or C.I.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	○ Yes ◉ No
If yes, indicate the total times the course may be used toward completion of the degree.	

Term of Offering

When will the course be offered?*	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☑ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:*	○ Required Course ◉ Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	○ Yes ◉ No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	This was a course that was initially added as a special topics course. But several students were interested in taking this course. Additionally, considering the path that forensic science is moving towards, this is a necessary course and skillset that students will need in order to understand and define the evidentiary value of evidence in criminal investigations.
What grad programs/tracks require or recommend this course for graduation?	MSFS, MS Chemistry, Ph.D. Chemistry, MS. Biology, Ph.D. Biology
What will be the source of students?*	Graduate students from the following programs: MSFS, MS Chemistry, Ph.D. Chemistry, MS. Biology, Ph.D. Biology
What is the estimated annual enrollment?*	30

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There are no potential duplications or conflicts. This is the only course of its type that is offered on campus. It has been offered for several years now as a special topics course, we are just converting this to a regular course.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with**

faculty and with Student Accessibility Services to ensure equal access to educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.1RequiredElementsoftheCourseSyllabus.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	

Syllabus: CHS 5507, Spring 2020

Chemometric Applications in Forensic Science

Information from the official Schedule of Classes:

Course Number	CHS 5507-XXSpring 0Wxx
Course Name	Chemometric Applications in Forensic Science
Credit Hours	3 Credit Hours
Semester/Year	Spring / 2020
Location	online
Prerequisites	'B' grade or better in CHS 5504 or CI.
Fees	none

Instructor contact information:

Instructors	Professor Michael Sigman
Office	Partnership I, Room 225
Office Hours	MW 9:30 AM – 10:30 AM
Phone	407-823-6469
E-mail	Michael.Sigman@ucf.edu

Course Description

This online course will cover modern methods of evaluating the evidential value of forensic evidence in the form of likelihood ratios. The course will also emphasize the connection between evidential value and decision theory. Traditional chemometric methods will also be introduced. Data from physical evidence, including fibers, glass, ignitable liquids and others will be examined in the course.

Student learning outcomes

Students completing this course will:

- Obtain familiarity with modern method of evidentiary value determination through likelihood ratio calculations from score-based and feature-based approaches.
- Become proficient in the application of likelihood ratio methods to the analysis of physical evidence using the R programming language.
- Develop the skills, knowledge and abilities required to effectively present and explain the likelihood ratio method to juries in the American court system.

Sequence of course activity

Module	Dates	Weeks	Topics
1	01/06/20 – 01/19/20	1 & 2	Background Information Quiz Download and installation of R Introduction to R
2	01/20/20 – 02/02/20	3 & 4	Introduction to Likelihood Ratios Introduction to Receiver Operating Characteristic Analysis and Decision Theory
3	02/03/20 – 02/16/20	5 & 6	Likelihood Ratio Models for Classification Problems Likelihood Ratio Models for Comparison Problems
4	02/17/20 – 03/01/20	7 & 8	Performance Metrics for Likelihood Ratio Methods
	03/02/20 – 03/08/20	9	Midterm Examination (Occurs before withdrawal deadline of 03/20/20)
	03/09/20 - 03/15/20	10	Spring Break
5	03/16/20 - 03/29/20	11 &12	Chemometric methods: Hierarchical Clustering, K-Nearest Neighbors, Classification Trees

6	03/30/20 – 04/12/20	13 & 14	Chemometric methods: Logistic Regression, Support Vector Machines, Partial Least Squares Discriminant Analysis
7	04/13/20 – 04/20/20	15	Putting it all together: Analysis of a forensically relevant data set provided by the instructor. The student will perform appropriate analysis and submit a report of their findings, including code, using R-Markdown.
	04/21/20 – 04/27/20	16	Final Examination

Assessment and grading procedures

Course grades will be based on the following assignments and activities. The corresponding points and percentage of the final grade are also given. Midterm and final examinations are timed events involving questions requiring essay answers and short calculations.

Assignment	Points	Percentage of Grade
Midterm Exam	100	25%
Data Analysis Exercises & Participation	200	50%
Final Exam	100	25%
Total	400	100%

The grading scale that will be used for final grade assignment is given below.

Letter Grade	Percent
A	90 - 100
B	80- - 90
C	70 - 80
D	60 - 70
F	59 and below

Missed Assignments/Make-Ups/Extra time:

Your course grade is based on your midterm, final, data analysis exercises and participation grades. If you miss the midterm exam or require an extension of the due date, you must inform the instructor of the reason in advance. Exams will be given online and will require problem solving. Medical emergencies are the only acceptable reason for missing the exam and a doctor's note is required to make up the exam. A missed midterm exam must be made up within one week and must be coordinated with the instructor. A missed final exam will result in a grade of zero for the exam, unless prior arrangements have been made with the instructor. A medical emergency is the only foreseeable reason form missing a final exam and a doctor's note will be required to make up the exam.

Completion of data analysis exercises is mandatory and requires the use of the R statistical analysis software program. This program is available online at no cost and must be downloaded onto the student's computer for completion of the data analysis exercises. Use of other software packages is not acceptable for completion of the work in this course.

Required Background Knowledge Quiz in Week 1

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Jan. 14, 2016. Failure to do so will result in a delay in the disbursement of your financial aid. To meet this requirement, you must complete the Background Knowledge quiz online before the due date of Jan. 14, 2015.

Course Materials and Resources:

This course will be taught based on peer-reviewed literature. You will need to be able to access materials through the UCF library by proxy login. This is done through the http://library.ucf.edu web site. You log in through the "my account" hypertext using your NID and associated password.

Required Text:

This course will be taught based on peer-reviewed literature. You will need to be able to access materials through the UCF library by proxy login. This is done through the http://library.ucf.edu web site. You log in through the "my account" hypertext using your NID and associated password.

Supplemental Texts:

- Statistical Analysis in Forensic Science: Evidential Values of Multivariate Physicochemical Data 1st Edition, Grzegorz Zadora, Agnieszka Martyna, Daniel Ramos, Colin Aitken. ISBN-13: 978-0470972106; ISBN-10: 0470972106
- Internet resources and literature that may be accessed through the UCF Library. If you have questions about accessing library journal subscriptions from off campus, please contact the UCF Library.

Core policy statement:

Course Requirements:

This course is taught entirely online via WebCourses. The course is comprised of a series of coordinated modules and data analysis exercises that will introduce the student to the determination of evidential value for important types of trace analysis based on the likelihood ratio approach. The course schedule, given above, will be followed unless content variation is deemed by the instructor to be necessary or in the best interests of the students. Modules will have corresponding reading material. Although the course is offered in an online format, students are expected to ask questions and participate in discussions and group-learning activities. Your grade in the course is determined by your performance on the midterm and final examinations, and your exercise and participation grades. The final exam is not comprehensive. The midterm and final exams will cover material from modules and problems. It is important that you are familiar with the WebCourses testing protocols and be certain to save your answers.

The WebCourses part of this course also contains a Student Orientation module to familiarize the student with WebCourses - Canvas. If you have not previously taken an online course at UCF, it is highly recommended that you review the material in the Student Orientation module.

If you have technical questions regarding access to WebCourses, hardware problems, firewall issues, etc., contact UCF online help. Do not direct technical questions to the instructor.

Attendance Policy:

This is an online course, you expected to keep pace with the assigned modules, communicate with the instructor and your colleagues, receive assignments and complete assessments through WebCourses. You are responsible for all material presented in the course. Any modifications or student notifications will be made through WebCourses email utility. DO NOT SEND EMAIL REGARDING THIS COURSE TO THE INSTRUCTOR BY ANY MEANS OTHER THAN WEBCOURSES E-MAIL UTILITY.

Academic Honesty:

Plagiarism and Cheating of any kind on an assessment will result in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" course grade) 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 by an action that will not apply to everyone.

Active Military, Military Reserves:

Students in the active military who are deployed during the course and military reserves who are called to active duty during the course may request extended due dates. Students needing these accommodations must contact the instructor prior to the change in their status to request consideration. Accommodations will be made on an individual basis but will generally not exceed a one to two-week extension in due dates or exam postponement.

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 Student Disability Services. 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. Student Disability Services will communicate and coordinate accommodations with the instructor.

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.

Changes in Course Elements

Changes in Syllabus:

The instructor reserves the right to modify the course syllabus at any time in order to preserve the academic integrity of the course. In the event of a change to the syllabus, an updated version of the syllabus will be posted on the course home page and students will be notified of the change by WebCourses email.

2020 Calendar (next page)

2020

January

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

College of Sciences - Grad Course Addition - STA 7920 Statistical Colloquium

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course additions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form. Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type: Grad Course Addition

College:* College of Sciences

Unit / Department / College:* Department of Statistics

For the **Full Title** box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6000 Creative Education

Full Title:* Grad Course Addition - STA 7920 Statistical Colloquium

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Mengyu Xu

Department Chair Phone Number:* 407-823-2289

Dept Chair Email* shunpu.zhang@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course number. Instructions can be found at https://graduatecouncil.ucf.edu/curriculum-committee/ The file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/6/7 XXX designation will not be accepted.

Prefix:* STA	**Number:*** 7920
Course Title:* Statistical Colloquium	
30 Character Abbreviation:* Statistical Colloquium	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Introduces students to new variety of topics in statistics and big data analytics.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Admission to the PhD program in the Department of Statistics and Data Science, or C.I.	
Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab / Studio / Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is

for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	0
Instruction Time:*	1
Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	0.33
Total Engagement Hours:*	3.33
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated.

Repeat for credit?*	(•) Yes ( ) No
If yes, indicate the total times the course may be used toward completion of the degree.	The course is a 0 credit hour course. It can be selected as many as 12 times.

Term of Offering

When will the course be offered?*	[x] Odd Fall [x] Even Fall [x] Odd Spring [x] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [ ] Occasional

Intended Utilization of Course

The course will be used primarily as:*	(•) Required Course ( ) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the	

What is the rationale for adding this course?*	With the addition of the phd in big data analytics, by attending the talks, students will be exposed to a variety of state-of-the-art techniques and applications widely used in Statistics and Data Sciences. Students will also have the opportunity to critique articles utilizing the knowledge they have learned in courses.
What grad programs/tracks require or recommend this course for graduation?	Big Data Analytics PhD students
What will be the source of students?*	Big Data Analytics PhD students.
What is the estimated annual enrollment?*	40 (20 students each semester)

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	This course is set up to track the attendance and feedbacks from Big Data Analytic PhD students to the weekly seminars within the department. So we do not see any possibility of conflicts or duplications in other departments.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to**

educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check*	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	

Statistical Colloquium (STA 7920)

Course Information

- Credit Hours: 0
- Time and location:
  - 11am-11:50am, Fridays, Fall 2019. TCII 212.
  - Classes in the future will be offered in a fixed time during each semester. 1 class session (50 minutes) per week. Colloquium Announcements which will sent in the beginning of each month.
- Prerequisite: None Admission to the PhD program in the Department of Statistics and Data Science, or consent of the instructor.
- Instructor: Mengyu Xu, Mengyu.Xu@ucf.edu, 407-823-3630, TCII, 211B.

Course Description

Speakers may be arranged to present on a variety of topics in statistics and Data Sciences. A research colloquium may be a standard colloquium, a Distinguished Lecture, a faculty recruiting talk, a thesis/dissertation defense.
In each talk, the topic and presenter will be different. When repeating the course in a new semester, the course activities will remain the same and the topics will differ.

Student Learning Objectives

- Students will be exposed to a variety of state-of-the-art techniques and applications widely used in Statistics and Data Sciences.
- Students will have the opportunity to critique articles utilizing the knowledge they have learned in courses.

Course Activity and Grading Components

Attendance

We are requiring every full-time Ph.D. student registered in Colloquium (STA 7920) to attend at least ¾ of the colloquia and part-time Ph.D. student to attend at least ½ for 1 credit in each semester and all Ph.D. students must register the colloquium course in each semester.

Submitting Reports

After each talk you attend you must also send a brief report of about half a page (10-20 lines) summarizing the main ideas in the talk.
Submit your reports using the Canvas system as plain text. In your summary describe the main ideas, strengths and weaknesses of the presented work. Reports must be received within one week after the colloquium presentation. Late submissions or reports not adhering to the above format will receive no credits without exceptions. You will not be allowed to make up for missed colloquia even if you missed them due to TA duties, being sick, traveling, etc.

NOTE: We will periodically pass around a sign-up sheet to keep track of attendance.
Grading: The final grade will be either Satisfactory or Unsatisfactory. Your final grade will be based on the number of attended colloquia as well as the quality of your submitted reports.

Course Materials and Recourses:

Papers and other documents that will be pronounced in the colloquium announcements.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student Services. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student Services. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student Guidelines for more information about your access to non-academic services.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The

WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

College of Sciences - Grad Course Continuation - ANG 5531 Nutritional Anthropology

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	ANG
Code:*	5531
Name:*	Nutritional Anthropology
Full Title:*	ANG 5531 Nutritional Anthropology
Course Description:*	The biological, social, cultural, psychological, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, evolutionary, ecological.
Prerequisite(s):	Admission to Anthropology M.A., Integrative Anthropological Sciences PhD, or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* This course is being revamped and will be taught in the Fall 2019 semester. After approval of the continuation we anticipate a new revision of the course number as well as the creation of a split level Nutritional Anthropology which allow the department to offer more electives to both graduautes and undergraduates more efficiently.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach 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



Nutritional Anthropology

ANG 5XXX (0M01) ▪ Fall 20XX

Department of Anthropology ▪ College of Sciences ▪ University of Central Florida

Course Information

Course Name: Nutritional Anthropology
Course ID: ANG 5XXX (0M01) / Fall 20XX
Credit Hours: 3.0 hours
Location/time: TBA Room XXX / TBA 10:00-11:15am

Professor Contact

Professor: Dr. Lana Williams
Main office: UCF Main Campus – Howard Phillips Hall 309F
Phone: 407-823-2227
Online Hours: TBA 1:30-3:30 PM via Chat/Conferences
In Office Hours: TBA 1:30-3:30 PM (or by scheduled appointment)
E-mail: lana.williams@ucf.edu (or via WebCourses Inbox messaging)

University Catalog Description

The biological, social, cultural, psychological, and environmental influences of food consumption and physiological status. Perspectives are cross-cultural, evolutionary and ecological.

Prerequisite: Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

What is this course about?

From the diet of our earliest ancestors to the contents of today's supermarkets, all that we eat is situated at the intersection of ecology, biology, culture and policy. What you ate in your last meal is a really good example – the food originated in one or more ecological zones; your body started digesting the nutrients for use from the very first taste; your selection of certain food items was impacted by your beliefs and practices; and, someone somewhere played a role in setting the standards for availability, production and quality.

In this course, we will explore and examine the definition of food, human nutritional requirements, major dietary transitions and food innovations in human history, the roots of world cuisine, the modern food industry, and current and future food challenges. The course is divided into three parts:

- **Biology and Evolution of Digestion and Nutrition:** We will focus on anatomy and physiology of nutrition, dietary guidelines, cultural concepts of what is edible and inedible, and long-and short-term evolutionary and cultural processes of adapting foods to people and people to foods.

- **Food and Global Transitions:** We will examine pre-modern culinary systems and origins of culinary modernity (how and why we eat what we eat), impacts of agricultural and commercial transitions, industry and branding, migrant and nation-building cuisines and culinary pluralism.
- **Food Challenges and Controversies:** We will engage in critical evaluation and discussions on food access and security, agribusiness and ecological sustainability, food safety and government policy, Local Food movement and Green Revolution, delocalization, globalization and the future of food and diet practices.

What skills will I develop in this course?

Emphasis is placed on developing the knowledge and analytical skills necessary to evaluate scientific literature and mass media statements about human nutrition, diverse foodways, and food politics.

After successfully completing this course, you should be able to:

- Discuss the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology.
- Identify the impact of edibility and nutrition in human adaptation, food perceptions and ecological sustainability.
- Investigate food-related beliefs, behaviors and practices of diverse world cultures.
- Distinguish among appropriate anthropological theories and research their application to practices of food production, processing, exchange, and consumption.
- Integrate food-related behavior in the past and present to predict future practices and controversies.
- Evaluate the impact of policy and power on chronic issues of food access, security, trade, safety and sustainability, and identify culturally appropriate alternatives.

While emphasis is placed on the learning outcomes listed above, you will also continue development of the following intellectual and practical skills needed in graduate-level university study and future employment positions:

- Demonstrate advanced skills of inquiry, analysis, and critical and creative thinking.
- Provide clearly expressed opinions and factual information through written and oral communication.
- Apply knowledge, skills, and responsibilities to novel settings and complex problems.
- Participate in discussion and problem-solving activities in an effective manner.
- Critically reflect on learning and recognize progress and pathways for further development.

What textbooks will I need?

The following textbooks are required for successful completion of this course:

- *Food and Place: A Critical Exploration* edited by P. Joassart-Marcelli and F. Bosco (ISBN: 9781442266506)
- *Food Politics,* 2nd edition, by R. Paarlberg (ISBN: 9780199322381)
- *Agricultural and Food Controversies* by F.B. Norwood et al. (ISBN: 9780199368426)

How should I plan for this mixed-mode course?

'Mixed-mode' means that this course is a blend of online and face-to-face learning environments. We meet face-to-face once each week during our scheduled class time, but also use WebCourses, an online course management system (accessed through **my.ucf.edu** and then the “Online Course Tools” tab). WebCourses is used as a medium for viewing lectures,

submitting assignments and as a forum for communicating with your professor and peers in the course. **Knight's Online** has excellent resources to assist you in being successful when working in a combined face-to-face and online learning environment. Key components to success in this course are planning your time and maintaining academic self-discipline through class attendance and submitting course work by set deadlines.

This course is based on concepts and methods from the biological and cultural study of food and foodways – areas of study which may be unfamiliar to many of you. While I can provide general guidelines based on past student experiences, everyone learns at a different pace, and you will need to decide how much time to set aside to be successful. Your study skills, prior knowledge of the subject, study environment, personal obligations and responsibilities play a huge role in learning and success in any course, and, generally, the more time you spend on a course, the better you will do, but the **quality of the time spent is even more important.**

During the next 15 weeks of the Fall 20XX term, you should expect to schedule **three hours of class time each week listening to lectures, taking notes, and participating in class activities and discussions.** You should also plan on setting aside at least **three hours each week to complete your assigned reading, listen or view assigned media content, review materials, and work through required assignments**. This will greatly assist you in keeping up with the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this 5000-level graduate course. All due dates for assignments, quizzes and response papers are located in the table at the end of this syllabus.

Please do not be tempted to skip a week of class content and reading and expect to catch up easily. You will need to study and participate in the course on a regular basis to meet the firm deadlines for all required assignments and exams. If you need any assistance with course materials, assignments or study tips for exams, please visit my **online office hours on TBA from 1:30-3:30pm.** If you are on UCF's Main Campus, you can also visit my **open face-to-face office hours in Howard Philips Hall 309F during those same hours**. If you have a scheduling conflict with this time, please contact me through WebCourses Inbox, and we can arrange an online Conferences appointment or a UCF Main Campus appointment as needed.

It is **your responsibility to familiarize yourself with WebCourses** online learning platform. I have provided you with the necessary tools and tutorial links in the **COURSE INTRO: Things You Should Know**, which can be accessed using the embedded link or the 'Modules' button in the course menu on the left. If this is your first time working in WebCourses or if you haven't worked in WebCourses for a term or two, I highly **recommend reviewing the current tutorial links** provided in the COURSE INTRO module. It's amazing how many changes take place in just one term!

Is the course accessible for students with disabilities?

UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu**, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116).

For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any

accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

What are the course requirements?

The Fall 20XX semester begins on **August 26, 20XX** and ends on **December 11, 20XX**. Over this period, you will be expected to:

- submit a Required Academic activity to initiate participation in the course;
- attend and participate in class on TBA from 10:00-11:15am
- review online learning module materials, including lectures, assigned media content and readings;
- use the provided handouts and study guides;
- participate in 6 In-Class Activities;
- optional participation in submitting Quizzes;
- submit 6 Controversy Response Papers (argument essay format);
- submit a final project proposal and Infographic project poster.

In each online learning module, you will find an **INTRODUCTION page** outlining the expectations, readings, activities and assignments for that week of class. The modules contain required readings outside of your textbook, media content, graded assignment instructions, and links to information websites. Modules also contain lecture slide handouts and study guides to assist you in reviewing for quizzes. All work submitted online for grading **will be evaluated for academic integrity** during the grading process.

All graded work is due on an assigned schedule. A missed or late assignment will not be accepted for grading unless there is an approved and valid, verifiable excuse (see section below on missed assignments and make-up exams). You are notified of this policy from the start, and you should recognize that it is **your responsibility to be aware of all due dates** for this course.

How do I get started in the course?

After reading the Course Syllabus, click on the 'Modules' button in the menu on the left to access the course materials. You will need to review all of the information in the **COURSE INTRO: Things You Should Know,** which includes an introduction to your professor, details about course communication and office hours, computer set-up and/or use of mobile devices, details about the academic integrity policy, and who to contact for technical assistance. If you have not already done so, **please obtain the required textbook as soon as possible.**

UCF faculty are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Dig In!** quiz in the COURSE INTRO: Things You Should Know by **11:59pm** on **AUG 30, 20XX**, or as soon as possible after adding the course. Failure to do so may result in a delay in disbursement of your financial aid and access to MODULE 1 learning materials.

How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

Assessment:	**Points Possible**	**% Final Grade**
Required Activity (1) & Quizzes	quizzes optional	0%
In-Class Activities (6)	60	20%
Response Papers (6)	150	40%
Final Project: Annotated Bibliography (50 pts) Project proposal (25 pts) Infographic poster (75 pts)	150	40%
Total Possible	*360*	*100%*

You will be evaluated on your ability to define and critically apply terms, identify physiological structures and systems related to nutrition, explain theoretical and applied concepts and describe examples from course materials and demonstrate critical thinking and reflection in your assignments and class discussions.

- **Required Activity:** You will need to submit responses to a required academic activity to initiate your class participation. In the activity, you will answer questions concerning some commonly referenced facts and fables about nutrition and food around the world. No prior knowledge is expected in completing the activity.
- **Quizzes (Optional):** You will demonstrate understanding of terms, concepts and evidence presented in each learning module. Quizzes will include a mix of multiple choice, true-false, identification, and fill-in questions.
- **In-Class Activities:** These short in-class activities are designed to help you think critically about, articulate, and reflect on key concepts related to food practices and current issues presented in course materials. **You are required to participate in and submit all 6 In-Class Activity assignments** described in the learning modules.
- **Response Papers:** These argument-essay assignments are designed around your critical evaluation of current controversies in food policy and politics and how these issues are represented in two peer-reviewed scholarly journal articles. **You are required to submit all 6 Response Paper assignments** located in the learning modules.
- **Final Project:** The purpose of this assignment is to examine a complex or compounded issue in nutritional anthropology, and then present your findings in a visual and textual mode, breaking the issue down into clear and concise connected parts.
    - **Annotated Bibliography:** In this step you will be reading somewhat in-depth about a food-related issue you have identified. **You are required to submit at least 8 primary source entries on your selected topic.**
    - **Project Proposal:** In this step you will be constructing a short, written proposal that identifies your data/problem set and how you will present your findings in an infographic format. **You are required to meet with the professor for approval of your project.**
    - **Infographic Poster:** In this step, you will be using your findings and presenting them in a visual- and text-based infographic format where someone unfamiliar with the issue could gain a better and fuller understanding of the problem.

The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	95 - 100%	C+	76 - 79%
A-	90 - 94%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

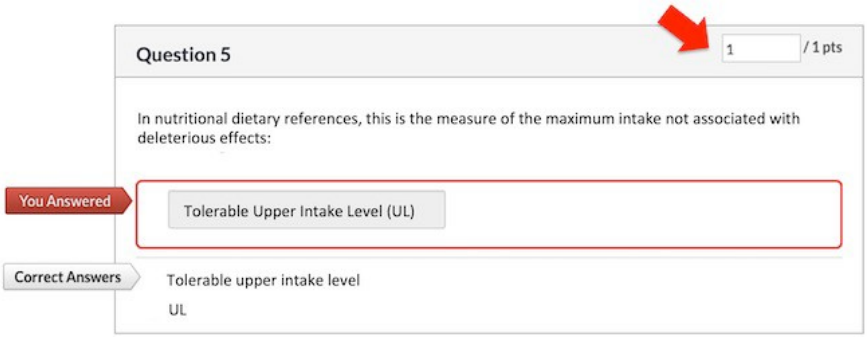
How do I view my grades?

You can access your grades for assignments through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. In most instances, activity grades will be available within three-to-five days after the final due date. For most field report assignments, grades will be available within seven-to-ten days after the final due date. When an assignment score is posted, you will receive an announcement that grades are available (unmuted).

You should receive constructive feedback on your work periodically throughout the term. This may take the form of an Inbox message, assignment review comments, rubric criteria or announcement that discussed overall key criteria that were met or need improvement. If you have any questions about your score **after a grade has been posted**, please notify me using WebCourses Inbox, and I will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being posted**.

WebCourses automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **I will be 'hand-grading' each optional quiz to ensure that you receive points for any answers not automatically recognized by the system as correct**.

If point corrections are applied during grading, the question will still show a 'red' flag indicating it is incorrect, but the **points listed in the top right corner of the question will show the value awarded** for a correct answer, like the example shown here:



Correct answers for each quiz will be available for a limited time after each set of grades has been posted. Please check the course announcements to know when this feature is available.

What if I miss a class discussion or assignment due date?

Time management, problem solving, responsibility and personal accountability are among the most important habits that you can refine in a graduate program. **You are expected to attend every class meeting and participate in all class activities.** However, we must all still carry on with life outside of coursework - some of you may have employment of family obligations that, upon unforeseen circumstances, may require you to miss a class. You are responsible for consulting the department Graduate Coordinator in cases of illness, family emergency or other personal difficulties that constitute extended absence (e.g., two or more consecutive weeks). T**hree or more absences from this course constitutes a failing grade, unless those absences are excused and properly documented.**

With this in mind, the following circumstances require academic responsibility on your part:

- If you are **representing UCF in an authorized event or activity** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy or remembrance day** of their religious faith are expected to notify their professor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- If you are a **deployed active duty military or National Guard** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to your unique status.
- If you are **an active emergency first response** student, please **contact your professor** to discuss your circumstances and set any special accommodations that may be necessary due to extended responsibilities during emergency management situations.
- Unforeseen events or circumstances may occur that cause a student to miss class time or fall behind in their assignments. These could include **illness, bereavement, accident, or a catastrophic event** such as fire. If such issues arise, students are encouraged to notify their professors as soon as possible in order to apprise them of the circumstances and to develop a plan, with a timetable, to make up missed coursework. Family members and/or students also need to contact **Student Care Services** with appropriate documentation to obtain a courtesy class absence notification for online, mixed-mode and face-to-face courses.
- If you find yourself in a situation where you are **going to miss a class meeting**, you must notify your professor as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the meeting end time. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to complete make-up work, it must be scheduled and completed **within five days of the missed class meeting date** (if medically possible).

Unexcused late assignments are not accepted after their due date unless the problem originates with the online submission process, and I have been properly notified at the time of the occurrence. In these instances, the problem can be easily verified within the WebCourses system.

What academic resources are available to me?

UCF provides many offices and services to support your academic success. There are several **Online Resources to Support Academic Success** available to all UCF students regardless of your location or the type of course in which you are enrolled. These include:

- **Writing help** from the **University Writing Center** such as downloadable writing and style guides, online writing consultations, and online scheduling for peer tutor review.
- **Tutoring and study help** from the **Student Academic Resource Center** (SARC), such as 24/7 tools for study, online peer assisted learning, and online academic success workshops.
- **Access to software** through **UCF apps** for programs you need for your courses, such as SPSS, Office 365, and others.
- **Concrete study actions** to better your performance through the **Successful You Video Series**, so you can avoid undesirable academic outcomes.

How is respect for diversity maintained?

UCF 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.

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. Any student who acts inappropriately through language use or disruptive behavior **will be blocked from participating in online and in-class discussions**.

While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule. If you encounter materials in the course that you find disconcerting, take a moment to explore why you are unsettled and then rationally explain your concerns to me so we can address the materials further through class discussion or privately during office hours.

How is academic integrity maintained?

Your enrollment in this course means that you will adhere to the **UCF Creed** and you will maintain the highest standards of academic integrity. According to UCF's Rules of Conduct, **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.

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. Academic misconduct of any kind on an exam or any other assignment in this course will result at least in an 'F' grade for that assignment (and may, depending on the severity of the case, lead to an 'F' or **'Z' grade** for the entire course). All academic integrity issues will be subject to appropriate referral to the **Office of Student Conduct**, which may take further action (e.g., assignment of 'Z' grade, conduct review and possible expulsion). See the **UCF Golden Rule** for further information.

All written work for this course is **automatically reviewed for academic integrity** during the grading process.

- **Do not share your work with anyone else, do not use the work of someone else as yours, and do not write exams as a group or share exam answers in study groups.** If you do this, it is easily detectable through online links and WebCourses action logs including student answer and submission matches.
- **Do not plagiarize any written work from past UCF submissions, journals, academic texts, or Internet resources**. If you do this, the plagiarism check system will detect it and provide a traceable report listing the sources that you used.

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. I will also adhere to these standards, so please **do not ask me to change (or expect me to change) your grade illegitimately** by bending rules that would benefit your grade or asking for a grade-related opportunity that will not be equally applied the entire class (e.g., individual extra-credit assignments). I will not respond to requests to 'round up' final grades – you will be assigned the grade that you have earned.

Why should I use WebCourses Inbox messaging?

Our **official mode of communication is the secure WebCourses Inbox messaging system**. This ensures the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two-or-three times per week. You may also use your UCF Knight's Email account to communicate with me. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I may only check my UCF email once, if at all, during the weekend hours or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. I will not respond to messages sent by other means, such as your Smartphone or iPad unless you are using the WebCourses@UCF **Canvas Student Mobile application**.

What are the technology and software requirements?

Students will be expected to have access to a computer frequently, as all assignments and exams will be submitted and graded through WebCourses. At a minimum, you will need:

- Access to a reliable laptop or desktop computer **at least three times a week**. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information, please see the UCF Libraries FAQ for **lab hours and locations.**
- Reliable broadband internet access
- A **compatible web browser**.
- Audio input, built-in, or external computer speakers

You are expected to have access to Adobe Reader and PowerPoint for the Web/PowerPoint app, or the equivalent (through **Office 365**) on the computer or device commonly accessed so that you may properly view multimedia materials in the course content. If you are not using Office 365, please contact **WebCourses@UCF Support** for technical support assistance with the most current versions of these products.

Who do I contact if something online isn't working in the course?

If you are experiencing **problems accessing materials or submitting your work**, please contact your professor or GTAs so we can assist you as soon as possible.

Technology can have its challenges. If you need **help with computer set-up or online technical assistance**, please use the following links:

- Technical assistance is available through phone, email and live chat through **WebCourses@UCF Support.**
- A built-in 'Help' button for WebCourses@UCFSupport and WebCourses system is located in the WebCourses@UCF permanent toolbar. You will find links to Canvas Support Guides, reporting problems to WebCourses@UCF Support, Knights Online Learning, and Computer Setup.

WebCourses allows tracking of a student's progress and activities while logged into the course to assist in verifying instances where computer 'glitches' or 'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience **problems with WebCourses while submitting an assignment or taking an exam**, it will show up in your individual WebCourses action log. Therefore, the "Bill Gates ate my homework" or "I took the quiz, but" excuses can be traced and verified.

Can I use external study groups and course websites?

This course contains 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 your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

GroupMe study groups (and other study platforms) are encouraged as long as copyright for course materials is respected and academic integrity is maintained. **If one member of a study group account is found in violation of copyright or UCF Rules of Conduct, all members are subject to review for academic misconduct.**

There are many fraudulent websites (e.g., OneNote, Study Blue, Koofers, CourseHero, etc.) claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as exams, study and lecture notes, and examples of graded material from current or past sections of this course. 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 copyright and UCF Rules of Conduct and may face serious penalties**. Materials on these sites almost always contain extensive errors, outdated information, and a misleading sense of being 'in-the-know' about exams or assignments, all of which will greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk.**

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as blogs or wikis. While some of these might be related to required assignments or course materials, **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. If you have any concerns about this, please contact your professor.

What do I do if there is a campus emergency?

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 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**.
- 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 **locate** and access a first-aid kit or AED (Automated External Defibrillator).
- To **stay informed about emergency situations**, students can **sign up** through "Student Self Service/Personal Information" to receive UCF text alerts.
- 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 **UCF video**.

What is my course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. **You will be notified of any changes through Announcements** in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed and described each learning module.

Active Duty Military

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.

College of Sciences - Grad Course Continuation - CHM 5305 Applied Biological Chemistry

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	Department of Chemistry

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	CHM
Code:*	5305
Name:*	Applied Biological Chemistry
Full Title:*	CHM 5305 Applied Biological Chemistry
Course Description:*	The identification from plants, synthesis, assessment of bioactivity, and design of pharmaceuticals and agrochemicals, as well as the impact of biotechnology in the chemical industry.
Prerequisite(s):	CHM 2211, and graduate status or senior standing or C.I

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* At this time, one of our faculty members, Yulia Gerasimova, is working on reworking this course in order for it to be offered as one of the Chemistry Department's graduate courses (Updated Syllabi Attached)

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach 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

UNIVERSITY OF CENTRAL FLORIDA

CHM5305.0001: Applied Biological Chemistry

Chemistry Department, College of Sciences
3 Credit Hours

Course Syllabus

Instructor:	Yulia Gerasimova	Term:	
Office Location:	PSB 246	Class Meeting Days:	
Office Hours:		Class Meeting Time:	
Phone:	407-823-2693	Class Location:	
Email:	Yulia.Gerasimova@ucf.edu	Course Modality:	F2F

Course Description

Catalog description

The course covers reactivity of biological molecules, synthesis and properties of modified carbohydrates, proteins, lipids and nucleic acids, principles of bioconjugation.

Goals

The purpose of this course is to learn principles of bioconjugation and biomolecule modifications that enable one to preserve their functions and/or introduce new functionalities in biological molecules. The course will highlight the strategies for coupling biomolecules to a solid support, modifying biological macromolecules to introduce different functionalities, crosslinking biopolymers to study their interactions, as well as applications of bioconjugates in assays, for *in vivo* imaging, disease diagnostics, therapeutic drug targeting, immune modulation and vaccine development.

Course requirements

The course requires solid understanding of electronic properties of atoms, molecules and chemical bonds, mechanisms of basic types of reactions in organic chemistry, functional group reactivity and characteristic reactions of alcohols, thiols, carbonyl compounds and carboxylic acid derivatives, and knowledge of the structure and function of biological molecules (carbohydrates, lipids, amino acids, nucleotides, and biopolymers).

Teaching mode

In the course, a traditional lecture format will be mixed with active learning activities (e.g. individual and/or team projects), and student presentations on current advances in the field based on recent scientific publications.

Course outline

Module I - Introduction

- Introduction to bioconjugation
- Applications of bioconjugates
- Overview of common functional groups in biological molecules
- Reactions of amines
- Carboxylate reactions
- Thiol group reactions
- Hydroxyl reactions
- Reactions of carbonyl compounds
- Blocking and protecting amine, sulfhydryl, carbonyl, and carboxyl groups
- Photochemical reactions
- Cycloaddition reactions and bioortogonal chemistry
- Cleavable linkers

Module II – Amino acids, peptides and proteins

- Protein structure and reactivity
- Prosthetic groups and post-translational modifications of proteins
- Protein crosslinking and affinity crosslinking
- Modifications of amino acid side chains
- Reduction of disulfide bridges in proteins
- Introduction of sulfhydryl groups into proteins
- Introduction of carboxyl groups into proteins
- Introduction of primary amine groups
- Assays for the analysis of protein functional groups

Module III – Lipids, sugars, polysaccharides and glycoconjugates

- Carbohydrate structure and reactivity
- Modifications of sugar residues
- Introduction of new functionalities into carbohydrates
- Introduction of glycan groups into proteins
- Lipids, liposomes
- Derivatization of lipid components
- Protein-lipid conjugation

Module IV – Nucleic acids

- Structure, functionality and reactivity of nucleic acids
- Enzymatic modification of nucleic acids
- Chemical modification of nucleic acids
- Photo-crosslinking in nucleic acids

Module V – Strategies for bioconjugation

This module will include students projects and presentations on the approaches employed to modify biopolymers and/or synthesis bioconjugates for specific applications. The projects will be based on authentic scientific papers.

Student Learning Outcomes

By completing the course, the students will be able to:

- recognize functional groups of biomolecules that are suitable targets for modification depending on the need to preserve or change the biomolecule function;
- select an appropriate reagent to modify a biomolecule and/or couple several biomolecules;
- design a strategy to synthesize optimal bioconjugates depending on their applications;
- understand data on synthesis and application of bioconjugates reported in the literature and convey this information through a formal presentation.

Enrollment Requirements

BCH4053, and graduate status or senior standing or C.I.

Course Activities

To accomplish the learning objectives/outcomes of the course, the students need to participate in in-class activities, complete the homework problems, in-class quizzes and exams, and individual and/or team projects. The students will need to have access to Internet and/or UCF library resources to find the required information in authentic research publications.

Assessment and Grading

Students' learning of the course material will be assessed based on a cumulative score for quizzes, midterm exams, project presentations, and final exam.

Grading Methods

The following point-based grading scale will be employed:

Assessment	Points
Quizzes (Best 5 out of 7)	10 pts each, 50 pts total
Midterm Exams (3)	100 pts each, 300 pts total
Projects/presentations (1)	100 pts
Final Exam (1)	100 pts
Total	**600 pts**

The final letter grades will be assigned based on the cumulative score according to the following scale:

A	≥500
B	400-499
C	300-399
D	200-299
F	≤199

However, this scale is only a guide and can be modified through the semester.

Quizzes and exams will consist of free-response questions. There will be seven (7) in-class quizzes (two lowest scores will be dropped) and three (3) midterm exams. Final exam will be cumulative, and the final exam score can substitute the lowest midterm score.

Make-up Exams and Assignments

Students will be allowed for make-up assignment for university-sponsored events, religious observances, or legal obligations (such as jury duty). In case of other reasons for acceptable absences (e.g. illness, serious family emergencies, special curricular requirements or professional conferences, military obligations, severe weather conditions, and religious holidays, please notify the instructor, if possible, before the missed

assignment due date. The make-up assignment will be allowed only if the legitimate documentation excusing the absence can be provided.

Attendance/Participation

Attendance will not be checked. However, it is highly encouraged that the students attend lectures and participate in in-class activities. It is required for the students to attend the class for the final exam.

The students can participate in the class activities by contributing to discussions, answering the instructor's questions, asking questions, turning-in minute papers etc. Participation in individual and/or team projects and contribution to the project presentations are required for the students to successfully complete the course.

Grade Dissemination

Graded assignments will be returned to the individual students personally during the instructor's office hours or by appointment. Grades will be available through Webcourses@UCF. In compliance with the Family Educational Rights and Privacy Act (FERPA), grades will not be disclosed via e-mail or phone, or to third parties (e.g. students' friends or family members).

Course Materials and Resources

Lecture power point slides, study guide and review packages, and worksheets with practice problems will be provided by the instructor. The materials will available via Webcourses@UCF and/or provided in the printed form.

The following textbooks are additionally recommended but not required:

Textbook	**Chapters**	**Concepts/material reviewed**
"Organic Chemistry" by D. Klein, 2nd or 3rd edition or "Organic Chemistry with Biological Topics" by S. Gorzynski-Smith and H. R. Vollmer-Snarr, 5th edition ISBN: 978-1-259-92001-1	13, 14, 17, 20-26 9, 19, 21-30	functional groups, their reactivity and characteristic reaction
"Fundamentals of Biochemistry" by D. Voet, J.G. Voet, C.W. Pratt, 4th or 5th edition	3, 4, 6, 8, 9	structure and function of amino acids, nucleic acids, carbohydrates and their polymers
"Bioconjugate Techniques" by G. T. Hermanson, 3rd edition ISBN: 978-0-12-382239-0	1-7, 9, 14, 15, 17, 20-23	functional targets for bioconjugation, reagents and crosslinkers, derivatization of lipids and carbohydrates, chemical modifications of proteins and nucleic acids

Policy Statements

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action. http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing 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 appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

College of Sciences - Grad Course Continuation - INR 6062 Peace Studies

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	MA Program, PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	INR
Code:*	6062
Name:*	Peace Studies
Full Title:*	INR 6062 Peace Studies
Course Description:*	Examines how humans manage conflict, fostering justice and creative development. Surveys both international and domestic conflicts, outlining theories of peace and utilizing various case studies.
Prerequisite(s):	Admission to degree-seeking program or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* Would like to offer course in the coming semesters.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach 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:

INR 6062 Peace Studies
Instructor: Dr. Roger Handberg
University of Central Florida

Contacting the Professor		Contacting the Class	
Office Hrs:	10-11:30 MTW		
Office:	Philips Hall 302	**Course Web Site:**	Via UCF Portal
	UCF Orlando campus		
Phone	407-823-2608		
FAX:	407-823-0051		
E-Mail—best way to contact me:	roger.handberg@ucf.edu		

Course Objectives

This course explores the empirical conditions and intellectual history surrounding conflict resolution and mitigation, development, and justice. The course will explore debates about the nature of violence and war in local and international spheres; and, we will look at the possibilities for peace and its variations. Among other issues, this course will cover non-violence and just war theory, the role of social movements and revolutions to resolve violent conditions, as well as mitigating violent conflict in the state system through diplomatic channels, confidence building measures, institutions, interdependency, and deterrence.

Required Texts:

1. *Approaches to Peace: A Reader in Peace Studies,* Oxford University Press, David Barash
2. *Being Peace*, Parallax Press, Thich Nhat Hanh
3. Just And Unjust Wars: A Moral Argument With Historical Illustrations, Basic Books Micheal Walzer
4. Conquest of Violence: The Gandhian Philosophy of Conflict, Princeton University Press, JV Bondurant
5. *Man, the State and War*, Kenneth Walz
6. *Perpetual Peace, and Other Essays on Politics, History, and Morals*, Immanuel Kant

7. *Eichmann in Jerusalem*, Hannah Arendt
8. *Understanding Conflict Resolution: War, Peace and the Global System*, Peter Wallensteen
9. *Peoples Versus States: Minorities at Risk in the New Century, Ted Robert Gurr*

COURSE ORGANIZATION AND REQUIREMENTS

Grade Categories	Description of the requirements	Weight toward final exam
Class Participation	Students will be assigned to explain readings	10%
10 Critical Analyses counted	Essays On readings, 40 points each	40%
Research Project	Outline 5%, Annotated Bibliography 20%, presentation 10%; final paper 15%	50%

Analytical Papers

Students may choose 10 sessions in which to write a 1000 word analytic paper covering the reading are due. These papers need to identify the key assertions, assumptions, method or reasoning and implications of the reading. All papers also must draw comparisons with other readings, not covered in that week.

RESEARCH: FOUR ASSIGNMENTS

This research must be related in some way to peace studies, but you choose the topic.

There are several parts/assignments found within the research component of this class, and they are as follows:

An Outline: (5% of class grade/ 50 points)

This is a plan for your paper.. Essential components of the outline are:

1. *A research question and framework*
2. *the main points you think you will follow (explain these points and why they are important/why they matter), and*

3. *the conclusions you expect to make,*

4. *along with full citations for* ***TWO peer reviewed journal articles on your subject matter which you have consulted to construct the outline.***

The outline should be no **less** than a full page. Less than this will not provide enough explanation for me to see how you are proceeding and will not pass the assignment.

Annotated Bibliography Directions (20%/ 200 points)

An annotated bibliography is a listing of sources with their full citation and an explanation of the source's contribution and relevance. The purpose of annotated bibliographies is to help you organize your thoughts about what your sources are telling you and how you can use these thoughts into your own narrative as reasoned support. You may not use this course's textbooks or articles for credit in this assignment; though, using them as sources in your final paper is acceptable so long as they are in addition to these minimum requirements below.

You are required to describe **20** sources. **15 of which need to be peer reviewed journal articles**, only 3 may be web-based, and any web based source needs to be "legitimate" which means that for example, government sources are fine to get from the internet.

I am very strict on the point regarding peer reviewed articles. Personal website citations are not acceptable unless you are trying to make a point about that person's political position. Articles taken from a journal that is electronically available through the library are counted as print resources, and I encourage this use of the internet. Wikipedia, like any other encyclopedia, is not a research source, but rather an "orienting tool" to help you get a lay of the land, not authoritative information on details. You may NOT use any encyclopedia, including Wikipedia, as a source whatsoever at any time in the class.

Format of the bibliography

[Beware: A summation of research does not say "I liked it" or "I thought it was dumb, brilliant, or thrilling." The bibliography should describe the contribution that this reference is making to your final paper. You are really answering, "What does it *mean*?" and "Why is it important?". Please number your entries for my convenience. And--needless to say, copying the abstracts into the bibliography is plagiarism and grounds for failure of the class-- **everything must be in your own words**.**]**

You must use the format below in your bibliography:

Entry #1: Peer Reviewed? **Yes**
Goodland, Robert. 1995. "The Concept of Sustainability," *Annual Review of Ecology and Systematics, 26, 1-24.*

Main point: Goodland distinguishes various kinds of sustainability, provides a history of sustainability, draws out the conceptual differences between growth and development, placed sustainability within political development, provides the systematic requirements for ecological sustainability, and lays out causes of un-sustainability. Goodland's discussion restricts the expansive meaning of the term "sustainability" in order to bring more specific meaning to discussion and thinking about sustainability. Goodland specifically focuses environmental sustainability, and follows much of Daly's work on this point regarding equilibrium economics, where expansive and exponential growth cannot occure infinitely in an finite ecological biosphere.
Relates to my research because: Goodland provides a framework for understanding sustainability, which allows me to compare concepts, rationality, and assumptions of competing notions of sustainability. If Goodland is correct in his assertions about ecological systemic constraints, then economic growth and human use of the biosphere must fit within these limits, or suffer collapse.

This means that: I will be able to define and frame the terms and limits of sustainability using Goodlands work on the matter, and will be able to counter the idea that the term "sustainability" is without meaning or is too vague to have importance or serve as a guiding principle. Also, ecological sustainability is a foundational condition for social and economic sustainability, and operates as a first condition. However, it remains a problem that ecological sustainability may be unattainable without social and economic justice, transparency, and prudence.

Final Presentation Directions (10%)

Take this assignment seriously—don't put off preparing for it to the last minute. The assignment expects a professional presentation. Your presentations are due with your final papers on _____. Presentations will be graded on their professional quality, as if you were presenting at a professional conference or presenting an invited lecture to peers. Thus, you need to be clear, timely and concise; no-one likes it when speakers go over their allotted time. Your time will be 15 minutes. In this time, you must state your research question, your approach to answering the question, and your findings; and, there should be at least one visual aid to represent some part of the work. You will be graded on the organization of your presentation, and are expected to take audience comments as constructive criticism. Visual material can help, but your

principle tool is your own articulation of the paper, with or without technological assistance. Unplanned rambling will fail this assignment.

Also, your presentation is meant to be a “first run” of your paper to an audience. Criticisms will be offered so that you can make corrections to the final paper that is turned into me. This represents the normal academic process that we all go through to create better and more reliable knowledge.

Final Paper Directions (15%)

By the time you come to the point of writing your paper, it should be much easier to put it together by using your outline and the bibliography you created. This paper should be about 5,000 words (about 20 pages double-spaced), smaller papers are penalized for incomplete coverage of the material.

Your paper should be well written and be free of all grammatical errors. This means that it needs to be clear and structured coherently. The following is required:

Introduction: There should be a clearly written introduction that tells me what the principle problem or question is that you are addressing, what basic support you have for this point, and what you conclude from this evidence. This can be done without being to detailed. Your objective is simply to tell me what the paper hopes to achieve.

Body: Should be a well organized set of points that help describe the complexity of a problem and support for points you make to help explain the problem at hand. Remember to cite properly at each point you take something from someone else. These points must logically fit together, as well as work to answer your research question.

Conclusion: Tell me what you said. (redundant I know—but writing that does this is effective here and when you leave University). This is also where you can make some opinionated statements about what you think is happening or should happen, policy recommendations if you wish, or other "conclusions".

References: This is absolutely required. List at the end of the paper the work you used. Do not simply paste your annotated bibliography here because I don't want the annotations at this point. However you must use the research you did for the bibliography, so the paper needs 15 sources minimum-- 10 of which must be peer reviewed articles. Simply putting these at the end of the paper is not sufficient, they

must be referred to in the paper, so that your ideas reflect this academic research and process. Papers that do not have the minimum references and which do not cite properly will not pass.

Like the other papers, you will be graded on style and content. Style is the formation and structure of your writing, which must be coherent and clear. Content is the substance of your paper which is based on the points and argumentation you present (is it accurate; is it relevant; does it show a sense of complexity; does it use other sources; does it make sense, etc…).

Style is worth 30%. Content is worth 70%.

UNIVERSITY AND COURSE POLICIES

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or 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, click here.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.

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 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.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

For those classes where you want to selectively use Turnitin.com, here is a sample syllabus statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Gradng and evaluation	
Attendance and participation	You are not given points for attendance though I expect you to be here. It is inconceivable that you would pass this class if you miss more than 2 classes given the amount of material we are going to cover.
Deadlines	See below
Late, make-up and extra credit work	Late assignments: I understand that there are *some* good reasons for being late, but at the same time, late assignments are highly discouraged since this creates several difficulties. I will accept late work, but will reduce the grade by one letter for every calendar day it is late if it is an "unexcused" (you're not sick, your family member is not sick, etc...) absence. Assignments late due to "normal" work related, computer, or transportation problems are **not** excused. Not being able to find a parking space is not an excused reason for late attendance or work, so plan ahead. There is no extra credit in this class.

COURSE SCHEDULE

Section 1: The Intellectual Tradition in Peace Studies

Session 1

- Johan Galtung, "Social Cosmology and the Concept of Peace" *Journal of Peace Research, June 1981; vol. 18, 2: pp. 183-199.*
- Part 1-3 in the Reader

Session 2

- *Perpetual Peace*- Kant, all
- Part 4, the reader

Session 3

- Part 5, reader
- *Being Peace*, Hanh (all)

Session 4

- *Conquest of Violence*, Bondurant (all)

Section 2: Contentious Politics, Development, and Peace: Reform or Revolution?

Session 5: How Effective are Social Movements for Non-Violent Change?

- Part VI of the reader
- Robert E. Klitgaard, 1971, "Gandhi's Non-Violence as a Tactic" *Journal of Peace Research*, Vol. 8, No. 2 (1971), pp. 143-153
- Chris Smith, 1984, "Disarmament, Peace Movements and the Third World" *Third World Quarterly*, Vol. 6, No. 4 (Oct., 1984), pp. 892-910
- Stephen Zunes,"The Role of Non-Violent Action in the Downfall of Apartheid" *The Journal of Modern African Studies*, Vol. 37, No. 1 (Mar., 1999), pp. 137-169
- Jerry M. Tinker, "The Political Power of Non-Violent Resistance: The Gandhian Technique" The Western Political Quarterly, Vol. 24, No. 4 (Dec., 1971), pp. 775-788
- Jack A. Goldstone, "More Social Movements or Fewer? Beyond Political Opportunity Structures to Relational Fields," *Theory and Society*, Vol. 33, No. 3/4, Special Issue: Current Routes to the Study of Contentious Politics and Social Change (Jun. - Aug., 2004), pp. 333-365.
- Pierskalla, J. (2010). Protest, Deterrence, and Escalation: The Strategic Calculus of Government Repression. *Journal of Conflict Resolution*, *54*(1), 117-145.

Session 6 &7: Assessing the Ethnic Conflict- Minorities at Risk

- *Peoples Versus States: Minorities at Risk in the New Century*, Gurr (all)

Section 3: Peace in the State System?

Session 8

- *Man, the State, and War,* Walz (all)

Session 9: What makes interstate war less likely? Deterrence, Alliance and Détente

- Achen and Snidal (1989) "Rational Deterrence Theory and Comparative Case Studies," *World Politics*, 41:2, 143-169.
- Huth and Russett (1993) "General Deterrence Between Enduring Rivals: Testing Three Competing Models," *American Political Science Review*, 87:1, 61-73.
- Warner R. Schilling, "Weapons, Doctrine, and Arms Control: A Case from the Good Old Days" *Journal of Conflict Resolution, September 1963; vol. 7, 3: pp. 192-214.*
- Stein, Janice Gross (1996) "Deterrence and Learning in Enduring Rivalry: Egypt and Israel, 1948-1973," *Security Studies,* 6:1, 104-152
- Christiansen and Snyder (1990), "Chain Gangs and Passed Bucks: Predicting Alliance Patterns and Multipolarity" *International Organization*, 44:2, 137-168.
- Quan Li, Drew Schaub, "Economic Globalization and Transnational Terrorism: A Pooled Time-Series Analysis" *The Journal of Conflict Resolution*, Vol. 48, No. 2 (Apr., 2004), pp. 230-258
- Oneal, and Russett (1997) "The Classical Liberals were Right" *International Studies Quarterly*, 41:2, 267-294
- Patrick J. McDonald, "Peace through Trade or Free Trade?" *The Journal of Conflict Resolution*, Vol. 48, No. 4 (Aug., 2004), pp. 547-572.
- Wright, Jonathan, 2010, "Locarno: A Democratic Peace?" *Review of International Studies*, Apr2010, Vol. 36 Issue 2, p391-411, 21.
- Harrison, Ewan. "The Democratic Peace Research Program and System-level Analysis" ***Journal of Peace Research***, Mar2010, Vol. 47 Issue 2, p155-165, 11p

Session 10: When Should Peace be Abandoned in the International System?

- *Just And Unjust Wars: A Moral Argument With Historical Illustrations*, Micheal Walzer
  (sections 1-3)

Session 11

- *Just And Unjust Wars: A Moral Argument With Historical Illustrations*, Micheal Walzer
  (sections 4-5)

Section 4: Resolving Violent Conflict

Session 12

- *Understanding Conflict Resolution: War, Peace and the Global System*, Peter Wallensteen (first half)

Session 13

- *Understanding Conflict Resolution: War, Peace and the Global System*, Peter Wallensteen (second half)

Session 14 – Open

Session 15 Student Research Presentations

College of Sciences - Grad Course Continuation - STA 6246 Linear Models

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type* Grad Course Continuation

College:* College of Sciences

Unit / Department / College:* Department of Statistics

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* STA

Code:* 6246

Name:* Linear Models

Full Title:* STA 6246 Linear Models

Course Description:* Theoretical development of full rank linear statistical models, least squares and maximum likelihood estimation, interval estimation, hypothesis testing, and introduction to less than full rank models.

Prerequisite(s): STA 6329, STA 4164, and STA 4322.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* We just started our Ph.D. program, and this course is among the restricted elective courses.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach 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:

UNIVERSITY OF CENTRAL FLORIDA

Course STA6246.XXXX Section: Linear Models

Department of Statistics, College of Sciences
3 Credits

Course Syllabus

Instructor:		Term:	
Office Location:		Class Meeting Days:	
Office Hours:		Class Meeting Time:	
Phone:		Class Location:	
Email:		Course Modality:	

GTA(s):		Email:	

Course Description

This course is designed to encourage the students to conceptually understand the theoretical development of

- Full rank linear statistical models
- Least squares and maximum likelihood estimation
- Interval estimation
- Hypothesis testing
- Introduction to less than full rank models

Course Materials and Resources

Applied Linear Statistical Models (5th Edition) - Kutner, Nachtsheim, Neter & Li

Student Learning Outcomes

The students will understand the following materials by the end of the semester.

- Simple/Multiple linear regression.
- Estimation for simple linear regression: Least Squares Estimation (LSE) and Maximum likelihood estimation (MLE)
- Inferences in regression: confidence intervals and hypothesis testing
- ANOVA table, general linear test, and R^2
- Lear regression diagnostics
- Vectors, linear dependence, Matrix, rank of matrix, inverse of matrix
- Matrix approach to linear regression analysis.

Enrollment Requirements

STA 6329, STA 4164, and STA 4322

Course Activities

Attendance is highly recommended, and the students are responsible for any announcements and the material covered during that lecture. There will be approximately six in-class quizzes, five homework assignments and three closed book exams.

Important Dates

Important dates can include any university holidays or closures, drop/withdrawal deadlines, exam dates, assignment deadlines, or other dates in the UCF Academic Calendar that pertain to your course. You may want to include major assignment and exam dates in this section and provide students with a separate semester schedule that details each week's readings and activities. In order to promote student success, you are encouraged to post at least one major course grade prior to the course withdrawal deadline.

Assignment Submission

Five homework assignments (appropriate textbook reading and suggested textbook problems) will be posted as the course progresses. The students are responsible for completing and submitting the homework assignments by the due date; The student should solve all of them to thoroughly learn the material. The students are allowed tow work with each other to solve the suggested problems and to learn courses material in general. All homework assignments have equal weight for grading, but the lowest homework assignment score will be dropped. All homework assignments are due at 11:59pm on the due date for full credit. No late assignments will be accepted.

Exams

Three close book exams are tentatively scheduled. There will be NO makeup exams except in extreme circumstances (e.g., military obligation, official university activities, religious holiday, etc.)

Assessment and Grading Procedures

The final grade is composed of 4 highest homework assignments, 4 highest in-class quizzes and 3 close book exams.

Grading Methods

Assignments	Weight
4 highest homework assignments	15%
4 highest in-class quizzes	15%
Close book exam I	20%
Close book exam II	20%
Close book final exam	30%

Make-up Exams and Assignments

Per university policy, students can turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty.

Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.

Grade Dissemination

To comply with the Family Educational Rights and Privacy Act (FERPA), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. This section can indicate how you will return graded assignments to the individual student. To ensure students have prompt feedback, and knowledge of their progress, faculty members must record all grades in Webcourses@UCF and follow student data classification and security standards.

Policy Statements

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

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.
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4. Creativity: I will use my talents to enrich the human experience.
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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 acknowledg-ing 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 appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who

need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Week	Date	Topic	Item Due
1	26-Aug	Syllabus, Review, 1.1, 1.2	
	28-Aug	1.3, 1.4, 1.5	
2	2-Sep	Labor Day	
	4-Sep	1.6, 1.7, 1.8	
3	9-Sep	2.1. 2.2. 2.3	HW1
	11-Sep	2.4, 2.5	
4	16-Sep	2.6, 2.7	
	18-Sep	2.8, 2.9	
5	23-Sep	2.10, 2.11	HW2
	25-Sep	3.1, 3.2, 3.3	
6	30-Sep	**Exam I**	
	2-Oct	3.4, 3.5	
7	7-Oct	3.6, 3.7	
	9-Oct	3.8, 3.9	
8	14-Oct	3.10, 3.11	
	16-Oct	5.1, 5.2, 5.3	HW3
9	21-Oct	5.4, 5.5. 5.6	
	23-Oct	5.7, 5.8	
10	28-Oct	5.9, 5.10	
	30-Oct	5.11, 5.12, 5.13	
11	4-Nov	6.1, 6.2	HW4
	6-Nov	6.3, 6.4	
12	11-Nov	Veterans Day	
	13-Nov	**Exam II**	
13	18-Nov	6.5, 6.6, 6.7	
	20-Nov	6.8, 6.9	
14	25-Nov	7.1, 7.2	HW5
	27-Nov	Thanksgiving Wednesday	
15	2-Dec	7.3, 7.4	
	4-Dec	7.5, 7.6	
16	9-Dec	9.1, 9.4, 9.5, 9.6	
	11-Dec	**Final Exam, 7:00 AM – 9:50 AM**	

College of Sciences - Grad Course Continuation - STA 6347 Advanced Statistical Inference II

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	Department of Statistics

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	STA
Code:*	6347
Name:*	Advanced Statistical Inference II
Full Title:*	STA 6347 Advanced Statistical Inference II
Course Description:*	Minimax analysis, invariance, admissibility, maximal invariants, sequential analysis.
Prerequisite(s):	STA 6346, or C.I..
Corequisite(s):	

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

Justification for Course Continuation

What is the rationale for continuing this course?*	We just started our Ph.D. program and this course is listed among the restricted elective courses.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines

course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses.

Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership:	
Course OID	

UNIVERSITY OF CENTRAL FLORIDA

STA 6347 - Advanced Statistical Inference II
Department of Statistics and Data Science
College of Science
3 Credit Hours

Course Syllabus

Instructor:		Term:	
Office Location:		Class Meeting Days:	
Office Hours:		Class Meeting Time:	
Phone:		Class Location:	
Email:		Course Modality:	

Course Description

This course is the second semester of a two-course sequence for graduate students in statistics and data science. It systematically develops statistical decision theory, Bayesian analysis and sequential analysis. Topics in this course will cover minimax analysis, invariance, admissibility, maximal invariants, and sequential analysis. Rigorous proofs are given for the most important results. It also introduces important applications in which theoretical results can be used efficiently. The goal of this course is to provide an advanced-level understanding and working knowledge in the scope of minimax analysis, invariance, Bayesian hypothesis analysis, sequential hypothesis testing, and changepoint detection.

Prerequisite: STA 6346 (Advanced Statistical Inference I)

Educational Materials/Tentative Reading List:
1. James O. Berger. *Statistical Decision Theory and Bayesian Analysis* (Springer Series in Statistics) 2nd Edition. ISBN: 978-1-4419-3074-3. ISBN: 978-1-4757-4286-2 (eBook)
2. Alexander Tartakovsky, Igor Nikiforov, Michele Basseville. *Sequential Analysis: Hypothesis Testing and Changepoint Detection* (Chapman & Hall/CRC Monographs on Statistics and Applied Probability). Chapman and Hall/CRC, Published August 27, 2014. ISBN-13: 978-1-4398-3820-4
3. Jun Shao. *Mathematical Statistics* (*Springer Texts in Statistics*) 2nd Edition. Springer, New York, 2010. ISBN 978-0-387-21718-5
4. Olav Kallenberg. *Probabilistic Symmetries and Invariance Principles*. Springer, 2005. ISBN-13: 978-0387-25115-8
5. Giovanni Parmigiani, Lurdes Inoue. *Decision Theory: Principles and Approaches.* Wiley Series in Probability and Statistics. ISBN-13: 978-0-4714-9657-1
6. E.L. Lehmann, George Casella. Theory of Point Estimation, Second Edition. Springer, New York, 1998. ISBN 0-387-98502-6

Tentative Course Schedule
Week 1: Brief review of decision rules, risk functions, utility theory and loss function
Week 2: Brief review of prior information and subjective probability, Bayesian analysis

Week 3: Game Theory and Statistical Games
Week 4: Classes of Minimax Estimators, Evaluation of the Minimax Principle
Week 5: Groups of Transformations, Invariant Decision Problems, and Invariant Decision Rules
Week 6: Location Parameter Problems and Other Examples of Invariance
Week 7: Maximal Invariants, Invariance and Noninformative Priors
Week 8: Invariance and Minimaxity, Admissibility of Invariant Rules
Week 9: Introduction to Sequential Analysis
Week 10: Bayesian Sequential Analysis
Week 11: The Sequential Probability Ratio Test, Minimax Sequential Procedures
Week 12: The Evidential Relevance of the Stopping Rule, Discussion of sequential Loss
Week 13: An Introduction to Changepoint Detection
Week 14: Presentations. Review for the final exam.

Student Learning Outcomes

Students who successfully finish this course will be able to build a theoretic framework of statistical decision theory, Bayesian analysis and sequential analysis. They will have a good understanding of basic concepts, issues, ideas and principles of minimax analysis, invariance principles in statistics, admissibility, maximal invariants, the theory of Bayesian sequential analysis, sequential hypothesis testing and changepoint detection. They will also be aware of the recent accomplishments in the related field as well as how to implement these methods in order to solve real world data analysis problems.

Course Requirements and Student Evaluation
Homework will be assigned and partially graded. Solutions to the homework will be provided. There will be one in-class exam and a final exam. The exams will be comprised of problems similar to homework problems. In addition, there will be a term project on the topics related to the course.

Grading Policy and Methods
Homework will constitute 15% of the overall grade. The project (presentation and report) will be worth 25%. In-class midterm test will account for 25% and the final exam, will account for 35%.

Grade scale
90-100 % – A
75-89 % – B
60-75 % – C
50-59 % – D
<50 % – F
This course is not authorized for a grade of NC and this grade is not available in this class.

Make-up Exams and Assignments
Make-up examinations and assignments will only be given upon prior arrangement with the instructor in those cases of students that meet the criteria established in University policy for those students who are absent while representing the University, while observing a religious holy day, or absent due to court-imposed legal obligations.

Important Dates
The homework due date, project presentation and report delivery date, and the midterm exam date will be announced in class and posted on webcourses. The Final exam will be on the date and time scheduled by the university for this course.

Policy Statements

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- 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)
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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.

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at
<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

College of Sciences - Grad Course Continuation - STA 6662 Statistical Methods for Industrial Practice

2020-2021 Graduate Course Continuation

General Catalog Information

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Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	Department of Statistics

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	STA
Code:*	6662
Name:*	Statistical Methods for Industrial Practice
Full Title:*	STA 6662 Statistical Methods for Industrial Practice
Course Description:*	Variance components, PCRs, autocorrelation structures, charting, EVOP, design strategies, calibration, standards, and associated awards.
Prerequisite(s):	STA 4164 or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

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2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* We just started our Ph.D. program and this course is listed among the restricted elective courses.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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- **Explicit, public description of the course**
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- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
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  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership:

University of Central Florida, Department of Statistics & Data Science

STA6662 (3 credit hours), Statistical Methods for Industrial Practice, xxxx 20xx

Section xxxx (xx x:xxPM - x:xxPM) xxx xxxx

Instructor Information

- **Instructor**: xxxx
- **Office Location**: xxxx
- **Office Hours**: xxxx
- **Digital Contact**: xxxx
- **Phone**: xxxx
- **Email**: xxxx

Please use Webcourses@UCF messaging for all course-related correspondence.

Webcourses

Access to the Webcourses component can be found at my.ucf.edu. Course information and all other course related materials are posted here. All grades will be posted on Webcourses.

Teaching Assistants

xxxx

Financial Aid Requirement 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 following academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than **Friday xxxx**. Failure to do so may result in a delay in the disbursement of your financial aid.

Textbook, Required Educational Materials, and Supplementary Materials

- Kenett, R. S., Zacks, S, and Ambert, D. (20), Modern Industrial Statistics: with applications in R, MINITAB and JMP, 2nd Edition, John Wiley & Sons, Inc, New York, ISBN: 978-1118456064
- Joglekar, A. M. (2003), Statistical Methods for Six Sigma: In R&D and Manufacturing, John Wiley & Sons, Inc, New York, ISBN: 978-0-471-20342-1

Course Prerequisites, Catalog Description, and Outcomes

Prerequisites: STA 4164 or C.I..

Variance components, PCRs, autocorrelation structures, charting, EVOP, design strategies, calibration, standards, and associated awards.

At the conclusion of the course, the student will be able to:

- Discuss the basic concepts and definitions involved in the study of this course
- Use appropriate statistical formulas and interpret solutions
- Analyze and interpret variance components
- Understand the techniques involved in principal component regression
- Analyze various parts of aurocorrelation
- Employ various charting methods
- Describe and discuss evolutionary operation experimental designs
- Solve real world application problems involving calibration, standards, and associated awards

Course Activities

- One in-class midterm examination (300 points)
- One in-class comprehensive final examination (400 points)
- Five take-home homework assignments (200 points)
- One in-class oral presentation project (100 points)

Class Lecture Policy

Use of laptops for notetaking is allowed. PowerPoint notes will be posted to Webcourses at the conclusion of each week no later than Friday. Please be respectful of your classmates and do not carry on personal conversations during class. Audio recording of the lecture is permitted. Photos of board work, notes, projector screen, etc. are only permitted for personal use. Photos of any other kind are not permitted in the classroom.

Requirements of the Students

Students must follow the University standards for personal and academic conduct as outlined in The Golden Rule. See http://www.ucf.edu/goldenrule/ for details. Students are apprised when they are accepted at UCF that they must be aware of and follow these policies of conduct.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Assessment and Grading Procedures

Your final grade is composed of one in-class midterm examination (300 points), one in-class comprehensive final examination (400 points), five take-home homework assignments (worth 40 points each), and one in-class oral presentation project (100 points). All examinations are mandatory, all examinations count, and no exams are dropped. Makeup exams are only given in cases of documented emergency situations.

Assignment	Points	Due Date
Homework 1	40	xxxx
Homework 2	40	xxxx
Homework 3	40	xxxx
Midterm Examination	300	xxxx
Homework 4	40	xxxx
Homework 5	40	xxxx
Oral Presentation Project	100	xxxx
Comprehensive Final Examination	400	xxxx
Total	**1000**	

Letter Grade	Points
A	895-1000
B	795-894
C	695-794
D	595-694
F	594 or below

Midterm Exam Information

xxxx

Final Exam Information

xxxx

Makeup Exam Information/ Makeup Work

There will be no make-up exams except in the following events:

1. Military orders: 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.

2. Court summons: Provide a copy of your court summons prior to the exam.

3. University authorized event: Provide the signed Program Verification Form prior to the exam.

4. Religious observance: A student who desires to observe a religious holy day of his or her religious faith must notify the instructor at the beginning of the term (by September 9, 2019) to be excused from classes to observe the religious holy day.

5. Documented emergency: Examples of this include death of a loved one, car accident, hospitalization, etc. A makeup exam for a documented emergency will occur solely at the discretion of the instructor and the instructor must be notified through email or Webcourses by the student ASAP. If a makeup exam is approved, the student will be required to provide documentation and to take the makeup exam the following Saturday morning at a designated time and location on UCF's main campus.

Student Grades

Graded examinations in this course will not be returned but you will be able to review your "score report" with the instructor and/or teaching assistant for up to two weeks after the scores are published on Webcourses. You can access your current scores at any time using the Grades section of Webcourses@UCF.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Time Commitment

For most students striving for B grades or higher, **I recommend that you schedule about 9 hours per week for engaging with this course**. Your background knowledge/experience and other variables may require you to spend additional time. Please plan accordingly by scheduling time on your calendar now. Several factors influence student academic performance and long-term learning. Active engagement in all course activities (e.g., class participation, readings, homework, assignments, projects, studying, etc.) will contribute to your learning and to success in this course. According to research, a metacognitive learning approach combined with practice testing and distribution of practice over time is most effective. UCF offers a wide range of free academic resources to support student success, including services offered by KARS (Knights Academic Resource Services), SARC (Student Academic Resource Center), UCF Libraries, the University Writing Center, the Math Lab, the Chemistry Tutoring Center, and VARC (Veterans Academic Resource Center). I am available during office hours if you are seeking more information on how to be successful in this course. Your academic advisor is another helpful resource to assist you in meeting the requirements of this course.

Diversity/Inclusion

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and

communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity
I will practice and defend academic and personal honesty.

Scholarship
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity
I will use my talents to enrich the human experience.

Excellence
I will strive toward the highest standards of performance in any endeavor I undertake.

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>.

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>.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the

information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf>

Sequence of Course Activity

Week 1: Variance components, purpose and overview, estimation: ANOVA, MLE, and RMLE

Week 2: Basic concepts of control charts, setting up control charts, Shewhart control charts (**Homework 1 due**)

Week 3: Cumulative sum control chart, EWMA control chart, Kalman filter.

Week 4: Calibration, calibration procedures, calibration interval adjustment

Week 5: Standard and associated awards, safety standards (**Homework 2 due**)

Week 6: Autocorrelation structure, time series analysis, ARMA models

Week 7: Principal components regression (PCR), multicollinearity, principal components analysis (PCA), PCR models, standardization (**Homework 3 due**)

Week 8: Support vector regression (SVR), primal, dual, and quadratic programming solution of the dual problem (**Midterm Examination**)

Week 9: Kernels, nonlinear SVR, Mapping via kernels, Mercer kernels, kernel trick.

Week 10: Evolution operation (EVOP), factorial designs, worksheets for two-variable EVOP programs. (**Homework 4 due**)

Week 11: Support vector data description (SVDD), primal, dual, one-class classification.

Week 12: kernel trick, SVDD control charts, Multivariate control charts, Multivariate Shewhart control charts, MEWMA control charts

Week 13: Tensor, matricization of a tensor, tensor multiplication – the n-Mode product, matrix Kronecker, Khatri-Rao, and Hadamard products (**Homework 5 due**)

Week 14: Tensor factorization, Tucker decomposition, Parallel factor analysis (PARAFAC), canonical decomposition (CANDECOMP), CANDECOMP/PARAFAC decomposition (CP).

Week 15: Oral Presentations

Week 16: Final examination.

College of Sciences - Grad Course Continuation - STA 6705 Data Mining Methodology III

2020-2021 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type*	Grad Course Continuation
College:*	College of Sciences
Unit / Department / College:*	Department of Statistics

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* STA	**Code:*** 6705
Name:*	Data Mining Methodology III
Full Title:*	STA 6705 Data Mining Methodology III
Course Description:*	Current topics in data mining.
Prerequisite(s):	Graduate standing and STA 5703, or C.I.
Corequisite(s):	

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

Justification for Course Continuation

What is the rationale for continuing this course?*	We just started our Ph.D. program, and this course is listed among the restricted elective courses.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines

course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses.

Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check	☑ I have completed all relevant parts of the form.
Attached*	☑ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership:	
Course OID	

STA 6705

Data Mining Methodology III

Day(s), Time, Place

Professor Name

em@il address @ucf.edu
Webcourses@UCF
Office Location TC II
Office Hours: TBD
Office Phone: (407) 823-0000

GTA:

em@il address @ucf.edu
Office Location TC II
Office Hours: TBD

Course Description: Data mining is the process of exploration and analysis, by automatic or semiautomatic means, of large quantities of observational data in order to discover meaningful patterns and models to the data owner. By applying data mining techniques, data miners can fully exploit data patterns and behavior, and gain a greater understanding of the inside of the data. We will cover algorithms and methods arising from parametric and nonparametric statistical and machine learning problems, developed with optimization and other modern computational tools. Course will cover the following topics:

- Data Science technical tools: Python R MATLAB
- Optimization tools for statistics

  Parametric approaches

  EM algorithm

  Gaussian mixture model (GMM)

  Hidden Markov models (HMM)

  Nonparametric approaches

  Matrix factorization and low-rank models

  Splines and approximation of functions

  Big Data Bootstrap

  Monte Carlo and variational Bayesian methods
- Scaling up analytics with MapReduce, Hadoop and Spark
- Data visualization, and communication/interpretation of results.
- Introduction to Deep Learning

Prerequisite(s): STA 5703, STA 6236 & STA 6704. Knowledge of Python and R will be useful for the assignments.

Credit Hours: 3

Text(s): the course material will be based on lectures and slides posted on Webcourses.
References:
The Elements of Statistical Learning by Hastie, T., Tibshirani, R., Friedman, J. (2001).
Python machine learning by Raschka, S. (2015).
Foundations of Machine Learning Second Edition , by M. Mohri, A. Rostamizadeh, A. Talwalkar. (2018).
Deep Learning, by Ian Goodfellow and Yoshua Bengio and Aaron Courville (2016).
Numerical Analysis for Statisticians, by Kenneth Lange (2010).

Class Website: Webcourses@UCF (Canvas)
Class material available on our website includes

- Announcements
- Course syllabus
- Homework assignments and solutions
- Slides and other lecture material
- Practical exams
- Your course grades on exams and homework
- Any important announcements

Important: All homework submissions will be done electronically via Webcourses. Make sure the scores in Webcourses are consistent with what you got. We will not make any change in grading for works older than 2 weeks.
This syllabus is tentative and subject to change.

Software: MATLAB and/or R and/or Python. You will use these software for homework assignment.

Course Objectives:
This course will cover the methods, tools and applications of Data Science and Data Mining. This course explores the rapidly developing field of Data Science in the context of its applications. After completion of this course, Students will be prepared to applied the data mining methods in real world problem or research projects in Data Science.

Student Learning Outcomes:
At the completion of this course, though course assignments, projects and examinations students will:

- Gain experience in using Python and/or R and/or MATLAB to address problems in Data Science and Data Mining
- Gain experience in using Hadoop, Spark and MapReduce to address problems in Data Science
- Gain understanding the role of Machine Learning Fundamentals in Data Analytics
- Gain experience in methods and procedures for developing models for Data Science
- Gain experience in using Deep Learning Model

- Gain experience in use of graphics and data visulization and in Big Data Mining
- Gain experience in presenting data science results to end users.

Grade Distribution:

Class Participation (including take attendance and quizzes) :	10%
Projects	35%
Midterm Exams	30%
Final Project (in groups):	25%
"Bonus"	2%

Letter Grade Distribution:

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

Course Policies:

- **General**
  - Quizzes and exams are closed book, closed notes.
  - **No makeup quizzes or exams will be given.**
- **Grades**
  - Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
  - Grades will be maintained in the Webcourses@UCF. Students are responsible for tracking their progress by referring to the online gradebook.
  - **Extra Credit** "Bonus": There will be 2% extra credit for Submitting Teaching Evaluation, if more than 80% of students submitted the evaluation.
- **Projects**
  - Students are expected to work independently. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but when in doubt, direct your questions to the professor, or GTA.
  - **No late assignments will be accepted under any circumstances**.
- **Attendance and Absences**
  - Attendance is expected and will be taken each class. You are allowed to miss **1** class during the semester without penalty. Any further absences will result in point and/or grade deductions.

- Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee's responsibility to get all missing notes or materials.

- **Midterm Exams**

  The midterm exams are closed books and closed notes but two and respectively, four two-sided pages with formulas will be allowed. Internet use is prohibited, and the exam must be completed individually according to the honor code. You are not allowed to use your cell phone. The notes have to be self-made. No make-ups except in extreme circumstances (i.e., death in immediate family, military obligation, official university activities, religious holiday, etc.).

- **Final Project** The goal of the project is to connect the course material to real-life data analysis. You are required to work on a final project and give a presentation on your project. Details TBA.

STUDENT ASSESSIBILITY SERVICES (SAS):

Statements taken from SAS website: 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

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 UCFs complaint processes contact:

- Title IX EO/AA- http://www.eeo.ucf.edu/ and askanadvocate@ucf.edu;
- Disability Accommodation Student Accessibility Services- http://sas.sdes.ucf.edu/ and sas@ucf.edu;
- Diversity and Inclusion Training and Events- www.diversity.ucf.edu;
- Students Bias Grievances Just Knights response team- http://jkrt.sdes.ucf.edu/;
- UCF Compliance and Ethics Office-http://compliance.ucf.edu/, complianceandethics@ucf.edu;
- Ombuds Office- http://www.ombuds.ucf.edu.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the UCF's goal to provide flexible

and individualized accommodation to students with disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students should contact the Student Accessibility Services office, Ferrell Commons 185, 407-823-2371.

ACADEMIC INTEGRITY POLICY

UCF is committed to a policy that entitles honesty in academic affairs. Any conduct that comprises a breach of this policy shall result in academic and/or disciplinary action which affects students grades and enrollment status. All students should be familiar with the following definitions and should comply with the UCF policy. Cheating: non-permissible use of written, visual, or oral assistance including but not limited to that obtained from another student. Unauthorized possession/use of examination or course related material may also constitute cheating. Plagiarism: another's work is deliberately used or appropriated without any indication of the original source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials from another student or source has plagiarized. Similarly, a student who has assisted another student in any of the aforementioned breach of standards shall be considered equally culpable.

Zero-tolerance policy: any violation of honor codes (e.g., cheating in hws, projects, tests, etc) will result in an automatic F in this class. **UCF Financial Aid Requirement and Academic**

Engagement Assignment

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. **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. Online version at http://emergency.ucf.edu/emergency_guide.html.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter.

Deployed Active Duty Military. 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.

Data for Research Disclosure:

Any and all results of in-class and out-of-class assignments and examinations are data sources for research and may be used in published research. All such use will always be anonymous.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class.

Lecture	Topic
1	• Introduction/Data Science Process
2	• Aspects of algorithms
3	• Basics of statistical inference
4	• Data Science with Python and R
5	• Optimization algorithms for statistics
6	• EM algorithm, Gaussian mixture and missing data
7	• Matrix Factorization and low-rank models
8	• Spline methods
9	• Hidden Markov Models (HMM)
10	• Monte Carlo methods
11	• Scaling Up Analytics: MapReduce, Hadoop and Spark
12	• Data Visualization
13	• Big Data Bootstrap
14	• Intro to Deep Learning
15	• Final Project Presentations

College of Sciences - Grad Course Deletion - ANG 5167 Maya Hieroglyphs

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	ANG
Code:*	5167
Course Title:*	Maya Hieroglyphs
Full Title:*	ANG 5167 Maya Hieroglyphs
Course Description:*	The study of Maya writing, the translation of Maya hieroglyphs, and the significance of translations to reconstructions of ancient Maya culture.
Credit Hours:	3
Class Hours:	3
Lab and Field Work	0

Hours:	
Contact Hours:	3
Prerequisite(s):	Admission to Anthropology MA, Maya Studies GC, or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course has not been offered since 2011 & the department no longer has faculty with the expertise to teach the course.

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No

Administration Use Only

Catalog Ownership:	Department of Anthropology
Course OID	
Course Type	Anthropology: Graduate
Status	(•) Active-Visible ( ) Inactive-Hidden

PeopleSoft

Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	011497

Impact Report for ang 5167.

Source: 2019-2020 Graduate Catalog

Full Course Title ANG 5167 - Maya Hieroglyphs

Programs Anthropology MA
Integrative Anthropological Sciences PhD

Search Parameters

Maps	Prefix	Code
2019-2020 Graduate Catalog	ang	5167

College of Sciences - Grad Course Deletion - CPO 6075 Comparative Political Economy

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	MA Program, PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	CPO
Code:*	6075
Course Title:*	Comparative Political Economy
Full Title:*	CPO 6075 Comparative Political Economy
Course Description:*	Seminar in the political economy of advanced industrial societies, dealing with the interplay of citizens, governments, the economy, and political institutions.
Credit Hours:	
Class Hours:	
Lab and Field Work Hours:	

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course was last offered in Fall 2008 & we no longer have the faculty to teach it.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for CPO 6075

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	CPO 6075 - Comparative Political Economy

College of Sciences - Grad Course Deletion - MAP 6398 Multivariate Splines and Surface Fitting

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	Department of Mathematics

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	MAP
Code:*	6398
Course Title:*	Multivariate Splines and Surface Fitting
Full Title:*	MAP 6398 Multivariate Splines and Surface Fitting
Course Description:*	Approximation of functions of several variables, tensor product splines, theory of multivariate splines, box splines, surface fitting, applications to statistics, computer graphics.
Credit Hours:	3
Class Hours:	3

Lab and Field Work Hours:	
Contact Hours:	
Prerequisite(s):	MAP 5396 or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☑ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ◉ No
If not, explain:	It is not listed in other graduate program as a requested/selective course.
Notes:	The course has not been offered for some time. The topic is a bit outdated.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for MAP 6398

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	MAP 6398 - Multivariate Splines and Surface Fitting

College of Sciences - Grad Course Deletion - PUP 6007 Public Policy Analysis

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	MA Program, PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	PUP
Code:*	6007
Course Title:*	Public Policy Analysis
Full Title:*	PUP 6007 Public Policy Analysis
Course Description:*	Examination of the role of the state and the policy process (agenda-setting, formulation, implementation), and case studies in environmental, economic, education, welfare or other policy.
Credit Hours:	
Class Hours:	
Lab and Field Work:	

Lab and Field Work Hours:	
Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	Course last offered Fall 2007 and we no longer have the faculty to teach it. Listed elective for Public Policy Analysis Graduate Certificate

Attachment

Supporting documents from impacted units of	☑ Yes ☐ No

Close Window

Impact Report for PUP 6007

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	PUP 6007 - Public Policy Analysis
Programs	Public Policy Analysis Graduate Certificate ►

College of Sciences - Grad Course Deletion - PUP 6015 Comparative Public Policy

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

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3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	MA Program, PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	PUP
Code:*	6015
Course Title:*	Comparative Public Policy
Full Title:*	PUP 6015 Comparative Public Policy
Course Description:*	Comparative public policy theories applied to immigration, education, trade, taxation, and fiscal policy.
Credit Hours:	
Class Hours:	
Lab and Field Work Hours:	

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course last offered in Spring 2009 and we no longer have the faculty to teach it.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for PUP 6015

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	PUP 6015 - Comparative Public Policy

College of Sciences - Grad Course Deletion - PUP 6201 Urban Environmental Policy

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

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3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	MA Program, PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:*	PUP
Code:*	6201
Course Title:*	Urban Environmental Policy
Full Title:*	PUP 6201 Urban Environmental Policy
Course Description:*	Covers the relationship between public policy, ecology, and the urban political landscape by tracing the trajectory of its development and prospects for sustainable cities.
Credit Hours:	
Class Hours:	
Lab and Field Work:	

Lab and Field Work Hours:	
Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	course last offered Spring 2010 and we no longer have the faculty to teach it. Listed elective for suspended Conservation Biology PSM

Attachment

Supporting documents from impacted units of	☑ Yes ☐ No

Close Window

Impact Report for PUP 6201

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	PUP 6201 - Urban Environmental Policy
Programs	Conservation Biology PSM

College of Sciences - Grad Course Deletion - SYD 5517 Environment and Society

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	Department of Sociology

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	SYD
Code:*	5517
Course Title:*	Environment and Society
Full Title:*	SYD 5517 Environment and Society
Course Description:*	The application of sociological theory and methods to the relationships between communities, societies, and the environment.
Credit Hours:	3
Class Hours:	3
Lab and Field Work	0

Hours:	
Contact Hours:	3
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	course not offered in 5-years and will no longer be taught.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for SYD 5517

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SYD 5517 - Environment and Society

College of Sciences - Grad Course Deletion - SYD 6418 Issues in Urban Sociology

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	Department of Sociology

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* SYD	**Code:*** 6418
Course Title:*	Issues in Urban Sociology
Full Title:*	SYD 6418 Issues in Urban Sociology
Course Description:*	Graduate standing in Sociology or related field, or C.I. Development and current condition of urban residents.
Credit Hours:	3
Class Hours:	3
Lab and Field Work	0

Hours:	
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course not offered in 5-years and will no longer be offered.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for SYD 6418

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SYD 6418 - Issues in Urban Sociology

College of Sciences - Grad Course Deletion - SYP 6565 Elder Abuse and Neglect

2020-2021 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Proposal Type:*	Grad Course Deletion
College:*	College of Sciences
Unit / Department / College:*	Department of Sociology

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* SYP	**Code:*** 6565
Course Title:*	Elder Abuse and Neglect
Full Title:*	SYP 6565 Elder Abuse and Neglect
Course Description:*	A sociological examination of elder abuse and neglect in the family and other social settings.
Credit Hours:	3
Class Hours:	3
Lab and Field Work Hours:	0

Hours:	
Contact Hours:	3
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course not offered in 5-years and will no longer be offered.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No

Close Window

Impact Report for SYP 6565

Source: 2020-2021 Graduate Catalog (WORKING COPY)

Full Course Title	SYP 6565 - Elder Abuse and Neglect
Programs	Aging Studies Graduate Certificate Gender Studies Graduate Certificate ► Sociology, Applied MA, Domestic Violence Track

College of Sciences - Grad Course Revision - ANG 5486 Quantitative Research in Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 5486

Course Title:* Quantitative Research in Anthropology

30 Character Abbreviation:* Quant Research in Anthro

Full Title:* Grad Course Revision - ANG 5486 Quantitative Research in Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): Kelly Heim

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Prerequisite(s): Admission to the MA in Anthropology program, ~~**Maya Studies graduate certificate**~~ **admission to Integrative Anthropological Sciences PhD program**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ **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:

Activity Log

Tiffany Chestnut

+ **Elective Course**

Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

~~**Inluding**~~ **Including** anthro phd program as a pre-req for admission to the course

What grad programs/tracks require or recommend this course for graduation?

Anthropology PhD ~~students~~& MA

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

n/a

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**

Assessment and grading procedures
Course Materials and Resources

Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

ANG 5486: Quantitative Research in Anthropology

Course Information

Course Name: Quantitative Research in Anthropology (ANG 5486-0001)
Class Number: 82893
Course ID: 044778
Prerequisites: Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I. program
Dates: 8/28/19 – 12/11/19
Course Type: Face to Face Instruction (P)
Class Notes: Computer, WWW access, browser, e-mail required.
Credit Hours: 3.0
Semester/Year: Fall 2019
Location: Psychology Building (PSY), Room 107
Day/Time: Wednesdays 3:30 PM – 6:20 PM (see schedule below)

Professor Information

Professor: Kelly Heim, Ph.D.
Office: HPH 311A (check in with desk attendant in 309F)
Office Phone: (407)823-2124
Office Hours: Mondays and Wednesdays 2:00 PM – 3:00 PM, or by appointment
E-mail: WebCourses e-mail (best way to contact me) or kelly.heim@ucf.edu

University Course Catalog Description

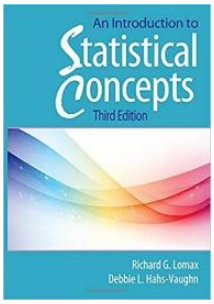
Quantitative approaches to problems in anthropology, including multivariate systems, assessment of reliability, and approaches for small samples.

Course Overview and Goals

Students will learn basic statistical principles and techniques for analyzing quantitative data and become familiar with IMB SPSS Statistics software and output. Students will learn how to present quantitative methodologies, conduct statistical analyses, and critique published works.

Required Textbooks

1. An Introduction to Statistical Concepts (3rd edition) by Richard G. Lomax and Debbie L. Hahs-Vaughn



I highly recommend that you purchase this book and keep it beyond this course for future reference.

Additional Required Reading

Numerous PDFs of published manuscripts will be provided through Webcourses.

Required Software

You will be required to have access to IMB SPSS Statistics (available here on the cloud: https://my.apps.ucf.edu/vpn/index.html). Log in, select Statistics and Analysis Apps, and then IBM SPSS Statistics to use the software. I highly recommend you practice with this software as you complete reading assignments and well before any assignments are due, because the installation on the cloud is not as functional as the full version.

Grading

Grades will be posted under the WebCourses gradebook. Your final grade will be based on the following activities:

1. Financial aid requirement (10 points)
2. Lead class discussions (4 per semester – 20 points each)
3. Participate in all class discussions (60 points)
4. Homework assignments (8 per semester – 10 points each)
5. Approval of final dataset (10 points)
6. Written plan for final dataset analysis (10 points)
7. Final dataset analysis presentation (50 points)
8. Final dataset written analysis (100 points)

Total = 400 points

Grading Scale

The following grading scale will be used in this course:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
92.5-100%	90-92.4%	87.5-89.9%	82.5-87.4%	80-82.4%	77.5-79.9%	72.5-77.4%	70-72.4%	67.5-69.9%	62.5-67.5%	60-62.4%	0-59.9%

Financial Aid Requirement

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. WebCourses@UCF will analyze all student activity to determine which students have met the federal standard, and that information will be sent to the Office of Student Financial Aid for processing. **Students must contribute to the "Beginning of Class" discussion board on WebCourses by 11:59 pm EST on Friday of the first week of class (8/30).** This discussion will be a way for me to gauge your current familiarity with statistics, as well as to let me know what you hope to gain from this class. Your post in this discussion board will be worth 10 points.

Graduate-Student Led Discussion Information and Requirements

Statistics are everywhere. Most articles you read will discuss qualitative and/or quantitative statistics in some manner or another. During this semester, you will be responsible for leading class discussions on assigned journal articles. For these exercises, the goal is to intellectually digest the articles and relate them back to what we are learning in class. You may have to do additional research beyond the assigned materials, and I encourage this. Ultimately, you should be able to read *and* critique assigned reading materials based on methodological or statistical issues (where relevant), or to praise those papers that are well-written and do not overstate results (also where relevant). This skill takes time to develop, and I expect everyone to get better at it as class progresses. **DO NOT** use discussions to personally attack classmates – it is ok to disagree with each other, but do so in a polite and respectful way.

Discussion Leaders (4 per semester – 20 points each):

- Provide students and instructor with printed copy of an outline of the article – brief summary or description and 3 discussion prompts that relate the article to course material.
- Verbally summarize the article and discuss its merits, particularly with respect to their use of statistics (if applicable). Focus on strengths *and* weaknesses!
- Graded based on quality of outline and ability to lead and facilitate discussions for an appropriate amount of time.

Participation (60 points):

- Come prepared to discuss the assigned articles – read, take notes, bring any questions you might want the discussion leaders to clarify.
- Speak up! Be ready and willing to answer open-ended discussion questions. All students must participate in all discussions.
- Graded based on preparedness and ability to contribute to discussion.

Homework Description and Requirements

During the semester, you will complete a total of 8 homework assignments. Each homework assignment will be worth 10 points. Homework assignments are designed to provide evidence of mastery of course concepts. There will be devoted class time to work on homework assignments, but you will likely need extra time outside of class to finish. Homework

assignments will be found on WebCourses in the module for the week they are due, but they will open one week prior to the due date. (For example, Homework 1 is due 9/18 and will be found in the Sept. 18 module, but it will become available on 9/11 for you to see.) You will upload each homework assignment through WebCourses before the start of class (3:30 pm EST) on the due date. Typically, I will not accept late homework assignments unless there are special circumstances with documentation. When I approve a late assignment, you will lose 10% per day the assignment is late. If I do not give prior approval, you will receive a zero for the assignment.

Dataset Analysis: Presentation and Written Analysis

Your big project for the semester will be an individual dataset analysis. You will need to present your results two ways: during class in a presentation format and in a written format due by the end of our final exam period (Dec. 11th, 6:50 pm EST). Your data should include both qualitative (e.g., sex, ancestry, location, etc.) and quantitative (e.g., craniometrics, artifact count, item weight, etc.) variables, and you should have *at least* 30 data points. The end goal is for you to come up with a hypothesis and test it using appropriate statistical means. *More information in Dataset Analysis Handout on WebCourses.*

Approval of Dataset (10 points) – The dataset you will be using for your final analysis must be approved by the instructor before the beginning of class on September 11th.

Written Plan for Dataset Analysis (10 points) – You will turn in a printed proposal for your dataset analysis by the beginning of class on October 30th. BUT you should have your plan of attack ready by October 23rd, because we will devote that entire class period to presenting your plans to the class and soliciting feedback from your classmates. This will be a chance to make sure your analyses are appropriate for your data type and see if anyone has constructive ideas to improve your final project.

Dataset Presentation (50 points) – At the end of the semester, you will give a 12-minute presentation of your analysis results to the class, and you will be expected to answer at least 3 minutes of questions afterwards. Your job during this presentation is to walk us through every part of the analysis, including all details of the figures and tables, and you must email your presentation to me before class on the day you present.

Dataset Written Analysis (100 points) – Finally, you will write up a report describing the statistical choices that you made throughout the analysis of your dataset, due by December 11th at 6:50 pm EST. This report should include the types of statistical tests conducted, why those tests were appropriate based on your data, and a written description of results from the tests that you chose to conduct. Your final written analysis should essentially be the written version of what you presented to the class.

Instructions to Save and Load Datasets

If you require technical assistance opening or working with SPSS on MyApps, please use the following link: https://online.ucf.edu/support/ .

Rules of Conduct Statement

Electronic devices must be turned off during class. This includes phones, radios, headphones, and any other gadgets you may have that may distract me or your classmates. Failure to comply may result in your removal from the class.
The point of working in the computer lab is to allow you to open SPSS, handouts, and PDFs as needed. Please do not surf the internet or do things not related to this course during class time. Failure to comply may result in your removal from the class.

Unauthorized Use of Class Materials or Class Notes Statement

Course 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. I give you permission to download course handouts and PDFs and save them. I expect that these materials will be useful to you throughout the course and beyond.

Academic Integrity Statement

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, students may consult The Center for Academic Integrity <https://academicintegrity.org/>. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <https://goldenrule.sdes.ucf.edu/zgrade/>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <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>).

Make-Up Assignments for Authorized University Events or Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: < https://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf)>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Deployed Active Duty Military Students Statement

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.

Important Dates

Please consult the Academic Calendar (http://calendar.ucf.edu) to keep yourself informed of holidays, special events, etc.

Schedule

Date	Topics	Assigned Weekly Readings	Assignment(s) Due
Aug. 28	Introduction to course and syllabus	N/A	Contribute to "Beginning of Class" discussion board by August 30th, 11:59 pm EST to verify academic engagement.
Sept. 4	No class – Hurricane Dorian		
Sept. 11	Scientific method; Quantitative research in anthropology Introduction to statistics; Evolutionary research	Peregrine et al. 2012; Fuentes 2010; Aldenderfer 1998; American Antiquity 1976 Lomax Chapters 1 & 2 Gould 1982; Bradley 2008; Wynn 2002 (p. 389-402)	
Sept. 18	Research presentation and communication; Data representation; Research visuals; Human origins and primate research	DeSilva and Lesnik 2008; Carvalho et al. 2009; Ruiz-Lopez et al. 2016	Dataset for final analysis must be approved Homework 1 due beginning of class
Sept. 25	Univariate population parameters and sample statistics; Human biology and race research	Lomax Chapter 3 Relethford 2009; Gravlee 2009	
Oct. 2	Normal distribution and standard scores; Human variation and diversity research	Lomax Chapter 4 Bastir et al. 2011; Jablonski and Chaplin 2012; Perez and Monteiro 2009; Holliday and Falsetti 1999	Homework 2 due beginning of class
Oct. 9	Research planning and presentation; Bioarchaeology research	Agarwal 2012; Kutterer and Alt 2008; McIlvaine et al. 2014	Homework 3 due beginning of class
Oct. 16	Introduction to probability and sample statistics;	Lomax Chapter 5 Adams et al. 2019; Wescott et al. 2018; Hulse et al. 2019	

	Forensic anthropology research		
Oct. 23	Workshop for dataset analysis	N/A	Homework 4 due beginning of class
Oct. 30	Introduction to hypothesis testing; Inferences about a single mean; Zooarchaeology research	Lomax Chapter 6 Quinn et al. 2008; Grayson and Frey 2004; Taylor et al. 2015	Plan for final dataset analysis due beginning of class
Nov. 6	Inferences about the difference between two means; Biomedical anthropology research	Lomax Chapter 7 Johnston and Low 1984; Hill et al. 2011; McDade 2001	Homework 5 due beginning of class
Nov. 13	Non-parametric alternative tests; Morphometrics research	Madrigal Chapter 7 Ward 1989; Farkas et al. 2004; DeLeon 2007	Homework 6 due beginning of class
Nov. 20	Inferences about proportions; Spatial analysis research in bio anth and arch	Lomax Chapter 8 Heim et al. 2016; Ungar 2004; Theunissen et al. 1998; Wernke 2012	Homework 7 due beginning of class
Nov. 27	No class – Happy Thanksgiving!		
Dec. 4	N/A	Final dataset presentations	*Homework 8 due beginning of class
Dec. 11	Finals Week	N/A	Final dataset analysis write-up due by 6:50 pm EST

*You have two weeks to complete Homework 8 since its due date would fall on Thanksgiving break, but you are free to turn it in as soon as you are finished!

College of Sciences - Grad Course Revision - ANG 5525C Human Osteology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 5525C

Course Title:* Human Osteology

30 Character Abbreviation:* Human Osteology

Full Title:* Grad Course Revision - ANG 5525C Human Osteology

Course Instructor (Must be Approved Graduate Faculty/Scholars): John Schultz

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* ~~**Admission to the Anthropology M. A. program or C. I.**~~ The human skeleton and the methodology and techniques involved in the anthropological assessment of skeleton remains.

Prerequisite(s): **Admission to the Anthropology M. A. program, Integrative Anthropological Sciences PhD or C. I.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	4
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	1
Out-of-Class Hours:*	6
Total Engagement Hours:*	**4 12**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ◉ Yes ○ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ **Odd Fall**

+ **Even Fall**

☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ○ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?* Adding anthro phd as pre-req so those students may enroll in the course

What grad programs/tracks require or recommend this course for graduation? **Anthropology PhD& MA**

If not a major requirement, what will be the source of students? ~~**Anthropology PhD**~~

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**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

ANG5525C: Human Osteology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*John J. Schultz, Ph.D.*	*Term:*	*Fall 2019*
Office:	*Phillips Hall 409T*	*Credit Hours:*	*4*
Phone:	*407-823-1180*	*Class Meeting Days:*	*TuTh*
E-Mail:	*john.schultz@ucf.edu*	*Class Meeting Hours:*	*1:30-2:45pm (Lecture) 3:30-4:50PM (Tuesday lab)*
Website:	*Canvas*	*Class Location:*	*MSB 149*
Office Hours:	*Thursday: 11:00am to 1:00 pm appointment*		

Welcome to Human Osteology. This course will be extremely time intensive!! The largest portion of what we will be covering is based in memorization. Most students who are successful in this course spend *at least* 10 hours of study time outside of class each week. This time typically includes reviewing course materials, either on your own or with a study partner.

University Course Catalog Description

The scientific study of the human skeleton and the methodology and techniques involved in the anthropological assessment of skeletal remains.

Course Overview

The focus of this course is on the scientific study of the human skeleton. During the majority of the course your goal will be to learn basic skeletal biology, gross anatomy and development of the human skeleton and dentition, and major landmarks in each skeletal element. During the remaining portion of the course we will focus on osteological methods and analyses applicable to bioarchaeology, forensic anthropology, and paleoanthropology. Methods that you will learn include estimation of age, sex, stature and ancestry. You will also cover an introduction to trauma analysis and descriptive differential diagnoses. Classes will consist of lectures followed by hands-on lab exercises so that you can familiarize yourselves with bones and standard osteological methods.

Student Learning Outcomes

- Students will be able to identify and name all the bones in the human skeleton, including all of their associated features and articulations
- Students will be able to demonstrate an understanding of skeletal growth and development
- Students will be able to describe how skeletal elements function and interact
- Students will be able to discuss the various techniques involved in sexing and aging human skeletal remains
- Students will be able to discuss the limitations of sexing and aging techniques

- Students will be able to discuss the importance of human variation and individuality in the context of the study of human skeletal remains
- Students will be able to demonstrate an awareness of the importance of respecting human remains

Enrollment Requirements

ANT 4521, ZOO 3713C, ZOO 3733C, admission to Anthropology MA, Integrative Anthropological Sciences PhD or permission of instructor

Course Materials and Resources

Required Text (available at the bookstore)
Osteology, Third Edition Bone Manual (2011) by Tim White
Publisher: Academic Press, ISBN: 9780123741349

Recommended Text (available at the bookstore)
Atlas of Human Anatomy, 7th edition, by Frank Netter
Publisher: Saunders, ISBN: 9780323393225

Course Handouts
Supplemental course handouts for class and lab will be posted on Webcourses

Assessment and Grading Procedure

We will go over exams and graded materials during class time. Please note that exams will be returned and kept by Dr. Schultz after they are reviewed. You can access your scores at any time using the Grades function of Canvas. Please note that only your raw points for the exams will be posted on Webcourses.

Your final grade will be based out of a total of 600 possible points.

Academic Activity Posting – What I expect to achieve by completing this class.
Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Everyone is required to complete the posting, even if you do not require federal aid.

1) What is your major?
2) Why did you enroll in this class?
3) What do you expect to achieve by completing this class?

All postings must be completed by Friday August 30 by 11:59pm. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first exam if the posting is not completed by August 30, 11:59pm.

Quizzes **(2 quizzes at 20 points each for a total of 40 points)**
The first quiz will cover anatomical terminology and skeletal biology and the second quiz will cover the skull and dentition.

Exams **(3 exams at 120 points each for a total of 360 points)**
Throughout the semester there will be 3 lab-practical exams. These exams will be held during lab hours and will consist of a bell-ringer portion with timed questions on identification of skeletal elements, articulations, and features of each element, as well as a few non-timed short answer questions. Prior to distributing exams, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam. I may not allow students to take the exam if they arrive 30 minutes after the exam has started.

Outline, Presentation and Literature Review Paper **(160 points)**
You will be required to write a fully referenced (AJPA style) literature review paper that is a minimum of 20 pages not including, cover page, literature cited, figures (including flow chart) and tables (double spaced, 1 inch margins, and Times New Roman Font). The subject of your paper will be your choice; however the topic MUST pertain to Human Osteology and must be pre-approved by Dr. Schultz no later than September 3. Your outlines are due October 8 and should be a maximum of three pages not including references). Website references are not permitted, while your outline should include a minimum of 20 references, your final paper should have over 30 citations. I am happy to review complete drafts of your paper to provide feedback if you submit them by November 7. A complete draft includes all components of your paper, and I will not review incomplete drafts. In addition, presentations will occur on November 26 (time to be determined), and final paper drafts will be due on December 3 by 3:30 pm. Refer to handout for specific directions.

- September 3: Approved paper topics – nothing to turn in
- October 8: Paper outlines and Bibliography
- November 7: Complete draft of paper (optional)
- November 26: Presentations
- December 3: Final day to turn in completed paper (3:30 pm)

Final Exam **(119 points)**
The final exam will occur on **Thursday, December 6 from 10:00 to 12:00pm in MSB 149**. The final exam will consist of a CUMULATIVE bell-ringer exam and a written portion.

Grade Scale
You can calculate your grade by dividing the total number of points you have earned by the total points possible. For example, if you earned 510 total points, you can calculate your grade by dividing 510/600, for a score of 85%. The +/- system will be used in this course. Refer to the grading scale for the letter grade that corresponds to the total percent you earned in the course.

Grading Scale (%)		Grading Scale (%)	
A	94-100	**C**	74-76
A-	90-93	**C-**	70-73
B+	87-89	**D+**	67-69
B	84-86	**D**	64-66
B-	80-83	**D-**	60-63
C+	77-79	**F**	0-59

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs and to provide DOCUMENTATION!!

Grades of "Incomplete"
Incomplete grades are only given in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. Dr. Schultz 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.

Final Grades
Do not ask Dr. Schultz to make special allowances for your grade because he will not make individual allowances!! If you are doing poorly in the class, you need to see Dr. Schultz early in the semester so he can discuss ways to improve your study habits and effectiveness taking exams.

Course Policies and Expectations

Email
I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

Webcourses
You are expected to visit the course website on Webcourses regularly for any updates sent by Dr. Schultz and for keeping current with the course material. In addition, partial Powerpoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline. If you use the email from Webcourses to contact Dr. Schultz, it may take a day or two for him to answer you, particularly over the weekend.

Laptop Usage
Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Tape Recorders
I do not mind my lectures being taped, but I require students to inform me that they are taping the lecture before class starts.

Attendance Policy
I will not take formal class attendance, although I may take attendance of individual students if warranted based on class performance. I expect that students will attend class regularly. Even though I provide partial class notes for everyone to complete during lecture, you need to attend class regularly to pass this class and do well.

Obtaining Notes for Missed Lectures

If you miss a lecture Dr. Schultz will not email you the lecture notes. It is your responsibility to obtain notes from a fellow classmate and then see Dr. Schultz to go over any material that you may not understand.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, *etc*. must be silenced during all classroom and lab lectures. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. 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 5% reduction in their final class grade.

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.

Expectations for Succeeding in Class

Attend class regularly and don't wait until the last minute to start studying the notes. Also, you need to keep up with the class material to succeed in this class. Use the class textbook to reinforce the material that is discussed in lecture. Don't waste your time studying topics in the textbook that are not discussed in class. Please see Dr. Schultz to discuss ways to improve your study habits if you attend class regularly and feel that the time you put into the class does not reflect your exam grades.

Important UCF Dates to Remember

- Late Registration August 26-30
- Drop/Swap Deadline August 29
- Add Deadline August 30
- Withdrawal Deadline November 1
- Grade forgiveness Deadline December 4

Course Schedule

This schedule may change without notice due to unforeseen occurrences such as instructor illness, hurricanes, etc.

WEEK	DAY	DATE	LECTURE TOPIC	LAB TOPIC	READINGS
1	Tu	Aug. 27	Introduction; Basic Bone Biology & Anatomical Terminology **Discuss Poster Topics**		Chp. 2
				Introduction to the lab	
	Th	Aug. 29	Basic Bone Biology & Anatomical Terminology (Class Ends at 2:00: football game)		Chps. 2 & 3; handout
2	Tu	Sept. 3	Hyoid & Vertebral Column		Chp. 6
				Bone Biology, Hyoid & Vertebra	
	Th	Sept. 5	Sternum & Ribs		Chp. 7
3	Tu	Sept. 10	Skull –Calvarium and Mandible		Chp. 4

				Skull	
	Th	Sept. 12	Skull -Splanchnocranium **Quiz 1**		Chp. 4
4	Tu	Sept. 17	Skull Fragments		Chp. 4
				Exam #1; Review Skull	
	Th	Sept. 19	Study for Exam #1		Chp. 4; handout
5	Tu	Sept. 24	**Exam Practical Prep: No Class**		Chp. 5; handout
				Exam #1	
	Th	Sept. 26	Dentition		Chp. 5; handout
6	Tu	Oct. 1	Clavicle & scapula		Chp. 8
				Dentition, Clavicle & Scapula	
	Th	Oct. 3	The Arm		Chp. 9
7	Tu	Oct. 8	The Arm		Chp. 9
				Arm	
	Th	Oct. 10	Hand & wrist **Quiz 2**		Chp. 10
8	Tu	Oct. 15	Os Coxa and the Leg		Chps. 11 and 12
				Exam # 2 Review; Hand, Wrist and Os Coxa	
	Th	Oct. 17	Study for Exam #2		Chp. 12
9	Tu	Oct. 22	**Exam Practical Prep: No Class**		
				Exam #2	
	Th	Oct. 24	Tarsals & foot bones		Chp. 13
10	Tu	Oct. 29	Lab activities		
				Leg, Ankle & Foot	
	Th	Oct. 31	Biological Profile: Sexing the Skeleton		Chp. 18
11	Tu	Nov. 5	Biological Profile: Aging Dentition		Chp. 18
				Biological Profile: Sexing the Skeleton	
	Th	Nov. 7	Skeletal Pathological Conditions		Chp. 19
12	Tu	Nov. 12	Skeletal Pathological Conditions		Chp. 19
				Exam #3 Review; Biological Profile: Aging Dentition	
	Th	Nov. 14	Study for Exam #3		
13	Tu	Nov. 19	**Exam Practical Prep: No Class**		
				Exam #3	
	Th	Nov. 21	Growth and Development		Chp. 3; handout
14	Tu	Nov. 26	**Student Presentations**		
				Student Presentations; Pathology	
	Th	Nov. 28	**Thanksgiving: No Class**		
15	Tu	Dec. 3	Final Exam Review		
				Final Exam Review	
	Th	Dec. 5	**Course wrap up**		
16	Th	Dec. 10	**FINAL EXAM 1:00-3:50pm**		

UCF Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting*the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduand logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Human Osteology Lab Rules

ANG5525c: Human Osteology

In order to make the lab run smoothly, Dr. Schultz insists on some rules. During the lab period you will be handling both casts and real skeletal material. In order to preserve the material, please remember the following rules:

- The lab is not a social hangout… only registered students are allowed in the lab. Use your lab time wisely as you may not get any extra time in the lab for studying. If I find that students are coming to lab and just sitting around and chatting about non-osteology subjects, I will ask them to leave. If you feel that you have mastered the topic of the day, move on to the next section. You can never do too much studying!
- No food is allowed in the lab. If you must eat, please leave the room. Getting grease and food residue on the bones will attract unwanted creatures to the lab, and they will destroy the bones. Drinks are allowed in the lab, but it must be water in a secured container.
- Always handle skeletal material with respect. The real skeletal material was once a living human being, and you are very lucky to be able to use this material.
- Always place foam sheets on tables, and use bean bags or cork rings for the skulls. When handling material **ALWAYS** keep it over the table surface. That way if you drop it, it does not have far to fall. Do not carry bones around the lab. If you have a question, put up your hand and I or the TA will assist you.
- **NEVER, NEVER, NEVER** pick a skull up by the eye sockets or the foramen magnum. Hold it with both hands.
- Never bang teeth together. Teeth are very fragile and will break if you smack the mandible and the maxillae together.
- Never throw bones in the lab. If I catch anyone doing this you will feel the wrath of the Dr. Schultz (and he can deny you use of the skeletal material). This material is irreplaceable!
- If you feel the compulsion to point at a bone with something pointy, **NEVER** use the writing end of a pen or pencil. Inevitably the bones will get written on, and pen and pencil do not come off bone. Please use a probe (available in class) to point out features.
- The skeletal material in the lab is expensive and very hard to replace (the real material is impossible to replace). Some of this material is from personal collections, and therefore Dr. Schultz insists that you treat it with respect, and handle it with care. However, he is aware that sometimes accidents do happen, and material will break. If this is the case, please alert Dr. Schultz or the TA so that they can repair the break. Please do not try to “hide” broken material.



- Always clean up after yourself. This means that all bones, and bone boxes must be back in their correct storage spot at the end of the lab. If you are one of the last students in the lab, make an effort to help clean up. Return any material you removed to the proper place. Failure to return items to their appropriate place will incur the wrath of the TA’s.

GOOD LUCK!!!!!!

College of Sciences - Grad Course Revision - ANG 5742 Problems in Forensic Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 5742

Course Title:* Problems in Forensic Anthropology

30 Character Abbreviation:* Problems in Forensic Anth

Full Title:* Grad Course Revision - ANG 5742 Problems in Forensic Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): John Schultz

Department Chair Phone Number:*	4078232227
Dept Chair Email*	John.Schultz@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:*	Current issues and topics in forensic anthropology.
Prerequisite(s):	Admission to Anthropology MA, ~~**Maya Studies GC**~~ **Integrative Anthropological Sciences PhD**, or C. I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	(•) Yes ( ) No
Grading Scheme:	ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

\+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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?*	Adding anthro phd as pre-req so those students may enroll in the course
What grad programs/tracks require or recommend this course for graduation?	**Anthropology PhD& MA**
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	**n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to**

educational activities

Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

ANG5742: Problems in Forensic Anthropology

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS- Spring 2018

Instructor:	*John J. Schultz, Ph.D.*		
Office:	*Phillips Hall 409T*	*Class Meeting Days:*	*Monday*
Phone:	*407-823-1180*	*Class Meeting Hours:*	*3:00-5:50pm*
E-Mail:	*john.schultz@ucf.edu*	*Class Location:*	*MSB 149*
Office Hours:	*Monday 1:00-3:00pm; or by appointment*		

University Course Catalogue Description

Current issues and topics in forensic anthropology.

Course Objectives

After completing this course students will develop a basic proficiency in the following areas:

- ***History of Forensic Anthropology***
- ***Taphonomy***
  - Understanding the theoretical basis and history of forensic taphonomy
  - Recognizing the different stages of human decomposition
  - Recognizing the environmental factors affecting postmortem change to bone including alterations through both flora and faunal impacts
  - Recognizing and identifying the different stages of heat alteration to bone and the commercial cremation process
  - Establishment of a postmortem interval based on taphonomic changes to bone
- ***Trauma***
  - Understanding basic bone biomechanics
  - *Recognizing Blunt and Gunshot trauma*
  - Evaluating the timing of trauma to bone (is the damage perimortem, or postmortem)
- ***Ethics and Legal Considerations in Forensic Anthropology***

Course Description

This is an advanced forensic anthropology course focusing on both taphonomic alterations to bone and trauma-based patterns of injury and healing (where

applicable). It is expected that each student is proficient in human osteology, including small fragment identification as well as basic laboratory methods of skeletal analysis. This course will increase the student's knowledge of two fundamental areas of forensic casework and will provide the foundation for continuing studies in ANG 6740C Advanced Forensic Anthropology.

Course Prerequisites

Graduate student in the Anthropology MA program or Integrative Anthropological Sciences PhD and completion of a Human Osteology Class

Required Textbook

Passalacqua NV, Rainwater CW. 2015. Skeletal Trauma Analysis: Case Studies in Context. West Sussex: Wiley Blackwell.

Additional Readings

Refer to course schedule for additional readings

Basis for Final Grade

Your final grade will be based on a total of 400 possible points and will be derived from class participation, leading two class discussions, and writing two papers: one on an approved taphonomic topic of your choice and one on an approved trauma topic of your choice. The requirements for this course are weighted as follows:

Assessment	Points	Percent of Final Grade
Academic Activity Assignment	1	0.25%
Taphonomy		
Presentation	50	12.5%
Paper	100	25%
Trauma		
Presentation	50	12.5%
Paper	100	25%
Class Participation	9	2.25%
Leading Two Class Discussions	30	7.5%
Four Short Case Reports	60	15%

Class Participation (9 points)

This is a graduate level course, and as such it is expected that each student will participate in class each week. You will be expected to have read all of the

required readings and contribute to the class discussion. **Grades will be based on the respectful exchange of thought and ideas and on the contribution's relevance to the weekly topic.**

Leading Class Discussion (30 points)

Each student will be expected to facilitate two class discussions: on one taphonomic topic and one trauma topic. Topics will be selected the first week of class.

Two to three required readings are already chosen for the discussion that provide foundational information for the topics. Your role as the weekly student leader will be select two to three additional pertinent articles as required readings and post the reference information on Canvas at least one week prior to the planned discussion. The articles can be pertinent research and cases studies to supplement the class discussion. It is a good idea to have Dr. Schultz review your selected articles ahead of time to confirm that they are appropriate for the discussion topics.

Short Case Reports (60 points)

You will be required to complete four short case reports, 15 points each, with appropriate case file documentation. Each assigned case will consist of interpreting and describing traumatic injuries to the skeleton. Report details will be discussed in class.

Required Papers and Presentations (150 points each for a total of 300 points)

You will be required to write two fully referenced (AJPA style) literature review papers. Each paper is to be double-spaced with 1" margins, utilizing Time New Roman font and is not to exceed 25 pages (including cover page, literature cited, figures and tables). You may select a topic in each category that interests you. The topic may be the same as your discussion topic, or may be on another topic we cover in class. We will discuss further requirements for the papers in class. In addition, you will be required to present both papers as PPT presentations. We will discuss further requirements for the PPT presentations in class.

Academic Activity Assignment – What I expect to achieve by completing this class.

Starting with the fall 2014 semester, verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

1) Please post what you expect to achieve by completing this class.

All postings must be completed by January 12 (11:59 pm). You will receive one point for completing the assignment. However, you will receive a deduction of 2 points if the posting is not completed by January 12.

Grading Scale The **+/-** system will be used in this class.

A	= 94-100	**C**	= 74-76
A-	= 90-93	**C-**	= 70-73
B+	= 87-89	**D+**	= 67-69
B	= 84-86	**D**	= 64-66
B-	= 80-83	**D-**	= 60-63
C+	= 77-79	**F**	= **<** 60

Course Policies: Grades

Paper Requirements: Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

Grades of "Incomplete": Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Final Grades: I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve study and comprehension skills.

Course Policies: Technology and Media

Email: I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

Laptop Usage: Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Course Policies: Student Expectations

Attendance Policy: Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you many need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper at the next class that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

Professionalism Policy: Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. 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 5% 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. Violation of these rules will result in a record of the infraction being placed in your file and the work in question will receive a grade of "zero" 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 form the University.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military

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.

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've written (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.

Assessability 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 before

requesting accommodation from the professor. To contact Student Disability Services:

Student Disability Services
Student Resource Center, Room 132
Phone 407-823-2371

Course Schedule				
Week	**Date**	**Topic**	**Trauma Case**	**Facilitator**
1	*Jan 8th*	Class Introduction and Writing Short Reports		N/A
2	Jan 15th	**Martin Luther King Jr. Day**		*No class*
3	Jan 22nd	Introduction to Forensic Anthropology; Evaluating Timing of Injury		Dr. Schultz & 1 Student
4	Jan 29th	Trauma: Gunshot Wounds and Blunt Force Trauma		2 Students
5	Feb 5th	Sharp Force Trauma and Saw Wounds		1 Student
6	Feb 12th	Trauma Case studies	Case 1	2 Students
7	Feb 19th	Trauma Presentations		N/A
8	Feb 26th	Time Since Death and Decomposition		1 Student
9	Mar 5th	The Effects of Burial Environment and Subaerial Weathering	Case 2	1 Student
10	Mar 12th	**Spring Break**		*No Class*
11	Mar 19th	Forensic Significance Based on Taphonomic Modifications and Bone Staining		1 Student
12	Mar 26th	Animal Damage and Dispersal	Case 3	1 Student
13	Apr 2nd	Thermal Modifications and Cremations		1 Student
14	Apr 9th	Miscellaneous Taphonomy Research		1 Students
15	April 16th	Ethics and Legal Considerations	Case 4	Dr. Schultz
16	Apr 23rd	Class wrap-up		N/A
17	Apr 30th	Taphonomy Presentations		N/A

TTY/TDD only phone 407-823-2116

Important UCF Deadlines for Spring 2018

January 11, 2018 (11:59 PM)	Drop/Swap
January 12, 2018 (11:59 PM)	Add
March 21, 2018 (11:59 PM)	Grade Forgiveness
March 21, 2018 (11:59 PM)	Withdrawal

College of Sciences - Grad Course Revision - ANG 5852 GIS Methods in Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 5852

Course Title:* GIS Methods in Anthropology

30 Character Abbreviation:* GIS Methods in Anthropology

Full Title:* Grad Course Revision - ANG 5852 GIS Methods in Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): Scott Branting

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* ~~**Admission to Anthropology MA, Integrative Anthropological Sciences PhD or GIS certificate.**~~ Overview to Geographic Information Systems (GIS) methods from an anthropological perspective.

Prerequisite(s): **Admission to Anthropology MA, Integrative Anthropological Sciences PhD or GIS certificate.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ◉ Yes ○ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ **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:

Activity Log

Tiffany Chestnut

+ **Elective Course**

Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Adding anthro phd as pre-req for entrance to course

What grad programs/tracks require or recommend this course for graduation?

Anthropology PhD& MA

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

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**

Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

\+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

\+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

ANT4852/ANG5852: GIS Methods in Anthropology

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Fall 2019*
Office:	*Phillips Hall 309-E*	*Credit Hours*	*3*
Phone:	*(407) 823-4962*	*Class Meeting Days:*	*Th*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*10:30am – 1:20pm*
Website:	*UCF Webcourses*	*Class Location:*	*PSY 0110*
Office Hours:	*Dr. Branting Th 2:00-4:00 or by appointment* *Jessica M 12:30-2:00, W 10:00-11:30, or by appointment*	*TA:* *TA email:*	*Jessica Robkin* *Jessica.Robkin@ucf.edu*

University Course Catalog Description

This course provides an introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

Course Overview

This course will expose you to both numerous spatial theories underlying GIS analysis as well as to the geospatial methodologies, tools, and theories used to collect and analyze spatial data. It is relevant to anyone who may need to conduct anthropological research or research in other disciplines that includes consideration of data within a spatial context. This course is comprised of both a classroom and a laboratory component. The classroom component will consist of lectures and activities, while the laboratory component will allow you to get hands-on experience applying the concepts discussed in class. This course is part of a two course sequence with Advanced GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS Graduate Certificate or the GIS Undergraduate Certificate.

Course Objectives

In this course, students will gain skills in:

- Project design: including generating and analyzing geospatial data
- Writing: including designing research and writing grants related to geospatial analysis
- Public speaking through the presentation of their research designs and their data analyses
- Interdisciplinarity: including evaluating and correlating data derived from a variety of sources, as well as assessing research in several disciplines.

Course Prerequisites

Admittance to Anthropology M.A. Program, Integrative Anthropological Sciences Ph.D. Program, the Geographic Information Systems (GIS) Graduate Certificate Program, the Geographic Information Systems (GIS) Undergraduate Certificate Program, or consent of the Instructor.

Required Text and Articles

Some readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF. The following texts are also required for the course:

- Bolstad, P. (2016): GIS Fundamentals: A First Text on Geographic Information Systems (5th Edition). Acton, MA: XanEdu
- Wheatley, D. G., & Gillings, M. M. (2002): Spatial technology and archaeology. The archaeological applications of GIS. New York: Taylor and Francis.

Basis for Final Grade

Your grade will be based upon your laboratory exercises (40%), participation in classroom activities with a greater role expected from graduate students (4%), the syllabus quiz (1%), a written grant application based on the provided undergraduate or graduate grant sheet (45%), a short presentation of that application to the entire class (10%). Laboratory exercises will usually be due via webcourses at the start of class the week after they were handed out, see the course schedule below for actual dates. Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Alternative assignment due dates will be provided when an excuse has been granted by the professor. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation. Students with a pre-accepted excuse by the professor, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Assignments	*Due Date*	*Percent of Grade*	*Max. Points*
Syllabus Quiz	By Friday of Week 1, August 30th, at 3pm	1% and federal verification requirement	1
Laboratory Exercises	Thursday at 10:30am on the following week via webcourses	40%	40
Participation in Classroom Activities - Graduate students are expected to take a larger participatory role	Usually in class each Thursday	4%	2
Undergraduate Grant Application or Graduate Grant Application	Thursday November 21th at 10:30am	45%	45
Oral Presentation of Project	Assigned Classroom	10%	10

	Period in Week 13 and Finals Week (15)		

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Academic Integrity and Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF's student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Course Accessibility

Both I and 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.

University Writing Center: The University Writing Center (https://guides.ucf.edu/writingcenter) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since written assignments comprise a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy

Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking or for completing the laboratory exercises. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.
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For more information see: http://emergency.ucf.edu/emergency_guide.html.

Accommodations for 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.

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)

Attendance at class meetings is important for an understanding of course materials and for success in this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted based on class performance. I expect that students attend class regularly and I will not provide class notes or lecture slides to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Lectures

If you miss a lecture it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any lecture or activity.

Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles are available through the UCF Library.

Week	Day	Date	Topic Assignments Due	Reading Assignments

1	Th	Aug. 29	What is GIS Course Introduction, What is GIS, Assignment of GIS Examples, Syllabus Quiz ASSIGNMENT: Syllabus Quiz due Fri. Aug. 30th, 3pm	Bolstad pp. 1-24 Wheatley and Gillings pp. 1-21
2	Th	Sept. 5	GIS Projects - Data and basic manipulation Classroom session with GIS Examples from Class and Introduction to GIS Lab ASSIGNMENT: GIS Examples for Class (One in your discipline, one outside it, and a project idea)	Wheatley and Gillings pp. 23-58; Bolstad pp. 170-193; 373-419; 617-636 For additional explanation on topics in Wheatley and GIllings see: Bolstad pp. 29-169.
3	Th	Sept 12	Data Collection, Surveys, Surveying Classroom session and GIS Data Lab ASSIGNMENT: Introduction to GIS Lab Due, Thursday Sept 12 at start of class	Wheatley and Gillings pp. 59-87 Bolstad pp. 331-364; 297-327 For additional information on GPS and surveying see: Bolstad pp. 203-239.
4	Th	Sept 19	Remote Sensing Classroom session and Remote Sensing Lab ASSIGNMENT: GIS Data Lab Due, Thursday Sept 19 at start of class	Bolstad pp. 247-291 For additional types of raster based analysis see: Bolstad pp. 443-473. Masini and Lasaponara (2017): Sensing the Past from Space: Approaches to Site Detection; Liu and Mason (2016): Appendix A: Imaging sensor systems and remote sensing satellites

5	Th	Sept 26	Quantitative and Qualitative Data Classroom session and Integration Lab ASSIGNMENT: Remote Sensing Lab Due, Thursday Sept 26 at start of class	Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?" Boschmann and Cubbon (2014): "Sketch Maps and Qualitative GIS Using Cartographies of Individual Spatial Narratives in Geographic Research"
6	Th	Oct 3	Perception – Viewsheds, Soundsheds, Smellsheds Classroom session and Perception Lab ASSIGNMENT: Integration Lab Due, Thursday Oct 3 at start of class	Wheatley and Gillings pp. 201-216; Nutsford et al. (2015): "Personalizing the Viewshed: Visibility Analysis from the Human Perspective"; Brabyn (2015): "Modelling landscape experience using 'experions'"
7	Th	Oct 10	Transportation and Movement Classroom session and Transportation Lab ASSIGNMENT: Perception Lab Due, Thursday Oct 10 at start of class	Bolstad pp. 420-428 Hall and Smith (2014): "Knowing the City: maps, mobility, and urban outreach work"; Branting (2012): "Seven Solutions for Seven Problems with Least Cost Pathways"
8	Th	Oct 17	Location – Boundaries, Borderlands, Central places, Spatial Hierarchies Classroom session and Location Theory Lab ASSIGNMENT: Transportation Lab Due, Thursday Oct 17 at start of class	Wheatley and Gillings pp. 147-164; Wright (1986): "The Evolution of Civilizations"; Mu and Wang (2006): "Population landscape: a geometric approach to studying spatial patterns of the US urban hierarchy"

9	Th	Oct 24	Demography – Population, Densities, Interactions Classroom session and Demography Theory Lab ASSIGNMENT: Location Theory Lab Due, Thursday Oct 24 at start of class	Naroll (1962): "Floor Area and Settlement Population"; Reibel (2007): "Geographic Information Systems and Spatial Data Processing in Demography: a Review"; Khormi and Kumar (2011): "Modeling dengue fever risk based on socioeconomic parameters, nationality and age groups: GIS and remote sensing based case study"
10	Th	Oct 31	Spatial Analysis, Spatial Statistics, and Modeling Classroom session Spatial Analysis Lab and Proposal Preparation ASSIGNMENT: Demography Theory Lab Due, Thursday Oct 31 at start of class	Wheatley and Gillings pp. 89-106, 125-146, 183-200; Bolstad pp. 519-560, 571-606 Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments"; Vogel et al. (2016): "The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of *Villae Rusticae*"
11	Th	Nov 7	Visualization and Virtual Reality Classroom session Visualization Lab and Proposal Preparation ASSIGNMENT: Spatial Analysis Lab Due, Thursday Nov 7 at start of class	Wilhelmson and Dell'Unto (2015): "Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context"; Verykokou et al. (2016): "Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows"
12	Th	Nov 14	Visualization Project Showcase Visualization Projects Showcase and Proposal Preparation Class ASSIGNMENT: Visualization Lab Due, Thursday Nov 14 at start of class	

13	Th	Nov 21	STUDENT PRESENTATIONS ASSIGNMENT DUE AT START OF CLASS Thursday Nov 21 Undergraduate Grant Application (8-10 pages) Graduate Grant Application (10 pages)	
14	Th	Nov 28	Thanksgiving Holiday: No Class	
Finals	Th	Dec 5	STUDENT PRESENTATIONS *Note Different Time: 10:00-12:50pm	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

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2015 Modelling landscape experience using “experions”. *Applied Geography* 62:210-216.

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2012 Seven Solutions for Seven Problems with Least Cost Pathways. In *Least Cost Analysis of Social Landscapes: Archaeological Case Studies*. Devin A. White and Sarah L. Surface-Evans, eds. Pp. 209-224. Salt Lake City: University of Utah Press.

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2017 Sensing the Past from Space: Approaches to Site Detection. In *Sensing the Past: From artifact to historical site*. Nicola Masini and Francesco Soldovieri, eds. Pp. 23-60. Cham, Switzerland: Springer.

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Verykokou, Styliani, Anastasios Doulamis, George Athanasiou, Charalabos Ioannidis, and Angelos Amditis
2016 Multi-scale 3D Modelling of Damaged Cultural Sites Use Cases and Image-Based Workflows. In *Digital Heritage: Progress in Cultural Heritage: Documentation, Preservation, and Protection*. Marinos Ioannides, Eleanor Fink, Antonia Moropoulou, Monika Hagedorn-Saupe, Antonella Fresa, Funnar Liestøl, Vlatka Rajcic, and Pierre Grussenmeyer, eds. Pp. 50-62. Cham, Switzerland: Springer.

Vogel, Sebastian, Michael Märker, Dominique Esposito, and Florian Seiler
2016 The Ancient Rural Settlement Structure in the Hinterland of Pompeii Inferred from Spatial Analysis and Predictive Modeling of Villae Rusticae. *Geoarchaeology* 31:121-139.

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2015 Virtual Taphonomy: A New Method Integrating Excavation and Postprocessing in an Archaeological Context. *American Journal of Physical Anthropology* 157:305-321.

Wright, Henry T.

1986 The Evolution of Civilizations. In *American Archaeology Past and Future: A Celebration of the Society for American Archaeology 1935-1985*. David J. Meltzer et al., eds. Pp. 323-365. Washington, DC: Smithsonian Institution Press.

College of Sciences - Grad Course Revision - ANG 5853 Advanced GIS Methods in Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:*	College of Sciences
Unit / Department / College:*	MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	ANG	**Code:***	5853
Course Title:*	Advanced GIS Methods in Anthropology		
30 Character Abbreviation:*	Adv GIS Methods in Anthro		
Full Title:*	Grad Course Revision - ANG 5853 Advanced GIS Methods in Anthropology		
Course Instructor (Must be Approved Graduate Faculty/Scholars):	Scott Branting		

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* ~~**ANG 5852 and admission to Anthropology MA program or GIS certificate, or C. I.**~~ Advanced methods to Geographic Information Systems (GIS) from an anthropological perspective.

Prerequisite(s): **ANG 5852 and admission to Anthropology MA program, GIS graduate certificate, or C. I.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tiffany Chestnut

+ No

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ◉ Yes ○ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ 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

Tiffany Chestnut

+ **Elective Course**

Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Revising pre-reqs

What grad programs/tracks require or recommend this course for graduation?

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**

Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

\+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

\+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

ANG5853: Advanced GIS Methods in Anthropology

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Spring 2019*
Office:	*Phillips Hall 309-E*	*Credit Hours*	*3*
Phone:	*(407) 823-4962*	*Class Meeting Days:*	*W*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*3:00pm – 5:50pm* *April 24th 1:00pm – 3:50pm*
Website:	*Canvas*	*Class Location:*	*HPA1 – 104*
Office Hours:		*TA:* *TA email:*	

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: both working with interdisciplinary data sources and methods, as well as peer-review of other students' interdisciplinary projects.

Course Prerequisites

ANT4852/ANG5852: GIS Methods in Anthropology or consent of instructor

Required Text and Articles

Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

Basis for Final Grade

Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

Assignments	*Due Date*	*Percent of Grade*	*Max. Points*
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions	In class	9%	9
Final Graduate Project Report	April 3rd, 2019 at start of the class period (3:00pm)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 14,15, and during Finals	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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/. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook (www.goldenrule.sdes.ucf.edu). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

Disability Accessibility

Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services (sas.sdes.ucf.edu) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

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>.

Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.
Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military
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.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require it.

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Attendance
Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

Updates and Notifications

The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Classroom Sessions

If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

Grades of "Incomplete"

Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	W	Jan. 9	Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions ASSIGNMENT: Syllabus Quiz due Fri. 12th, 3pm	
2	W	Jan. 16	Monitoring Things from Space Classroom Discussion and Project Preparation Session	Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"
3	W	Jan. 23	Tracking Movement Classroom Discussion and Project Preparation Session	Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons"; Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"
4	W	Jan. 30	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments"; Spielman (2006) "Appropriate use of the K Function in Urban Environments"; Austin et al. (2006) "Austin et al. Respond"

5	W	Feb. 6	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	Roth (2013): "Interactive maps: What we know and what we need to know"; Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"
6	W	Feb. 13	Maps and Behavior Classroom Discussion and Project Preparation Session	Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"
7	W	Feb. 20	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	Brovelli et al. (2015): "Public participation in GIS via mobile applications"
8	W	Feb. 27	Simulations Classroom Discussion and Project Preparation Session	Sellers et al. (2007): "An agent-based model of group decision making in baboons"
9	W	Mar. 6	Databases and Privacy Classroom Discussion and Project Preparation Session	Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"
10	W	Mar. 13	SPRING BREAK NO CLASS	
11	W	Mar. 20	Proposal Preparation Session	
12	W	Mar. 27	Proposal Preparation Session	
13	W	Apr. 3	The Future of GIS ASSIGNMENT DUE AT START OF CLASS Wednesday Apr 3 Final Project Report (no more than 10 pages)	Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"

14	W	Apr. 10	STUDENT PRESENTATIONS	
15	W	Apr. 17	STUDENT PRESENTATIONS	
Finals	W	Apr. 24	*Note Different Time: 1:00pm – 3:50pm STUDENT PRESENTATIONS	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. Environmental Research Letters 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval
2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.
2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor
2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan
2007 An agent-based model of group decision making in baboons. *Philosophical Transactions of the Royal Society B* 362:1699-1710.

Spielman, Seth
2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot
2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel
2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.

College of Sciences - Grad Course Revision - ANG 6110 Archaeological Theory and Method

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6110

Course Title:* Archaeological Theory and Method

30 Character Abbreviation:* Arch Theory and Method

Full Title:* Grad Course Revision - ANG 6110 Archaeological Theory and Method

Course Instructor (Must be Approved Graduate Faculty/Scholars): Stacy Barber

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* History and current theory and methods used by archaeologists to interpret past behavior.

Prerequisite(s): Admission to Anthropology MA, ~~**Maya Studies GC**~~ **Integrative Anthropological Sciences PhD**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ No

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ Odd Fall

+ Even Fall

☑ Odd Fall ☑ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as: ○ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?* Adding anthro phd as pre-req so those students may enroll in the course

What grad programs/tracks require or recommend this course for graduation? **Anthropology PhD& MA**

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 **n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

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Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

Course Syllabus

Jump to Today Edit

Course Information

ANT6110-0001 Archaeological Theory and Method History and current theory and methods used by archaeologists to interpret past behavior. Prerequisites: Admission to Ph.D. in Integrative Anthropological Sciences, Anthropology MA, or CI.

Fall 2018: Wednesdays at 6-8:50pm in HPH 409M, Face to Face

Instructor Contact Information

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 2:15-3:15 pm Wednesday (dedicated to this class), 2:00-4:00 pm Mondays (general), or by appointment

Course Description

Within the discipline of anthropology, archaeology is something of a bridge between cultural anthropology and biological anthropology. Archaeology provides deep historical context for the modern societies studied by scholars in the cultural subfield and for the human beings and bodies that are central to biological anthropology. Methodologically, archaeology also draws on techniques developed and employed by practitioners of the other subfields of anthropology, including ethnographic methods and many laboratory methods.

This course is designed to familiarize students across anthropology's subdisciplines with what archaeologists do: theoretically, methodologically, and ethically. Because this is a classroom-based seminar, we will emphasize theory over methods. In order to understand how archaeologists formulate their research problems, develop and analyze their data sets, and draw meaning from their findings, students will review the history of theory in the discipline and consider the methods employed in archaeology to understand the past.

Student Learning Outcomes

This course has seven goals. By the end of the semester, students should be able to:

1) articulate how theory informs archaeological research;

2) explain the principles behind some of the major archaeological methods;

3) articulate the basic tenets of the major theoretical schools of archaeology in the 20th and 21st centuries and understand how these connect to broader trends in anthropology as a whole;

4) recognize theoretical approaches in published research;

5) demonstrate how different theoretical perspectives affect research questions, research design, and the application of different methods;

6) articulate the principles governing ethical archaeological practice; and

7) apply theoretical approaches and ethical principles to their own research.

Course Materials and Resources:

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Johnson, Matthew, Archaeological Theory, 2nd edition. 2010, Oxford: Blackwell.

Useful Web Sites

- Society for American Archaeology: saa.org
- American Anthropological Association: aaanet.org
- Archaeological Institute of America: archaeological.org
- The Archaeology Channel (archaeology streaming video/audio): archaeologychannel.org
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): http://www.americanarchaeology.com/aawelcome.html
- Shovel Bums (a site to find jobs in archaeology): shovelbums.org

Assessment and Grading

Your grade in this course will be derived from class participation, weekly writing assignments, a final term paper, and a presentation

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Due Date	Weight Toward Final Grade	Point Valu

Participation and Attendance	Routinely contributing to the class discussion on the subject matter and readings. Your participation will include providing key points and questions on weekly readings at the beginning of each class. Submitted in person	Weekly	12	120
Discussion leadership	Leading part of the class discussion for one week of class	Once per semester	10	100
Weekly written assignments	The nature of the assignment will vary weekly, but will include annotated bibliographies, critical reviews, and basic summaries. Submitted through Webcourses.	11:59pm the day after class	13	130
Bibliography	A 15-source bibliography for your term paper, with the five most important sources annotated. Submitted through Webcourses.	October 19 at 11:59pm	10	100
Term paper	A final paper discussing the history of a particular theoretical or methodological approach (5,000-6,000 words). Submitted through Webcourses.	Due December 4 at 9:00am	40	400
Presentation	A 15-minute, SAA-style presentation of the subject matter of the term paper, follwed by 5 minutes of Q&A	November 28 in class	15	150

Final Exam	There is no final exam in this course	0	0
TOTAL		100	1000

- Note that your attendance at class is required and graded (it is part of the participation grade). Arriving on time for class is also part of attendance.
- Attendance will be determined by your submission of a list of 3-4 questions per reading. These will be physical pieces of paper, used to demonstrate your presence in class. The content will *not* be graded although your questions will be anonymously judged by your peers when I randomly select a couple for discussion during class.
- You may need to work as a team to complete the discussion leadership requirement. If you don't pull your weight, your grade will be impacted.
- There is a lot of reading and writing in this course, plan accordingly.

Grading Scale

Letter Grade	Percent of Total Raw Score
A	95-100%
A-	90-94%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	59% and below

Policies

Topic	Policy
Contacting the professor	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.

Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the "Evaluation" page of this syllabus. If you receive two √- grades on weekly written assignments, you must make an appointment with Dr. Barber to discuss your writing in person. Receipt of three √- grades on weekly written assignments will result in your final grade being dropped by 1 letter.
Attendance and Participation	Attendance is required for this course. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructor as soon as you are able. For every two classes you miss without a valid excuse, your grade will be dropped by one letter. If you receive a √- grade for participation on a day you are present, you will be notified by the professor via email. Receipt of three √- grades in participation will result in your grade being dropped by 1 letter. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **written documentation** of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline. I will give students **one** opportunity to submit or fix late weekly writeups. These are either: 1) if you turn in an assignment on-time, but it is incomplete, you may submit the final and fixed version late. In this

	situation, I usually catch the error and will request the corrected version from you by a deadline I set; or 2) if you miss an assignment completely but do not have a written excuse, I will accept late work submitted by a deadline I set, but I will take off 1 letter grade (so a check plus becomes a check, a check becomes a check minus).
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, I will respond to infringements of academic integrity. Penalties can include a failing grade on 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/.
Course Accessibility	We are 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.
Emergency Procedures	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. · In case of an emergency, dial 911 for assistance. · Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. · Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. · If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see

	<http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). · To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." · Students with special needs related to emergency situations should speak with their instructors outside of class. · To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this videoYou CAN Survive an Active Shooter
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Summary of Topics:

Week-Class Date:	Topic:
1--August 22	What is Archaeological Theory?
2--August 29	Archaeology as Anthropology
3--September 5	Fieldwork (term paper topic preferences due this week)
4--September 12	Early Professional Archaeology
5--September 19	Dating techniques
6-September 26	New Archaeology
7--October 3	The Postprocessual Critique
8--October 10	Processual, Processual-plus, and Marxist Archaeologies
9--October 17	Agency and Agency-Related Approaches
10--October 24	Gender and Identity
11--October 31	Landscape and Geospatial Methods
12--November 7	Curation, Stakeholders, and the Public (annotated bibliography due this week)

13--November 14	Where we go from here (final weekly writing assignment due this week)
14--November 21	Presentations
15--November 28	Presentations (if necessary)

College of Sciences - Grad Course Revision - ANG 6168 The Ancient Maya

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6168

Course Title:* The Ancient Maya

30 Character Abbreviation:* The Ancient Maya

Full Title:* Grad Course Revision - ANG 6168 The Ancient Maya

Course Instructor (Must be Approved Graduate Faculty/Scholars): Brigitte Kovacevich

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Overview of the archaeology of the ancient Maya of Mexico, Belize, Guatemala, and upper Mexico.

Prerequisite(s): Admission to Anthropology MA, ~~**Maya Studies GC**~~ **Integrative Anthropological Sciences Phd**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ **9**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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:	**Activity Log** **Tiffany Chestnut** + **Elective Course** ○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	Adding anthro phd as pre-req so those students may enroll in the course
What grad programs/tracks require or recommend this course for graduation?	**Anthropology PhD& MA**
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	**n/a**

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Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

Course Syllabus

Jump to Today ✎ Edit

ANG 6168: The Ancient Maya

Department of Anthropology

College of Sciences, University of Central Florida

Fridays 10AM-12:50PM MSB 149

COURSE SYLLABUS

Professor: Dr. Brigitte Kovacevich

Office: Howard Phillips Hall 409P

Phone: 407-823-6554

In-Person Office Hours: Tuesdays 10-11 AM, Fridays 2-3 PM, and by appointment

Online Office Hours: Wednesdays 10-11 AM

E-mail: brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu)

Skype address: search for brigittekovacevich@gmail.com

Course Description

This is an advanced graduate seminar on the archaeology of the Ancient Maya. We will investigate some of the major questions that archaeologists have faced and in many cases are still facing in their investigations of the pre-Columbian Maya world. Our work will focus on classic and also recent literature on these subjects from chronological or thematic topics. As graduate students you are expected to participate in discussion and deconstruction of the readings based on background information given in class and from recommended textbooks.

Teaching Method

Every week class will commence with a brief lecture on the general themes underlying the assigned readings. Following this introduction, the students selected to lead discussion for the class will provide a brief summary of the reading assignments and offer some basic topics for the class discussion. All students will then be encouraged to critique and comment on these themes, readings, and topics.

Since the course is meant to be a seminar, its success and helpfulness will, in no small part, depend upon class participation and preparedness. I will always be available during office hours and after class concerning questions about the course!

University Course Catalog Description

ANG 6168 COS-ANTHRO 3(3,0)
Overview of the archaeology of the ancient Maya of Mexico, Belize, Guatemala, and upper Mexico.

Course Objectives

The some of the major questions in this course are:

- What are the major debates in Maya Archaeology and have they been resolved?
- What theories and methods have been applied to understanding the ancient Maya?
- What are avenues/directions for future research?

Course Prerequisites

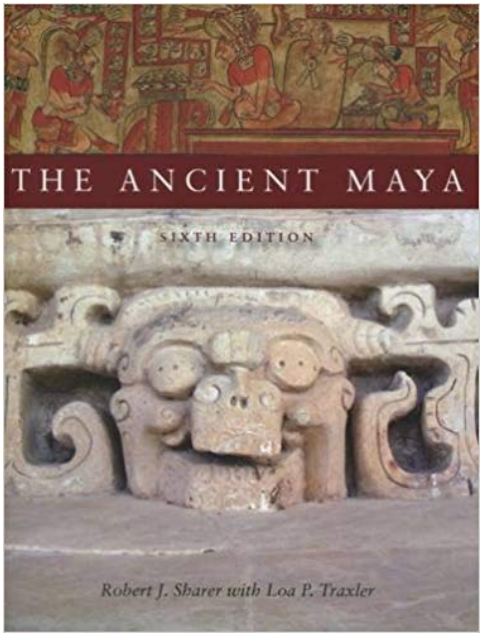
PR: Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I.

Recommended Text

This is a general text on the Maya, some/many of you may have read it before and may already own it. If you don't own it, you may want to pick it up so that you can fill yourself in on background material and/or refresh your memory as you go along. I am not going to require you to purchase or read this book, but I will let you know what pages pertain to our topic for each week so that you can find background material if you need it.

Sharer, Robert J. and Loa P. Traxler

2004 The Ancient Maya. Sixth Edition. Stanford: Stanford University Press. ISBN 0-8047-4817-9



Additional Readings

In addition to the textbook, 2-5 articles will be assigned each week. These readings will be available for download on Webcourses with links in the introduction to each week. Students are expected to come to class having completed the assigned readings for that day and prepared to participate in discussions of the material. Usually one of the articles for each week will be assigned to a student for summary, this article is not required for the whole class (but is recommended!). I will make it clear which articles are for the whole class and which are for summary in the introduction on webcourses.

Requirements

I will base your final grade upon your performance on the following requirements:

10 Weekly Summaries	(20%)
2 Discussion Leading Classes	(10%)
2 Article Presentations	(10%)
1 Final Paper	(40%)
1 Class Presentation	(10%)
Attendance and Participation	(10%)

Attendance and Class participation (10%)

Because this is a working seminar, active participation every week is crucial. Seminars are classes in which professor and students share ideas, and your participation will be an important part of its success.

Consequently, you should come prepared to discuss critically the ideas in the readings assigned for a given week. Of course, you are encouraged to bring other readings and ideas to class. I will take attendance each class and make note of participation.

Discussion Leading (2; 10%)

All students will be responsible for leading class discussion for at least two class sessions. For tips on discussion leading see:

http://www.columbia.edu/cu/tat/pdfs/discussions.pdf (http://www.columbia.edu/cu/tat/pdfs/discussions.pdf) (http://www.columbia.edu/cu/tat/pdfs/discussions.pdf)

Article Presentations (2; 10%):

Two times during the semester you will also be asked to present an article to the rest of the class. This cuts down on the amount that everyone has to read yet still relays the information. On your assigned days (TBD), you will make an outline of the article to be distributed to your fellow students (I will make the copies), you will summarize it, provide a power point of any relevant images, and two discussion question based on how the article relates to other assigned readings for the week. Please see the assignments list for further instructions and a sample.

Weekly 2-page summaries (10; 20%)

Every week you must to write a short, concise critique/reaction to the readings (this is different from. These short papers are meant to help you organize your thoughts and ideas in order to aid in your preparation for class discussion. There are 11 weeks of readings planned; you are allowed to skip the paper for one of these weeks. Please see the assignment for Week 2 for tips and a sample summary.

Final Project (40%)

You final project will be a paper (15-20 pages, double-spaced) on an extension of one of the topics we discussed in class or something that was not covered in the class. This will be a formal research paper and must have a clear thesis and argument that you will defend with data and evidence. I will expect you to use at least 5 sources that we did not read in class in addition to at least 3 sources that we did read for class. For more information on writing research papers, please see:

https://owl.english.purdue.edu/owl/resource/658/01/ (https://owl.english.purdue.edu/owl/resource/658/01/)

Step 1: First I will ask you to choose a topic (covered generally in the link above). Please do this and clear it with me via email or in person and then submit a 1-3 sentence summary of your topic on webcourses by

October 6th.

Step 2: Make an annotated bibliography of sources for your paper due October 20th. This should include at least 5 outside sources not read in class following the SAA Style Guide format for references and citations:

http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf (http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

For instructions on how to make an annotated bibliography, please see:

http://guides.smu.edu/annobib (http://guides.smu.edu/annobib)

Step 3: The next step will be a detailed outline (about 2-4 pages) due on November 3rd, see this library website for help:

http://libguides.usc.edu/content.php?pid=83009&sid=634166 (http://libguides.usc.edu/content.php?pid=83009&sid=634166)

Step 4: Turn in a draft of your paper by December 1st for review. Although I call this a draft, it should be as polished as possible, if it is not, your grade on the draft will suffer.

Step 5: Incorporate professor comments and turn in final draft by December 8th.

Topic Choice-Due October 6th-5% of Final Grade

Annotated Bibliography-Due October 20th-5% of final project grade

Outline-Due November 17th-5% of final project grade

First Submission Due December 1st-10% of final project grade

Final Submission-Due December 8th- 15% of final project grade

Final Presentations (10%)

On the last day of class (November 22nd) I will ask you to give a short (10-15 minute) presentation of your research topic. You can do this in person, but I will also encourage you to possibly explore digital storytelling to create something tangible that you can archive and keep for the future. We will discuss these possibilities further in class.

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

Grade Dissemination

Graded tests in this course will be returned individually and then passed back by the professor via Webcouses and speedgrader. You can access your scores for any assignment at any time using the gradebook function in Webcourses. Please note that scores returned mid-semester are unofficial grades. Please remember that final Grades are FINAL!

Course Policies: Grades

Late Work Policy: There are no make-ups for exams, debates, or writing assignments. Writing assignments turned in late will be assessed a penalty: a half-letter grade and/or 1 point reduction if it is one day late, or a full-letter grade for each following day.

Course Policies: Technology and Media

Email: Please email me with any questions, **brigitte.kovacevich@ucf.edu (mailto:brigitte.kovacevich@ucf.edu)** . I will usually respond promptly, but please be aware that it may be up to 48 hours until you get a response, especially if it is a weekend and I am out of town or at a conference. My hours are generally from about 8 AM to 9 PM, please note, I will never be checking in the middle of the night!

Webcourses: All course materials are available on Webcoures on the home page, syllabus, additional readings, handouts, power points, study guides, etc. You will find your Academic Activity Quiz for the first week on the home page as well.

Laptop Usage: Laptops or tablets are allowed for taking notes, although I encourage you to take notes the old-fashioned way. We will occasionally do research in class and a laptop or tablet or phone would be handy, but not required.

Course Policies: Student Expectations

Disability Accommodations: 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 Accommodation Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <**http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** >.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <**http://www.ehs.ucf.edu/AEDlocations-UCF (http://www.ehs.ucf.edu/AEDlocations-UCF)** > (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <**https://my.ucf.edu (https://my.ucf.edu/)** > and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
  You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)

  (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.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc (http://osc.sdes.ucf.edu/process/roc) >. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org (http://academicintegrity.org/) >.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9 (http://wpacouncil.org/node/9) >.

Responses to Cheating, Academic Dishonesty, Plagiarism: 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 or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Course Schedule (Tentative! Subject to change!)

Week	Date	Topic
1	**Aug 30**	**Background, Geography, Environment, History of Research**

Recommended Reading: Sharer and Traxler, Chapters 1-3

2	**Sept 6**	**The Paleoindian and Archaic: Where in the heck are they?**

Recommended Reading: Sharer and Traxler, Chapter 4

Lohse, J. C., Awe, J., Griffith, C., Rosenswig, R. M., & Valdez Jr, F.

2006 Preceramic Occupations in Belize: Updating the Paleoindian and Archaic Record. Latin American Antiquity, 209-226.

Brown, Kenneth L.

1980 A brief report on the Paleoindian-Archaic occupation in the Quiché basin, Guatemala. American Antiquity 45(2):313-324

Scheffler, Timothy E., Kenneth G. Hirth, and George Hasemann.

2012 The El Gigante Rockshelter: Preliminary Observations on an Early to Late Holocene

Occupation in Southern Honduras. Latin American Antiquity 23, no. 4 (2012): 597-610.

González, Arturo, Carmen Rojas Sandoval, Alejandro Terrazas Mata, Martha Benavente Sanvicente, Wolfgang Stinnesbeck, O. Jeronimo Aviles, Magdalena De Los Ríos, and Eugenio Acevez.

2008 The arrival of humans on the Yucatan Peninsula: Evidence from submerged caves in the state of Quintana Roo, Mexico. Current Research in the Pleistocene 25: 1-24.

Week 3 Sept 13 The Rise of Complexity: Why in the heck would they do that?

Recommended Reading: Sharer and Traxler, Chapter 5

Clark, John E. and David Cheetham

2002 Mesoamerica's Tribal Foundations. In Archaeology of Tribal Societies, edited by

39. Parkinson, pp. 278-339. International Monographs in Prehistory, Ann Arbor.

Doyle, James A.

2012 Regroup On “E-Groups”: Monumentality and Early Centers in the

Middle Preclassic Maya Lowlands." Latin American Antiquity 23, no. 4 (2012): 355-379.

Hammond, Norman, Amanda Clarke, and F. Belii.

1992 Middle preclassic Maya buildings and burials at Cuello, Belize. Antiquity 66, no.

253 (1992): 955-964.

Estrada-Belli, Francisco.

2006 Lightning Sky, Rain, and the Maize God. Ancient Mesoamerica 17

(2006): 57-78.

McAnany, Patricia A., and Sandra L. López Varela.

1999 Re-creating the Formative Maya village of K'axob. Ancient Mesoamerica 10, no.

01 (1999): 147-168.

Week 4 Sept 20 The Late Preclassic: Got States?

Recommended Reading: Sharer and Traxler, Chapter 6

Clark, John E. and Richard D. Hansen

2002 The Architecture of Early Kingship: Comparative Perspectives on the Origins of the

Maya Royal Court. In Royal Courts of the Ancient Maya, Volume 2: Data and Case Studies, edited by Takeshi Inomata and Stephen D. Houston, pp. 1-45. Westview Press, Boulder, Colorado.

Freidel, David A. and Linda Schele

1988 Kingship in the Late Preclassic Maya Lowlands: The Instruments and Places of

Ritual Power. American Anthropologist 90:547-567.

Hansen, Richard D.

1998 Continuity and Disjunction: The Pre-Classic Antecedents of Classic Maya

Architecture. In Function and Meaning in Classic Maya Architecture, edited by Stephen D. Houston, pp. 49-122. Dumbarton Oaks Research Library and Collection, Washington, D.C.

Hansen, Richard D., Steven Bozarth, John Jacob, David Wahl, and Thomas Schreiner

2002 Climactic and Environmental Variability in the Rise of Maya Civilization: A

Preliminary Perspective form Northern Peten. Ancient Mesoamerica 13:273-295.

Saturno, William A., Karl A. Taube, and David Stuart

2005 The Murals of San Bartolo, El Petén, Guatemala, Part 1: The North Wall. Ancient

Americas 7:1-56.

Week 5 Sept 27 The Terminal Preclassic and/or Protoclassic: What in the heck was going on?

Brady, James, Joseph Ball, Ronald Bishop, Duncan Pring, Norman Hammond, and Rupert Housley

1998 The Lowland Maya Protoclassic: A Reconsideration of its Nature and Significance. Ancient Mesoamerica 9:17-38.

Callaghan, Michael

2013 Politics through Pottery: A View of the Preclassic-Classic Period Transition from Building B, Group II, Holmul, Guatemala. Ancient Mesoamerica 24(2):307-341.

Chase, Arlen F. and Diane Z.

1999 External Impetus, Internal Synthesis, and Standardization: E Group Assemblages and the Crystallization of Classic Maya Society in the Southern Lowlands". In The Emergence of Lowland Maya Civilization, Nikolai Grube editor, Acta Mesoamericana 8. Verlag Anton Saurwein: Germany.

Lincoln, Charles.

1985 Ceramics and Ceramic Chronology. In A Consideration of the Early Classic Period in the Maya Lowlands, Gordon R. Willey and Peter Mathews editors. Institute for Mesoamerican Studies State University of New York at Albany Publication No. 10. New York.

Reese-Taylor, Kathryn and Debra Walker.

2002 The Passage of the Late Preclassic in the Early Classic. In Ancient Maya Political Economies, edited by Marilyn A. Masson and David Freidel, pp. 87-122. Altamira Press: Oxford.

Week 6 Oct 4 The Early Classic: What in the heck was Teotihuacan doing, or not doing?

Recommended Reading: Sharer and Traxler, Chapter 7

Stuart, David.

2000 The arrival of strangers: Teotihuacan and Tollan in Classic Maya history. Mesoamerica's classic heritage: From Teotihuacan to the Aztecs (2000): 465-513.

Cowgill, George L.

2003 Teotihuacan and Early Classic interaction: A perspective from outside the Maya region. The Maya and Teotihuacan: Reinterpreting Early Classic Interaction, edited by Geoffrey E. Braswell (2003): 315-335.

Laporte, Juan Pedro.

2003 Architectural aspects of interaction between Tikal and Teotihuacan during the Early Classic period. The Maya and Teotihuacan: Reinterpreting Early Classic Interaction (2003): 199-216.

Clayton, Sarah C.

2005 Interregional relationships in Mesoamerica: interpreting Maya ceramics at Teotihuacan. Latin American Antiquity 16.4 (2005): 427-448.

Week 7 Oct 11 The Middle Classic: To hiatus or not to hiatus

Martin, Simon and Nikolai Grube

2008 Chronicle of the Maya Kings and Queens. Pp. 38-43. Thames and Hudson, London.

Webster, James W., et al.

2007 Stalagmite evidence from Belize indicating significant droughts at the time of Preclassic Abandonment, the Maya Hiatus, and the Classic Maya collapse." Palaeogeography, Palaeoclimatology, Palaeoecology 250.1 (2007): 1-17.

Arlen F. Chase

1991 Cycles of Time: Caracol in the Maya Realm," with an appendix on "Caracol 'Altar 21'" by Stephen Houston, in M.G. Robertson, Ed., Sixth Palenque Round Table, 1986, Vol. VII, pp. 32-42, University of Oklahoma Press, Norman.

Willey, Gordon R.

1974 The Classic Maya hiatus: A rehearsal for the collapse. Mesoamerican Archaeology: New Approaches (1974): 417-430.

Week 8 Oct 18 The Late Classic: Centralized or decentralized?

Recommended Reading: Sharer and Traxler, Chapter 8

Chase, Arlen F., and Diane Z. Chase.

1996 More than kin and king: Centralized political organization among the Late Classic Maya. Current Anthropology 37.5 (1996): 803-810.

Fox, John W., Garrett W. Cook, Arlen F. Chase, and Diane Z. Chase.

1996 Questions of political and economic integration: Segmentary versus centralized states among the ancient Maya. Current Anthropology 37, no. 5 (1996): 795-801.

Iannone, Gyles.

2002 Annales history and the ancient Maya state: Some observations on the" dynamic model". American anthropologist 104.1 (2002): 68-78.

Marken, Damien B., and James L. Fitzsimmons,

2015 Introduction. In Classic Maya polities of the southern lowlands: integration, interaction,

dissolution. University Press of Colorado, Boulder.

Week 9 Oct 25 The Terminal Classic: Collapse or transformation?

Recommended Reading: Sharer and Traxler, Chapter 9

Kennett, Douglas J., et al.

2012 Development and disintegration of Maya political systems in response to climate change. Science 338.6108 (2012): 788-791.

Rice, Prudence M., A. A. Demarest, and D. S. Rice.

2004 The terminal classic and the ‘‘Classic Maya Collapse’’in perspective. The Terminal Classic in the Maya Lowlands: collapse, transition, and transformation (2004): 1-11.

Aimers, James J.

2007 What Maya collapse? Terminal classic variation in the Maya lowlands. Journal of archaeological research 15.4 (2007): 329-377.

Aimers, James, and David Hodell.

2011 Societal collapse: Drought and the Maya. Nature 479.7371 (2011): 44-45.

Week 10 Nov 1 The Postclassic: Economic and social transformation or same old, same old?

Recommended Reading: Sharer and Traxler, Chapter 10

Chase, Diane Z., and Arlen F. Chase.

2004 Hermeneutics, transitions, and transformations in Classic to Postclassic Maya society. The Terminal Classic in the Maya Lowlands: Collapse, Transition, and Transformation, University Press of Colorado, Boulder (2004).

Rice, P. M., and D. S. Rice.

2004 Late Classic to Postclassic transformations in the Peten lakes region, Guatemala. The Terminal Classic in the Maya Lowlands: Collapse, Transition, and Transformation, University Press of Colorado, Boulder (2004): 125-139.

Ringle, William M., George J. Bey III, Tara Bond Freeman, Craig A. Hanson, Charles W. Houck, and J. Gregory Smith.

2004 The decline of the east: the Classic to Postclassic transition at Ek Balam, Yucatan." The Terminal Classic in the Maya lowlands: collapse, transition, and transformation (2004): 485-516.

Pugh, Timothy W.

2001 Flood reptiles, serpent temples, and the quadripartite universe: The imago mundi of Late Postclassic Mayapan." Ancient Mesoamerica 12.2 (2001): 247-258.

Braswell, Geoffrey E.

2001 Post-Classic Maya courts of the Guatemalan highlands: archaeological and ethnohistorical approaches." Royal Courts of the Ancient Maya 2 (2001): 308-334.

Week 11 Nov 8 The Maya Economy: Who in the heck was in control?

Recommended Reading: Sharer and Traxler, Chapter 11

Masson, Marilyn A.

2002 Introduction, In Ancient Maya political economies. Masson, Marilyn A., and

David A. Freidel, eds. Rowan Altamira, Walnut Creek.

Braswell, Geoffrey E.

2010 The rise and fall of market exchange: a dynamic approach to ancient Maya economy.

Archaeological approaches to market exchange in ancient societies (2010): 127-40.

McAnany, Patricia A., and E. Christian Wells.

2008 Toward a theory of ritual economy." Dimensions of Ritual Economy. Emerald Group Publishing Limited, 2008. 1-16.

McAnany, Patricia A.

1993 The economics of social power and wealth among eighth-century Maya households." Lowland Maya civilization in the eighth century AD (1993): 65-89.

Week 12 Nov 15 Maya Social Organization: Flexible vs. Rigid? Oppressive to Women vs. Liberating to Women? Gender Fluid vs. Gender

Distinct?

Recommended Reading: Sharer and Traxler, Chapter 12

Robin, Cynthia, MatthewH Johnson, RosemaryA Joyce, LisaJ Lucero, Lynn Meskell, JoelW Palka, Edward Schortman, and Cynthia Robin.

2006 Gender, farming, and long-term change: Maya historical and archaeological perspectives." Current anthropology 47, no. 3 (2006): 409-433.

Joyce, Rosemary A.

2001 Negotiating sex and gender in Classic Maya society." Gender in Pre-Hispanic America (2001): 109-41.

Looper, Matthew G.

2002 Women-men (and men-women): Classic Maya rulers and the third gender. Ancient Maya Women (2002): 171-202.

Week 13 Nov 22 Student Presentations and Future Directions for Maya Archaeology

Week 14 Nov 29--Thanksgiving Break!

Final Paper Due: Friday December 6th at 11:59 PM in Webcourses!

Course Summary:

Date	Details

Date	Details	
Thu Sep 5, 2019	**Discussion Leading-Assignment #1** (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (ANG6168-19Fall 0001)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm
	Week 2-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276202)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (ANG6168-19Fall 0001)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
Thu Sep 12, 2019	**Week 3-Article Summary** (https://webcourses.ucf.edu/courses/1336206/assignments/6276203)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm
Thu Sep 19, 2019	**Week 4-Article Summary** (https://webcourses.ucf.edu/courses/1336206/assignments/6276204)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Thu Sep 26, 2019	**Week 5-Article Summary** (https://webcourses.ucf.edu/courses/1336206/assignments/6276205)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm

Date	Details	
Thu Oct 3, 2019	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (ANG6168-19Fall 0001)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Sat Oct 5, 2019	Week 6-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276206)	due by 11:59pm
Sun Oct 6, 2019	Final Project Topic (https://webcourses.ucf.edu/courses/1336206/assignments/6276196)	due by 11:59pm
Thu Oct 10, 2019	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Sat Oct 12, 2019	Week 7-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276207)	due by 11:59pm
Thu Oct 17, 2019	Week 8-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276208)	due by 11:59pm
	Article Presentations-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276189) (1 student)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm
Sun Oct 20, 2019	Annotated Bibliography (https://webcourses.ucf.edu/courses/1336206/assignments/6276188)	due by 11:59pm

Date	Details	
Thu Oct 24, 2019	Week 9-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276209)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #1 (https://webcourses.ucf.edu/courses/1336206/assignments/6276191) (1 student)	due by 11:59pm
Thu Oct 31, 2019	Week 10-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276199)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Thu Nov 7, 2019	Week 11-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276200)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Thu Nov 14, 2019	Week 12-Article Summary (https://webcourses.ucf.edu/courses/1336206/assignments/6276201)	due by 11:59pm
	Article Presentations-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276190) (1 student)	due by 11:59pm
	Discussion Leading-Assignment #2 (https://webcourses.ucf.edu/courses/1336206/assignments/6276192) (1 student)	due by 11:59pm
Sun Nov 17, 2019	Final Project Outline (https://webcourses.ucf.edu/courses/1336206/assignments/6276195)	due by 11:59pm
Fri Nov 22, 2019	Presentation (https://webcourses.ucf.edu/courses/1336206/assignments/6276197)	due by 9am
Sun Dec 1, 2019	Final Project-First Draft (https://webcourses.ucf.edu/courses/1336206/assignments/6276194)	due by 11:59pm

Date	Details	
Sun Dec 8, 2019	**Final Project-Final Draft** (https://webcourses.ucf.edu/courses/1336206/assignments/6276193)	due by 11:59pm
	Roll Call Attendance (https://webcourses.ucf.edu/courses/1336206/assignments/6276198)	

College of Sciences - Grad Course Revision - ANG 6520C Advanced Human Osteology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6520C

Course Title:* Advanced Human Osteology

30 Character Abbreviation:* Advanced Human Osteology

Full Title:* Grad Course Revision - ANG 6520C Advanced Human Osteology

Course Instructor (Must be Approved Graduate Faculty/Scholars): Sandra Wheeler

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Advanced seminar on methods and theory pertaining to the study of the human skeleton.

Prerequisite(s): Admission to Anthropology MA, ~~**Maya Studies GC**~~ **Integrative Anthropological Sciences PhD**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	2
Lab/Studio/Field Work Hours:*	2
Out-of-Class Hours:*	6
Total Engagement Hours:*	**4 12**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ No

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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:	**Activity Log** **Tiffany Chestnut** + **Elective Course** ○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	Adding anthro phd as pre-req for entrance to course
What grad programs/tracks require or recommend this course for graduation?	**Anthropology PhD& MA**
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	**n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden



Advanced Human Osteology

ANG 6520C (0001) • 3 credit hours

Department of Anthropology • College of Sciences • University of Central Florida

Professor Contact

Professor:	Dr. Sandra Wheeler
Office:	Howard Phillips Hall 309F UCF Main Campus
Office hours:	Wednesdays, 10:00am-12:00pm and by appointment
Contact:	Sandra.Wheeler@ucf.edu or Inbox in Webcourses

Course Information

Course name:	Advanced Human Osteology
Course ID:	ANG 6520C; with lab (C)
Credit hours:	3.0 hours
Semester/Year:	Fall/2018
Location and time:	Thursdays, 3:00-5:50pm, MSB 149; Research Park Osteology Lab, occasional

University Catalog Description

Prerequisite(s): Admission to the Ph.D. in Integrative Anthropological Sciences or M.A. in Anthropology programs or C.I. Advanced seminar on methods and theory pertaining to the study of the human skeleton.

Course Overview

This course is a reading-based and hands-on approach to the study of the human skeleton. Our focus will be the adult and juvenile human skeleton from archaeological contexts and the various methods and theoretical concepts used in human osteological research. Each week we will be exploring a different topic relating to human osteology. Hands-on skeletal labs will also be a critical part of this course. Classes will consist of student presentations, discussion sessions, and hands-on lab exercises to provide you with experience in working with adult and juvenile skeletal remains.

NB: This is a graduate level applied human osteology course. This is not a beginning osteology course, however, there will be a *brief* review of the human skeleton and basic bone anatomy at the beginning of this course.

Topics to be covered will include:

- The history and development of physical anthropology
- Ethics in human osteological research
- The 'race' concept from a skeletal perspective
- The juvenile skeleton and growth studies
- Skeletal and dental health, disease, and trauma
- Biochemical and molecular methods of analyses
- Assessing identity and status from skeletons
- The peer review process

Course Learning Outcomes

By the end of this course you will be able to:

- Collect basic demographic data from whole, fragmentary and isolated bones
- Understand and apply various methods of determining metric and non-metric skeletal data

- Systematically collect and analyze data from human skeletons
- Produce and peer-review professional skeletal reports
- Research and annotate discipline-specific peer-reviewed publications
- Synthesize concepts and ideas from the readings and apply them to research questions

Required Texts

There are **no required texts** for this course. All readings will be available electronically via Webcourses or the UCF library system. In addition, the Bone Lab (MSB 149) has several copies of the reference texts we will be regularly using for the readings and labs.

Course Requirements

This class begins on **August 20** and ends on **December 2, 2018.** Final's Week is **Dec 3-7, 2018**. Over this semester, you will be expected to:

- keep up with the readings assigned in the weekly modules.
- turn in your weekly annotations, micropapers, and labs on time and in a professional manner.
- participate in class presentations, discussions, labs, and peer reviews.
- complete a final research paper and present it to the class.

Please note the due dates carefully as there are many of them. I will not accept late work unless there is a valid absence (i.e., illness, family emergencies, conferences, etc). If you are unsure about what qualifies as valid absence, come talk to me. You are advised of this from the start, and you should recognize that it is your responsibility to be aware of all due dates for this course.

Grading Scale (+/- letter grades)

A	94-100%	B+	87-89%	C+	77-79%	D	60-69%
A-	90-93%	B	84-86%	C	70-76%	F	59% or below
		B-	80-83%				

Incomplete grades are only given in situations where unexpected and documented medical emergencies prevent a student enrolled in the course in good standing from completing the remaining work. 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' grade will automatically be recorded as an 'F' on your transcript.

NB: As per UCF rules, any grade below a B- in a graduate course **does count** toward your GPA but **does NOT count** toward your degree program.

Evaluation and Grading

You can access your grades for your work through the 'Grades' link in the main course menu. It is your responsibility to check on your grades throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. I will put as much time and effort into grading your work as you do in completing it.

Your final grade for the course is weighted and will be based on your performance on the following:

Assignment	Percentage	Description
Participation	10%	Weekly presentation and discussion of assigned readings, peer reviews and active participation. This is a cumulative grade assessed at the end of the semester.
Annotations	10%	Weekly annotation on readings.
Micropapers	20%	Weekly micropapers (600-700 words) on approved topics. You will peer review these.
Labs	20%	Hands-on osteology exercises and written reports.

Final paper and presentation	40%	Research paper and public presentation.

Really Important Participation Information: We are required to document students' academic activity at the beginning of each course. In order to document that you began this course, **YOU MUST COMPLETE THE GETTING STARTED ACTIVITY BY FRIDAY AUGUST 24, 2018.** Failure to do so will result in a delay in the disbursement of your financial aid. And no one wants that.

Discussion and presentation: Each class will start with start with a student 'expert' who will be the Discussion Leader and Moderator for the week's topic. You are expected to be familiar with the assigned readings for the week's presentation topic and also with some of the literature on key issues or debates within human osteology that may relate to that topic. You will come up with at least two (maybe more) leading discussion questions and moderate the class discussions.

Annotations: You will turn in one annotation each week on the theme of that week's readings. You will submit your annotations to the Assignment page AND you will paste them (in alphabetical order) into the annotation module page for that week so everyone can see the submitted annotations.

Micropapers: You're probably wondering what a micropaper is. It's basically a short and intense research paper on a particular topic. I have compiled an **informative document** explaining exactly what you can expect preparing and peer reviewing a micropaper. Almost every week, you will turn in a micropaper on the theme of that week's readings. You may even use the topic for your annotations for your micropaper! Your classmates will peer review your micropaper and I will check over their reviews before releasing your grade.

Lab exercises: Labs are designed to familiarize you with techniques for data collection as well as applications of skeletal data sets and presenting that information in written form. Lab exercises will be turned in the following week they are assigned unless otherwise noted. We will start the labs in class, however it is your responsibility to ensure their completion before the due date. **This means working on your labs outside of class time.** Please check the MSB 149 room schedule (posted on the lab door) for times when the room is not in use. If there is a class in session, **do not** interrupt!! We will have some class and labs over in Research Parkway, I will post those dates as we get closer to the meeting times.

Final research paper and presentation: You are expected to write a 10- to 12-page research paper on a chosen and approved topic. Your research paper will form the basis of your final presentation. Your paper should address a problem, methodology or debate in human osteology and must have a clear thesis statement or research question (i.e., not a literature review). Reference and citation style will be consistent with the style used in the Annotations. Your presentation will consist of a 15-minute (max) PowerPoint (or similar) presentation summarizing the major findings in your research paper. The presentation will be followed by a brief question period. Final presentations will take place in **MSB 149 on NOV 29 and DEC 6**. You are **required to be present and fully participate in both sessions**. More details about your paper and presentation can be found in Assignments or in the Modules.

Weekly Schedule

The following table provides the **weekly cycle of work that you are expected to complete** for your class preparation and participation:

Thursdays	Fridays	Saturdays	Tuesdays	Wednesdays
• Class 3-5:50pm • Discussion leader 3-4:30pm • Micropaper assigned • Start lab assignment	• Peer review grades released • Labs due by 11:59pm	• Dance	• Annotations due by 11:59pm	• Micropapers due by 12pm

• Peer review due by11:59pm				

Important Things

First and foremost, read this syllabus. The syllabus is your guide so that you can keep up with the scheduled readings, modules, and assignments. There are many due dates for assignments, so you have to stay on top of this as **no late work will be accepted** unless I have given you express permission due to extraneous circumstances. If you've never used that **Calendar button** on the side of your screen, use it!! It's super helpful!

What if I Have an Emergency that Affects My Course Performance or Coursework?

First of all, come talk to me. I can't help you or work with you if I don't know what's going on. If you don't feel like you can talk with me, contact the Anthropology Department Graduate Coordinator to discuss your situation.

Academic Integrity

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn in college. To be successful in this class (and in college in general), you will need to check Webcourses regularly (and often!), keep up with assigned readings and make every effort to complete assignments, labs, and papers on time and in a professional manner!

Academic honesty: Plagiarism and/or 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" or "Z" for the entire course). It may also be subject to appropriate referral to the UCF Office of Student Conduct for further action. See the UCF Golden Rule. I will assume 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. **If you let your friend copy your homework, that is plagiarism also and you will both be subject to a Z grade** or I might just have to turn you both into werewolves. I may just toss a zombie on you. And no one wants that. Keep this in mind before you decide to "help out" a friend. Also, please keep in mind while the Internet is an excellent source of *quick* information, it is not necessarily an excellent source of *valid* information and may also be a source of plagiarism in its own right.

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. This is particularly the case when it comes to final grades.

Trolling: Trolls, don't be one, don't do it. See statement below.

Respect for diversity and inclusion: This class will be conducted in a way that respects all aspects of diversity and it is my intent to teach this course so that all students, no matter their **gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, and culture,** are respected. It is expected that everyone show respect for one another and the diverse issues and topics that will be covered. If you make inappropriate statements or act aggressively toward other students, you may be removed from the class OR if the infraction is severe, **you may be removed from the course** and subject to action by the Office of Student Conduct. Also, please let me know if you would like me to use specific **personal gender pronouns** (PGPs) when communicating with you.

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.
- Sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information,

including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- If you're not on campus, use your common sense and stay safe.

Student Accessibility Services (SAS)

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 disability-related access in this course should contact the professor as soon as possible. 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. No accommodations will be provided until the professor receives the letter from SAS. Students who need accommodations must be registered with Student Accessibility Services, Ferrel Commons 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, or sas@ucf.edu.

Active Duty Military

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. **The use of these materials is strictly reserved for this online classroom environment and your use only.** All copyright materials are credited to the copyright holder.

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 (see Copyright statement above). Students who engage in such activity are in violation of academic conduct standards and may face penalties. Also, it's just not cool.

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.

Course Lecture and Assignment Schedule

Changes to the lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the assignment schedule. Any changes will be announced in class or through Webcourses. Due dates for assignments can be found in the table below. Look in the Modules for a complete listing of the course schedule and materials.

ANG6520C Advanced Osteology Required Readings: See Webcourses for assignment due dates

Module/Date	Topic and Required Readings

Module 1/Aug 30	History of Physical Anthropology and Scientific Racism • Washburn, S. (1951). The new physical anthropology. *Trans N Y Acad Sci* 13(2), 298-304. • Blakey, M.L. (1987). Intrinsic social and political bias in the history of American physical anthropology with special referenceto the work of Aleš Hrdlička. *Crit Anthropol* 7(2), 7-35.

	• Buikstra, J.E. (2006). A historical introduction. In: J.E. Buikstra and L.A. Beck (Eds.), *Bioarchaeology: The contextual analysis of human remains* (pp. 7-26). London: Elsevier. • Little, M.A. (2017). Physical anthropology in 1918 and the founding of the U.S. journal. *Am J Phys Anthropol* 165, 626-637.
Module 2/Sep 6	Ethics in Biological Anthropology and Human Osteology and Research Design • Walker, P.L. (2008). Bioarchaeological ethics: A historical perspective on human remains. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 3-40). New York: John Wiley & Sons, Inc. • Kaufmann, M., Rühli, F.J. (2010). Without 'informed consent'? Ethics and ancient mummy research. *J Med Ethics* https://jme.bmj.com/content/36/10/608 • Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). An ethos for bioarchaeologists. In: *Bioarchaeology: An integrated approach to working with human remains,* Manuals in Archaeological Method, Theory and Technique (pp. 23-55). New York: Springer. • Turner, T.R., Wagner, J.K., Cabana, G.S. (2017). Ethics in biological anthropology. *Am J Phys Anthropol* 165, 939-951. • Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). Formulating research projects involving human remains. In: *Bioarchaeology: An integrated approach to working with human remains,* Manuals in Archaeological Method, Theory and Technique (pp. 57-92). New York: Springer. Review Case Study of Ata
Module 3/Sep 13	The Paradigm of Race • Sauer, N.J. (1992). Forensic anthropology and the concept of race: If races don't exist, why are forensic anthropologists so good at identifying them? *Soc Sci Med* 34, 107-111. • Ubelaker, D.H. (2008). Forensic anthropology: Methodology and diversity of applications. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 41-69). New York: John Wiley & Sons, Inc. • Ousley, S., Jantz, R., Freid, D. (2009). Understanding race and human variation: Why forensic anthropologists are good at identifying race. *Am J Phys Anthropol*, 68-76. • Caspari, R. (2018). Race, then and now: 1918 revisited. *Am J Phys Anthropol* 165, 924-938.
Module 4/Sep 20	The Juvenile Skeleton • Goodman, A.H., Armelagos, G.J. (1989). Infant and childhood morbidity and mortality risks in archaeological populations. *World Archaeol* 21, 225-243. • Saunders, S.R. (2008). Juvenile skeletons and growth-related studies. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology*

	of the human skeleton, second edition (pp. 117-147). New York: John Wiley & Sons, Inc. • Halcrow, S.E., Tayles, N. (2008). The bioarchaeological investigation of childhood and social age: Problems and prospects. *J Archaeol Method Theory* 15, 190-215. • Gowland, R.L., Chamberlain, A., Redfern, R.C. (2014). On the brink of being: Re-evaluating infanticide and infant burial in Roman Britain. *J Rom Archaeol supplementary series* 96, 69-88. • Schillaci, M.A., Nikitovic, D., Akins, N.J., Tripp, L., Palkovich, A.M. (2011). Infant and juvenile growth in ancestral Pueblo Indians. *Am J Phys Anthropol* 145, 318-326.
Module 5/Sep 27	Adult Age, Sex, and Stature • Milner, G.R., Wood, J.W., Boldsen, J.L. (2008). Advances in paleodemography. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 561-600). New York: John Wiley & Sons, Inc. • Buikstra, J.E., Ubelaker, D.H. (1994). Documentation of sex differences and age changes in adults. In: J.E. Buikstra and D.H. Ubelaker (Eds.), *Standards for data collection from human skeletal remains*, (pp. 15-38). Albuquerque: Arkansas Archaeological Survey Research Series No. 44. • Raxter, M.H., Auerbach, B.M., Ruff, C.B. (2006). Revision of the Fully Technique for estimating statures. *Am J Phys Anthropol 130*, 374-384. • Geller, P.L. (2005). Skeletal analysis and theoretical complications. *World Archaeol* 37, 597-609.
Module 6/Oct 4	Guest Speaker: Dr. Tosha Dupras on Peer Review in AJPA / Bioarchaeology and the Osteological Paradox • Larsen, C.L. (2018). Bioarchaeology in perspective: From classifications of the dead to conditions of the living. *Am J Phys Anthropol* 165, 865-878. • Martin, D.L., Harrod, R.P., Pérez, V.R. (2013). The practice of bioarchaeology. In: *Bioarchaeology: An integrated approach to working with human remains,* Manuals in Archaeological Method, Theory and Technique (pp. 1-21). New York: Springer. • Wood, J.W., Milner, G.R., Harpending, H.C., Weiss, K.M. (1992). The osteological paradox: Problems of inferring prehistoric health from skeletal samples. *Curr Anthropol* 33, 343-370. • Wright, L.E., Yoder, C.J. (2003). Recent progress in bioarchaeology: Approaches to the osteological paradox. *J Archaeol Res* 11, 43-70. • DeWitte, S.N., Stojanowski, C.M. (2015). The osteological paradox 20 years later: Past perspectives, future directions. *J Archaeol Res* 23, 397-450.
Module 7/Oct 11	Dental Anthropology and Pathology

	• Hillson, S. (2008). Dental pathology. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 301-340). New York: John Wiley & Sons, Inc. • Robbins Schug, G. (2016). Paleodemography II: Age estimation from dental histology. In: J.R. Lukacs and J.Pal (Eds.), *Holocene foragers of North India: The bioarchaeology of Mesolithic Damdama,* BAR International Series 2783 (pp. 121-131). Oxford: Archaeopress. • King, T., Humphrey, L.T., Hillson, S. (2005). Linear enamel hypoplasias as indicators of systemic physiological stress: Evidence from two known age-at-death and sex populations from Postmedieval London. *Am J Phys Anthropol* 128, 547-559. • Tiesler, V., Cucina, A., Ramírez-Salomón, M. (2017). Permanent dental modifications among the ancient Maya. In: S.E. Burnett and J.D. Irish (Eds.), A world view of bioculturally modified teeth (pp. 270-284). Gainesville: University Press of Florida. • Keenleyside, A. (2008). Dental pathology and diet at Apollonia, a Greek colony on the Black Sea. *Int J Osteoarchaeol* 18, 262-279.
Module 8/Oct 18	Paleopathology • Grauer, A. L. (2018). A century of paleopathology. *Am J Phys Anthropol* 165, 904-914. • Goodman, A.H., Martin, D.L. (2002). Reconstructing health profiles from skeletal remains. In: R.H. Steckel and J.C. Rose (Eds.), *The backbone of history: Health and nutrition in the western hemisphere* (pp. 11-60). Cambridge: Cambridge University Press. • Temple, D.H., Goodman, A.H. (2014). Bioarchaeology has a "health" problem: Conceptualizing "stress" and "health" in bioarchaeological research. *Am J Phys Anthropol* 155, 186-191. • Ortner, D.J. (2012). Differential diagnosis and issues in disease classification. In: A.L. Grauer (Ed.), *A companion to paleopathology* (pp. 250-267). Chichester: Blackwell Publishing Ltd.
Module 9/ Oct 25	Trauma Analysis and Dismemberment • Lovell, N. (2008). Analysis and interpretation of skeletal trauma. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 341-386). New York: John Wiley & Sons, Inc. • Walker, P.L. (2001). A bioarchaeological perspective on the history of violence. *Ann Rev Anthropol* 30, 573-596. • Nystrom, K.C., Sirianni, J., Higgins, R., Perrelli, D., Liber Raines, J.L. (2017). Structural inequality and postmortem examination at the Erie County Poorhouse. In: K.C. Nystrom (Ed.), *The bioarchaeology of dissection and autopsy in the United States* (pp. 279-300). Switzerland: Springer. • Dupras, T.L., Williams, L.J., De Meyer, M., Peeters, C., Depraetere, D., Vanthuyne, B., Willems, H. (2010). Evidence of amputation as medical treatment in ancient Egypt. *Int J Osteoarchaeol* 20, 405-423.

	• Wheeler, S.M., Williams, L.J., Beauchesne, P. Dupras, T.L. (2013). Shattered lives and broken bones: Evidence of physical child abuse in Ancient Egypt. *Int J Paleopathol* 3, 71-82.
Module 10/Nov 1	No class, UCF Football game, campus closes at 3pm On your own, read Reconstructing Social or Ethnic Identity • Knudson, K.J., Stojanowski, C.M. (2008). New directions in bioarchaeology: Recent contributions to the study of human social identities. *J Archaeol Res* 16, 397-432. • Tiesler, V. (2012). Studying cranial vault modifications in ancient Mesoamerica. *J Anthropol Sci* 90, 33-58. • Torres-Rouff, C. (2008). The influence of Tiwanaku on life in the Chilean Atacama: Mortuary and bodily perspectives. *Am Anthropol* 110, 325-337. • Buzon, M.R. (2006). Biological and ethnic identity in New Kingdom Nubia: A case study from Tombos. *Curr Anthropol* 47, 683-695. • Geber, J. (2017). Interring the 'deserving' child: The archaeology of the deaths and burials of children at the Kilkenny Workhouse during the Great Famine in Ireland, 1845-52. In: E. Murphy and M. Le Roy (Eds.), *Children, death and burial: Archaeological discourses* (pp. 248-262). Oxford: Oxbow Books.
Module 11/Nov 8	Biomechanics and Activity Patterns • Ruff, C.B. (2008). Biomechanical analyses of archaeological human skeletons. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 183-206). New York: John Wiley & Sons, Inc. • Pearson, O.M., Buikstra, J.E. (2006). Behavior and the bones. In: J.E. Buikstra and L.A. Beck (Eds.), *Bioarchaeology: The contextual analysis of human remains* (pp. 207-226). London: Elsevier Ltd. • Stock, J.T., Pfeiffer, S.K. (2004). Long bone robusticity and subsistence behavior among Later Stone Age foragers of the forest and fynbos biomes of South Africa. *J Archaeol Sci* 31, 999-1013. • Wanner, I.S., Sierra Sosa, T., Alt, K.W., Tiesler Blos, V. (2007). Lifestyle, occupation, and whole bone morphology of the Pre-Hispanic Maya coastal population from Xcambó, Yucatan, Mexico. *Int J Osteoarchaeol* 17, 253-268.
Module 12/Nov 15	Biochemical Methods of Analysis • Katzenberg, M.A. (2008). Stable isotope analysis: A tool for studying past diet, demography, and life history. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 413-441). New York: John Wiley & Sons, Inc. • Stone, A.C. (2008). DNA analysis of archaeological remains. In: M.A. Katzenberg and S.R. Saunders (Eds.), *Biological anthropology of the human skeleton, second edition* (pp. 461-483). New York: John Wiley & Sons, Inc.

	• Spence, M.W., White, C.D., Longstaffe, F.J., Law, K.R. (2004). Victims of the victims: Human trophies worn by sacrificed soldiers from the Feathered Serpent Pyramid, Teotihuacan. *Anc Mesoam* 15, 1-15. • Prowse, T.L., Schwarcz, H.P., Garnsey, P., Knyf, M., Macchiarelli, R., Bondoli, L. (2007). Isotopic evidence for age-related immigration to Imperial Rome. *Am J Phys Anthropol* 132, 510-519. • Dupras, T.L., Schwarcz, H.P., Fairgrieve, S.I. (2001). Infant feeding and weaning practices in Roman Egypt. *Am J Phys Anthropol* 115, 204-212.
Nov 22	No class, Thanksgiving
Nov 29/Dec 6	Final Presentations

College of Sciences - Grad Course Revision - ANG 6701 Public and Applied Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6701

Course Title:* Public and Applied Anthropology

30 Character Abbreviation:* Public and Applied Anth

Full Title:* Grad Course Revision - ANG 6701 Public and Applied Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): Joanna Mishtal

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Explores anthropological approaches to important present-day cultural, political, economic, and environmental issues.

Prerequisite(s): Admission to Anthropology MA, **Integrative Anthropological Sciences PhD,** or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ **9**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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:	**Activity Log** **Tiffany Chestnut** + **Elective Course** ○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	Adding anthro phd as pre-req so those students may enroll in the course
What grad programs/tracks require or recommend this course for graduation?	**Anthropology PhD& MA**
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	**n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

Updated 10-4-2019

Welcome to:

Public & Applied Anthropology
ANG 6701

Fall 2019
Wednesdays: 6:00 – 8:50 pm in room HPH 0409M

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Professor: Joanna Mishtal, Ph.D.
Office Hours & Location: HPH 409Q, Mondays 11:30 am – 12:30 pm, & by appointment
E-mail: jmishtal@ucf.edu
Phone: (407) 823-3797

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Course Description:

This course will explore how anthropology can be relevant to important present-day cultural, political, economic, and environmental issues. Anthropological knowledge, skills, theories, and methods have proven to be vital tools in bringing attention to contemporary human concerns related to health, globalization, migration, human rights, environmental damage, and poverty. Public and applied (or public interest) anthropologists' engagement with these concerns, working inside and outside of academia, is driven by the commitment to social justice, equity, diversity, and inclusivity. This includes bringing attention to the experiences of marginalized and invisible communities. In other words, public anthropology addresses public problems. We will also examine the ways in which anthropological analyses can be made more accessible and used in informing and re-framing public and policy debates. Finally, we will consider how specific anthropological work can be relevant in interdisciplinary scholarship and interventions conducted in public interest.

Learning outcomes - upon completion of the course, the students will:
1.) understand how anthropological work and concepts are relevant to current cultural, political, economic, and environmental issues
2.) be familiar with ethical considerations for public/applied anthropology work
3.) gain insight about specific applications of anthropological analyses of social justice issues
4.) understand anthropology's role in public policy and policy debates

Prerequisites: Admission to Anthropology MA program, Integrative Anthropological Sciences PhD, or C.I.

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Required Books:

1.) Carolyn Sufrin, 2017. *Jailcare: Finding the Safety Net for Women behind Bars.* University of California Press [$13 on Amazon]

2.) Tracy Kidder, 2009. *Mountains beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World.* Random House Publishing [$13 on Amazon]
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3.) Javier Auyero, Debora Alejandra Swistun, 2009. *Flammable: Environmental Suffering in an Argentine Shantytown*. Oxford University Press. [$4 on Amazon]

4.) Daniel Jordan Smith, 2008. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*. Princeton University Press. [$4 on Amazon]

Required Articles: these will be available for download as PDFs on Canvas or you can locate them yourself via the UCF library databases. Specific article citations and their scheduled times during the semester are listed below. In addition to these required articles, I will post "Supplements" – these are texts that are provided as additional reading for students wishing to expand on and better understand particular topics. Students are welcome to recommend additional readings of interest.

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Seminar Structure:

Graduate seminars are discussion-driven and aim to create a forum for interactive in-depth analysis of texts and concepts. Occasionally, short overviews of the week's topic will be provided, while discussions will focus on specific readings assigned for that week.

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Course Requirements:

1. Reaction Papers

Each student is expected to read all assigned material for a given week in advance of the class and write a short—500 to 550 words—reaction paper based on those readings. Students are expected to post their papers by midnight the day before the class (i.e., Tuesday) 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 engaged and thoughtful analysis of arguments in the texts. (For 'Writing Parameters' see below on p. 4.)

Due: every week, except wk 4 (Guest)

2. Discussions, Participation, and Attendance

Much of the success of this class as well as a portion of your grade will depend on the quality and quantity of your participation in every class discussion. The 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 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 assume that respectful behavior is the norm in all class discussions, including toward your fellow peers as well as me. In the end, I hope that the combination of engaged participants and some 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 prepare

interesting or provocative questions for the purpose of generating discussion or introduce additional information obtained from websites or print media (no videos please, unless very short and approved). Power Points with a list of questions are discouraged; the Leaders should let the discussion evolve and use prepared questions only as needed. Leaders are asked to meet with me in my office 15 minutes before class on their day.

Attendance is expected in every class at the graduate level (like in a job), unless there are clear extenuating circumstances preventing the student from attending and documented in some manner with me, and when possible ahead of the class. We are relying on your role in each class, which may be as the leader of the discussion, a participant in discussions, or a presenter. This class is a community effort that we will share and build together.

3. Service Learning Project OR Research Paper Project OR Individualized Project

3a.) Option I: Service Learning Project & Shorter Paper

This option is encouraged! Much of public/applied anthropological work involves working with community organizations. Increasingly, experience with a community organization is not only the key factor for successfully seeking jobs in non-academic settings, but is central to engaged citizenship, regardless of your future career or educational direction. Thus, you have the option of completing a minimum of 20-hour Service Learning Project with an approved community organization. There are 3 ways of arranging this: (1) you can develop your own contact and project – feel free to talk with me about your ideas and I can make suggestions based on previous students' experiences, (2) seek assistance from the Volunteer UCF office http://osi.ucf.edu/vucf/ - browse their links with local organizations and pursue from there, or (3) seek assistance from UCF Experiential Learning Office http://www.explearning.ucf.edu/ - browse their links with local organizations (and also Internships) and pursue from there.

Products:

The Log: During your project please keep a Log of activities and the hours worked, which should be turned in together with the final Project Report. The Log must include contact information of the organization for verification purposes.

The Paper will be a 3500 – 4000 word paper (not including references) discussing the project experience and incorporating class material related to anthropological theories, skills, and/or methods using references from the course.
Due 12/9/2019, Monday, by midnight. (Can submit earlier.)

3b.) Option II: Research Paper Project (Longer paper)

This will be a 5000 – 6000 word research 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. Information from sources such as website or other non-scholarly sources is not acceptable.
Due: 12/9/2019, Monday, by midnight. (Can submit earlier.)

3c.) Option III: Individualized Project – based on the student's needs, this can be a conference paper or a thesis, which would make use of public and applied anthropology

concepts. For this option a student would meet with the professor to discuss and approve the idea at the start of the semester.

4. Proposal for Option I, II or III
Students must turn in a 1-2 page Proposal, plus a brief (3-6 references is fine) preliminary bibliography, for Service Learning Projects or Research Papers. For Individualized Projects please make an appointment with the professor as soon as possible. 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 and over email in advance of writing your Proposal.
Due: 9/9/2019, Monday, by midnight. (Feel free to submit earlier.)

5. Presentations of Final Papers (all Options)
During the last weeks of the semester students will present central ideas from their Service Learning Projects or Research Papers or Individualized Projects to their colleagues in class. You will have approximately 20-25 minutes for your presentation. We will then follow with a Q&A, and a discussion at the end of your presentation. 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. We will do a friendly and constructive peer-review of presentations.

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Writing Parameters: All writing assignments should be single-spaced, 1" margins on all sides, Times New Roman size 12 or Garamond font size 12. Always insert page numbers in every paper, even if only a single page.

- **For Reaction Papers**: please write your name, reaction paper number and word count of the main text only **in the header area**. Headings are not necessary.
- **For Final Papers**: please use a cover sheet with your name, date, course number, word counts with and without references, and the title of your paper.

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Grading Policy:
1. 8 Reaction Papers: 20% **(due every Tuesday by midnight on Canvas, so others can read them Wednesday; 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 (for 1 of the 3 options): 5%
4. Presentation (of papers/work completed for 1 of the 3 options): 15%
5. Final Paper (product from 1 of the 3 options): 30%

Grading scale:
Reaction Papers: ✓+, ✓, ✓- (i.e., "check +," "check," "check -"). It's not unusual to get a check minus in the first 2-3 weeks, but if you get more than one check minus, please make an appointment to see me so we can strategize for your improvement.
Final Papers: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

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Seminar Schedule

Week 1, August 28: Overview of Public & Applied Anthropology
Organizational Meeting:
Sign-Up for Discussion Leaders
Sign-Up for Halftime Appetizers
Sign-Up for Presentations

- **Reading for August 28**:
  1.) Haugerud, Angelique. 2016. "Public Anthropology in 2015. "Charlie Hebdo, Black Lives Matter, Migrants, and More." *American Anthropologist* 118(3):585-601.

Please browse these websites:
- Center for a Public Anthropology: http://www.publicanthropology.org/about/
- Society for Applied Anthropology: http://www.sfaa.net/
- American Anthropological Association: http://www.aaanet.org/
- National Association for the Practice of Anthropology (NAPA): http://www.practicinganthropology.org/
- National Association of Student Anthropologists (NASA): https://studentanthropologists.wordpress.com/

Week 2, September 4: "Ivory Tower," Cultural Relativism, and "Militant" Anthropology: Key Debates in Public and Applied Anthropology

- **No Class Meeting due to Conference.** This class material discussion will be combined with Wk 3 content and time extended, with your permission, or planned for another day.
- **DUE: Submit your Reaction Paper #1 this week as normal.**

- **Reading** (in this order):
  1.) Scheper-Hughes, Nancy. 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology." *Current Anthropology* 1995. 36(3):409-440.
  → Read Comments/Replies from these scholars (at the end of this article), and please choose the most compelling and the least compelling reply, and be ale to explain why:
  Vincent Crapanzano, Jonathan Friedman, Marvin Harris, Adam Kuper, Laura Nader, J. Tim O'Meara, Aihwa Ong, Paul Rabinow,…..and Scheper-Hughes' reply to the above

  2.) Rylko-Bauer, Barbara, Merrill Singer, and John Van Willigen. "Reclaiming Applied Anthropology: Its Past, Present and Future." *American Anthropologist*, 108(1):178-190, 2006.

3.) Besteman, Catherine. 2013. "Three Reflections on Public Anthropology." *Anthropology Today* 29(6): 3-6.

Optional:
- "Anthropology in Pursuit of Public Policy and Practical Knowledge." Shirley J. Fiske. 2006. *NAPA Bulletin* 26:82-107.
- "Making Anthropology Public" by N. Scheper-Hughes, *Anthropology Today*, 25(4):1-3, 2009.
- Debate at the AAA: To Boycott or not to Boycott Israeli Institutions?

- class discussion. See:
https://www.insidehighered.com/news/2016/06/07/anthropology-group-rejects-resolution-boycott-israeli-academic-institutions

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Week 3, September 11: Two-part class!

Part I: Discussion of "Ivory Tower," Cultural Relativism, and "Militant" Anthropology: Key Debates in Public Anthropology

Part II: Human Rights – Universal or Relative? Current Approaches.

- **Reading** (in this order):

1.) AAA. 1999. "Declaration on Anthropology and Human Rights." Adopted by the American Anthropological Association membership in 1999. Please read this short document first.

2.) Shannon Speed. 2006. "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research." *American Anthropologist*, 108(1):66-76, 2006.

3.) Peggy Levitt and Sally Merry. 2009. "Vernacularization on the Ground: Local Uses of Global Women's Rights in Peru, China, India and the United States." *Global Networks* 9(4): 441–461.

4.) Elif M. Babul. 2012. "Training Bureaucrats, Practicing for Europe: Negotiating Bureaucratic Authority and Governmental Legitimacy in Turkey." *Political and Legal Anthropology Review* 35(1):30-52.

Optional:
- Douglas H. Ubelaker. 2014. "Contributions of Radiocarbon Analysis in Human Rights Investigations." *Annals of Anthropological Practice* 38(1):155-164.

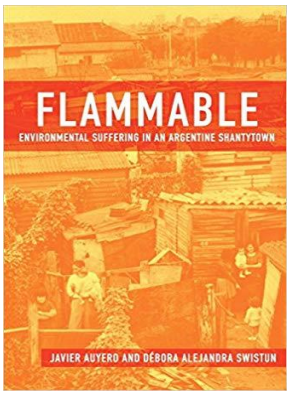
Week 4, September 18: **Public Anthropology of Drugs, Addiction, and Policy: A Case Study from Mexico.**

- **Guest Professor: Shana Harris, PhD**

- **Note:** No Reaction Paper due this week.

- **Reading:**
  1.) James Roger. 2011. "The visionary cure of the addiction war? Ibogaine: social context, subcultural identity, and implications for drug policy." *Drugs and Alcohol Today* Vol. 11(2): 77-89.

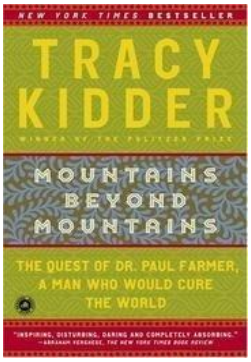
Week 5, September 25: Environmental Issues and Public Effects: A Case Study from Argentina.



- **Reading (BOOK):**
  Javier Auyero and Debora Alejandra Swistun. 2009. *Flammable: Environmental Suffering in an Argentine Shantytown.* Oxford University Press.

  Optional:
  - Donna M. Goldstein. 2017. "Invisible harm: science, subjectivity and the things we cannot see." *Culture, Theory and Critique* 58(4):321–329.
  - Melissa Checker. 2011. "Wiped Out by the 'Greenwave': Environmental Gentrification and the Paradoxical Politics of Urban Sustainability." *City & Society* 23(2):210-229.
  - L. Stine and R. Stine. 2014. "Public Archaeology in the National Park Service: A Brief Overview and a Case Study." *American Anthropologist* 116(4):843-849.
  - D. Himmelgreen and N. Romero-Daza. 2009. "Anthropological Approaches to the Global Food Crisis: Understanding and Addressing the 'Silent Tsunami.'" *Annals of Anthropological Practice* 32(1):1-11.

Week 6, October 2: Health, Wealth, and Politics: A Case Study of Activism in Haiti and Beyond.



- **Reading (BOOK):**
  Tracy Kidder, 2009. *Mountains beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World.* Random House Publishing.

Week 7, October 9: Vulnerability, Displacement, Conflict – Global Emergencies

- **Articles:**
  1.) Sarah S Willen, Michael Knipper, César E Abadía-Barrero, Nadav Davidovitch. 2017. "Syndemic vulnerability and the right to health." *The Lancet* 389: 964–77.

2.) Marrill Singer. 2012. "Syndemics of War: Malnutrition-Infectious Disease Interactions, and the Unintended Health Consequences of Intentional War Policies." Ostrach, B, and Singer, M. 2012 *Annals of Anthropological Practice* 36.2:257-273.

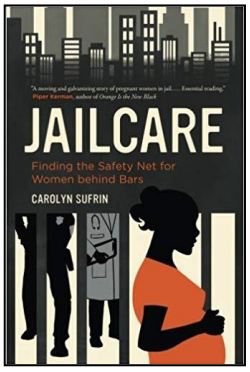
3.) Howard Campbell, Jeremy Slack, and Brian Diedrich. 2017. "Mexican Immigrants, Anthropology, and United States Law: Pragmatics, Dilemmas, and Ethics of Expert Witness Testimony." *Human Organization*, 76(4):326-335.

4.) Darryl Stellmach, Isabel Beshar, Juliet Bedford, Philipp du Cros, Beverley Stringer. 2018. "Anthropology in public health emergencies: what is anthropology good for?" *BMJ Global Health* 3:e000534.

Optional:

- Sharon Abramowitz. 2014. "Ten Things That Anthropologists Can Do to Fight the Western African Ebola Epidemic." *Somatosphere* blog; access here: http://somatosphere.net/2014/ten-things-that-anthropologists-can-do-to-fight-the-west-african-ebola-epidemic.html/
- Jason De Leon and Michael Wells. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail.* University of California Press.

Week 8, October 16: Marginalization and Social Inequalities: A Case Study from the United States.



- **Reading (BOOK):**
  Carolyn Sufrin. 2017. *Jailcare: Finding the Safety Net for Women behind Bars***.** University of California Press.

Week 9, October 23: Education – The Role of Anthropology.

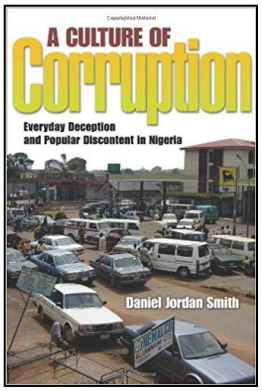
- **Reading:**
  1.) Kysa Nygreen, Katie A. Lazdowski, and Steve Bialostok. 2017. "Educational Anthropologists Respond to the 2016 U.S. Presidential Election: Rupture, Continuity, and Resistance" *Anthropology & Education Quarterly* 48(4):339–348.

  2.) Eli Thorkelson. 2019. "A Campus Fractured: Neoliberalization and the Clash of Academic Democracies in France." *Anthropology & Education Quarterly* 50(1):97-113.

  3.) Dana-Ain Davis. 2015. "Constructing Fear in Academia: Neoliberal Practices at a Public College." In Learning under Neoliberalism: Ethnographies of Governance in Higher Education, Hyatt, S.B., Shear, B.W., and Wright, S. eds. Pp. 151-177.

4.) Diana Steele. 2018. "Higher Education and Urban Migration for Community Resilience: Indigenous Amazonian Youth Promoting Place-Based Livelihoods and Identities in Peru." Anthropology & Education Quarterly 49(1): 89-105.

Week 10, October 30: Corruption – Coping with State Power Abuses, Inequalities, and Failures of Development: A Case Study from Nigeria.



- **Reading (BOOK):**
  1.) Daniel Jordan Smith, 2008. *A Culture of Corruption: Everyday Deception and Popular Discontent in Nigeria*. Princeton University Press.

Week 11, November 6: Student Presentations Part I, Discussion & Peer-Review

- **Presentation – Student #1: _____**
  - **Q&A; Debrief**
- **Presentation – Student #2: _____**
  - **Q&A; Debrief**
- **Presentation – Student #3: _____**
  - **Q&A; Debrief**

Week 12, November 13: Student Presentations Part II, Discussion & Peer-Review

- **Presentation – Student #4: _____**
  - **Q&A; Debrief**
- **Presentation – Student #5: _____**
  - **Q&A; Debrief**
- **Presentation – Student #6: _____**
  - **Q&A; Debrief**

Week 13, November 20: Optional Class Meeting

- **Workshop of Papers and/or Presentation drafts.**

Required:

- **DUE** (by normally scheduled class time): email me at jmishtal@ucf.edu with an update on your final paper progress, and any challenges you are encountering with it.

Week 14, November 27: "Thanksgiving Wednesday" – UCF classes not held

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Week 15, December 4: Student Presentations Part III, Discussion & Peer-Review

- **Presentation – Student #7: _____Alison Whitmore_____**
  - **Q&A; Debrief**

- **Presentation – Student #8: _____**
  - **Q&A; Debrief**

- **Final Papers Due: Dec. 6, 2019, Friday, by midnight. (Can submit early)**

UCF Core Syllabus 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: (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

Responses to Academic Dishonesty, Plagiarism, or Cheating: Students should 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 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: UCF is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be needed to ensure an accessible course experience.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.
In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should note the guide's physical location and review the online version http://emergency.ucf.edu/emergency_guide.html. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in 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 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, please view this video https://youtu.be/NIKYajEx4pk

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and need accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities: Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. See the UCF policy at http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf

Religious Observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

~~~~~~~ Have a great winter break! ~~~~~~~

College of Sciences - Grad Course Revision - ANG 6740C Advanced Forensic Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6740C

Course Title:* Advanced Forensic Anthropology

30 Character Abbreviation:* Advanced Forensic Anthropology

Full Title:* Grad Course Revision - ANG 6740C Advanced Forensic Anthropology

Course Instructor (Must be Approved Graduate Faculty/Scholars): John Schultz

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

Prerequisite(s): Admission to Anthropology MA, ~~**Maya Studies GC**~~ **Integrative Anthropological Sciences PhD**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	2
Lab/Studio/Field Work Hours:*	2
Out-of-Class Hours:*	6
Total Engagement Hours:*	**4 12**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

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:	**Activity Log** **Tiffany Chestnut** + **Elective Course** ○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	Adding anthro phd as pre-req for entrance to course
What grad programs/tracks require or recommend this course for graduation?	**Anthropology PhD**
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	**n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
- **Academic integrity statement including definition(s) of and consequences**

Academic integrity statement including definition(s) of and consequences for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type Anthropology: Graduate

Status ◉ Active-Visible ○ Inactive-Hidden

ANG6740C: Advanced Forensic Anthropology

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS- Spring 2019

Instructor:	*John J. Schultz, Ph.D.*		
Office:	*Phillips Hall 409T*	*Class Meeting Days:*	*Monday*
Phone:	*407-823-1180*	*Class Meeting Hours:*	*3:00-5:50pm*
E-Mail:	*john.schultz@ucf.edu*	*Class Location:*	*MAP 149*
Office Hours:	*Monday 12:45- 2:45pm; or by appointment*		

University Course Catalog Description
Advanced theory and laboratory methods in forensic anthropology, including forensic skeletal analysis and interpretation.

Course Objectives
After completing this course students will develop a proficiency in the following areas:

- Human identification methods of the skeleton
- Non-human osteological identification
- Taphonomic and pathological analysis of the skeleton
- Critiquing forensic anthropology case studies
- Writing forensic osteology reports

Course Description
This will be an advanced forensic anthropology course that will focus on laboratory methods of the human skeleton. It will be expected that each student is proficient in human osteology, including small fragment identification, and basic laboratory methods of skeletal analysis prior to taking this course. This course will provide students with more advanced skeletal identification methods, basic pathological and taphonomic analysis of the skeleton, and fundamental knowledge of forensic anthropology casework.

Course Prerequisites
Graduate student in Anthropology MA program or Integrative Anthropological Sciences PhD and proficiency in fragmentary osteology.

Recommended Textbooks

Christensen AM, Passalacqua NV, and Bartelink EJ. 2014. Forensic anthropology: Current methods and practices. Oxford: Academic Press.

A list of required article readings will be posted at least a week before each class period.

Basis for Final Grade

Your final grade will be based out of a total of 500 points and will be derived from 10 laboratory reports, class participation and discussion, 10 article critiques, two practical examinations, and a literature review paper and presentation. Details of the requirements will be discussed in class.

Assessment	Points	Percent of Final Grade
Posting	1	0.2%
Ten Laboratory Case Reports	140	28%
Class Participation	15	3%
Practical Examination I	84	16%
Practical Examination II	100	20%
Literature Review Paper & Presentation	160	32%
Total	500	100.0%

Academic Activity Assignment – What I expect to achieve by completing this class.

Verification of student engagement is required to support UCF's compliance with a federal financial aid regulation that must be followed for all classes. The regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their student aid. Institutions must now verify that every student enrolled in every course has met this standard. Everyone is required to post a statement, even if you do not require federal aid, which explains the following:

1) Why did you enroll in this class?
2) What do you expect to achieve by completing this class?

All postings must be completed by January 11. You will receive 1 point for completing the assignment by answering all of the questions. However, you will receive a deduction of 2 points from your first practical if the posting is not completed by January 11, 11:59pm.

Practical Examinations (184 points)

There will be two practical examinations. Practical I will focus on human and nonhuman osteology. Refer to the Tim White Osteology (3rd edition) textbook for osteology terminology. Practical II will also include human and nonhuman osteology. In addition, the Practical II will include skeletal methods that were applied to the casework throughout the class.

Ten Skeletal Cases (140 points): Refer to Handout for Additional Information

There are ten required skeletal cases. The cases will involve writing a complete and fully referenced case report with images and tables. Grading will be based on your ability to correctly identify and analyze bones, as well as write-up the results. Paper expectations will be discussed during class and a handout will also be provided with directions.

Final Paper and Presentation (160 points): Refer to Handout for Additional Information

Paper Topics

Paper topics must be approved by Dr. Schultz and must be relevant to Forensic Anthropology. Also, topics dealing with bioarchaeology and general paleopathology are not appropriate for this course.

Outlines due February 15 (10 points)

Paper outlines must include a number of components:

1) A paper title.
2) An abstract providing an overview of your paper.
3) A detailed bulleted outline of your paper including headings and subheadings with in-text citations that is 2-3 pages in length not including your Literature Cited section.
4) A minimum of 20 references (AJPA style) with the majority of references in forensic and osteology journals and books. Website references are not permitted.

I will expect that you will consider my outline comments when you are writing your final paper draft.

Paper (100 points)

You will be required to write a fully referenced (AJPA style) literature review paper with a minimum of 30 references that is 20 pages in text length (double spaced, 1 inch margins, and Times New Roman font). The cover page, literature cited, figures and tables are not included when calculating the text length. . Additional paper guidelines will be discussed in class. Further, I expect summary tables and flow charts that are created based on the information synthesized

from your literature search. Paper expectations will be discussed during class and a handout will also be provided with directions.

Presentations (50 points)

In addition, presentations will follow a professional meeting format such as the American Association of Physical Anthropologists and will be presented using PPT. All text, tables and images must be properly cited. Further, you will be allotted 15 minutes for your presentation that includes time for questions. You should expect to talk for around 13 minutes (you must talk for at least 12.5 minutes and a maximum of 14 minutes) to leave time for questions, and you must ask at least three total questions during the class presentations.

Final Paper and Presentation Dates

February 4	Paper outlines and bibliography (10 points)
March 18	Submit complete draft of paper for review (optional); do not submit partial paper
April 15	Class presentations (50 points)
April 22	Final day to turn in your completed paper (100 points)

Grading Scale

Your grades will be based on your performance for the class. Therefore, please do not ask the professor to change your final grade. The +/- system will be used in this course. These percentages correspond to the following letter grades:

A	=	94 - 100	C	=	74 - 76
A-	=	90 - 93	C-	=	70 - 73
B+	=	87 - 89	D+	=	67 - 69
B	=	84 - 86	D	=	64 - 66
B-	=	80 - 83	D-	=	60 - 63
C+	=	77 - 79	F	=	< 60

Grade Dissemination

We will go over graded materials during class time.

Course Policies: Grades

Practical Examinations: Prior to starting the practical, I will announce directions for the exam. Once the exam has started, students may not leave the classroom for any reason until their exam has been turned in. If you have a cold please bring tissues, and please bring a small bottle of water if you have been coughing. Furthermore, if you have a medical condition that requires you to use the bathroom, please inform me of the condition prior to taking the exam.

Paper Requirements: Due dates for outlines and papers are clearly marked on the schedule. If you must miss a class (see attendance policy below), you may send me your assignment via email BEFORE class begins. No assignments will be accepted after that time. Should you miss a deadline due to a valid emergency, I will require an acceptable written excuse from a physician or written proof of a personal or family crisis such as a death certificate.

Grades of "Incomplete": Incomplete grades are given only in situations where unexpected and DOCUMENTED medical emergencies prevent a student in good standing in the course from completing the remaining work. I am the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Final Grades: I do not make individual allowances for final grades. If you are doing poorly in the class make arrangement to speak with me early in the semester so we can discuss ways to improve your study and comprehension skills.

Course Policies: Technology and Media

Email: I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next weekday. I may only check email once during the weekend. If you do not receive a response over the weekend, you can expect a response Monday morning.

Laptop Usage: Using a laptop to take notes is a privilege, not a right. You are allowed to use a laptop to take course notes, However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Course Policies: Student Expectations

Attendance Policy: No make-up assignments will be permitted if you do not turn in this assignment by the due date. You are permitted to send me your assignment via my email before class starts if you cannot make the class. Attendance is mandatory and will be tracked weekly. I realize that sometimes life gets in the way of classes and you many need to miss a class. However, you should still be prepared for class in advance. If it becomes necessary for you to miss a class, you will be given the opportunity to make up the work by turning in a typed 5 page fully-referenced (AJPA style) paper that summarized the readings that we discussed in the class period that you missed. There will be a penalty of 15 points deducted from your total class points if you do not complete the assignment. Please contact me before class if you will not be present for a particular class session. In addition to attending each class meeting, class participation is very important in graduate school. Most of our courses follow a seminar format. Participation refers to your ability to ask

questions and/or direct comments to stimulate a class discussion. This does not mean students will be graded on how much they speak, but rather on how well they are prepared and involved in the class.

Professionalism Policy: Per university policy and classroom etiquette: mobile phones, iPods, etc. must be silenced during all classroom discussions. Also, texting is not appropriate during class time. Those not heeding this rule will be asked to leave the classroom so as to not disrupt the learning environment if this becomes a problem. 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 5% reduction in their final class grade.

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've written (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.

Course Policies: Technology and Media

Email: I prefer students to email my UCF account directly when there are questions or when sending assignments. I check my UCF email regularly and you can generally expect a response the day of the email or the next day during a weekday. However, I may only check email once during the weekend. If you do not receive a response over the weekend you can then expect a response Monday morning.

CANVAS: You are expected to visit the course website on Canvas, and your Knights email, regularly for any updates sent by me and for keeping current with the course material. In addition, partial PowerPoint notes are provided for most lectures so you can listen during the lecture. You will also need to fill in the material that I go over in lecture that is not in the outline. Also, you should take notes when I summarize and discuss material that is not on the outline.

Laptop Usage: Using a laptop to take notes is a privilege and not a right. You are allowed to use a laptop to take course notes. However, you are not allowed to use the laptop for anything else such as internet surfing, chatting, or checking your email during class time.

Important UCF Dates to Remember

- Drop/Swap deadline: January 10
- Add deadline: January 11
- Grade forgiveness deadline: April 22
- Withdrawal deadline: March 20

Course Schedule

I reserve the right to make reasonable modifications to the course schedule.

Week	Date	Lab Topics	Case Report Schedule
Wk 1	Jan 7	Introduction to Laboratory Techniques; Non-human Lab	
Wk 2	Jan 14	Non-human Lab; Report Writing; Osteometric Landmarks & Measurement Lab	
Wk 3	Jan 21	No Class: Martin Luther King Jr. Day	5 Pts
Wk 4	Jan 28	Sequencing Ribs; Teeth; FORDISC 3.0 Discussion	10 Pts
Wk 5	Feb 4	Open Study Lab	10 Pts
Wk 6	Feb 11	**Practical Exam 1**	
Wk 7	Feb 18	Forensic Context and Non-forensic Remains	10 Pts
Wk 8	Feb 25	Sex and Aging	10 Pts
Wk 9	Mar 4	Ancestry and Stature	10 Pts
Wk 10	Mar 11	**Spring Break Week**	
Wk 11	Mar 18	Taphonomy	15 Pts
Wk 12	Mar 25	Antemortem Conditions	20 Pts
Wk 13	April 1	Antemortem Conditions	
Wk 14	April 8	Perimortem Trauma	20 Pts
Wk 15	April 15	**Presentations**	
Wk 16	April 22	**Open Study Lab**	30 Pts
Wk 17	April 29	**Practical Exam 2 (4:00-6:50 PM)**	

List of References to use for Class Discussions and When Writing Your Case Reports

Week 1 and 2: Introduction to Laboratory Techniques Non-Human Remains, Osteometric Landmarks & Measurement Lab

Is It Bone?

Stout SD. 2008. Small bones of contention. In: Steadman DW, editor. Hard Evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 239-247.

Ubelaker DH. 2002. The use of SEM/EDS analysis to distinguish dental osseous tissue from other materials. J Forensic Sci. 47(6):940-943.

Ubelaker DH. 1998. The evolving role of the microscope in forensic anthropology. In: Reichs KJ, editor. Forensic Osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 514-532.

Is It Human?

Mulhern DM. 2009. Differentiating Human from nonhuman skeletal remains In: Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and Archaeology. Walnut Creek: Left Coast Press p 151-152.

Ubelaker DH, Lowenstein JM, Hood DG. 2004. Use of solid-phase double-antibody radioimmunoassay to identify species from small skeletal fragments. J Forensic Sci. 49(5): 924-929.

Non-Human manuals will also be available

Week 4: Introduction to FORDISC 3.0

Jantz RL and Ousley SD. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 253-269.

Jantz RL and Ousley SD. 2012. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. A companion to forensic anthropology. NY: Wiley-Blackwell. p 311-329.

Ousley S and Hollinger RE. 2009. A forensic analysis of human remains from a historic conflict in North Dakota. In: Steadman DW, editor. Hard evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 91-102.

Week 7: Human Remains: Identifying the Forensic Context

Berryman HE et al. 1997. Recognition of cemetery remains in the forensic setting. In: Haglund, WD and Sorg, MH, editors. Forensic taphonomy: The postmortem fate of human remains. Boca Raton: CRC Press. p 165-169.

Forbes S and Nugent K. 2009. Dating of anthropological remains of forensic interest. In: Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and archaeology. Walnut Creek: Left Coast Press. p 164-173.

Schultz JJ. 2012**.** Determining the forensic significance of skeletal remains. In: Dirkmaat DC, editor. A companion to forensic anthropology. Hoboken: Blackwell Publishing Company. p 66-84.

Ubelaker DH. 2011. Artificial radiocarbon as an indicator of recent origin of organic remains in forensic cases. J Forensic Sci. 46(6):1285-1287.

Week 8: Sexing and Aging

Sexing

Berg GE. 2013. Determining the sex of unknown human skeletal remains. In:Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 139-159.

Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Sex chapter. NY: Allyn & Bacon, Inc.

Klales AR, Ousley SD and Vollner JM. 2012. A revised method of sexing the human innominate using Phenice's nonmetric traits and statistical methods. Am J Phys Anthropol 149:104-114.

Phenice TW. 1967. A newly developed visual method of sexing the os pubis. Am J Phys Anthropol 30:297-302.

Sutherland LD and Suchey JM. 1991. Use of the ventral arc in pubic sex determination. J Forensic Sci. 36(2):501-511.

Walker PL. 2008. Sexing skulls using discriminant function analysis of visually assessed traits. Am J Phys Anthropol 136:39-50.

Walsh-Haney H, Katzmarzyk K, and Falsetti AB. 1999. Identification of human skeletal remains: was he a she or she a he? In: Scott I. Fairgrieve, editor. Forensic osteological analysis: a book of case studies. Springfield: Charles C. Thomas. p 17-35.

Aging – Dental

Mincer HH, Harris EF, and Berryman, HE. The ABFO. study of third molar development and its use as an estimator of chronological age. J Forensic Sci. 38(2):379-390.

Moorrees CFA, Fanning EA and Hunt EE. 1963. Age variation of formation stages for ten permanent teeth. J Dent Res 42(6):1490-1502.

Smith HB. 1991. Standards of human tooth formation and dental age assessment. In: Advances in dental anthropology. Marc A. Kelley and Clark Spencer Larsen eds. New York: Wiley-Liss, Inc., p 143-168.

Aging General

Berg GE 2008. Pubic bone age estimation in adult women. J Forensic Sci. 53(3):569-577.

Brooks S and Suchey JM, 1990. Skeletal determination of age based on the os pubis: A comparison of the Acsádi-Nemeskéri and Suchey-Brooks methods. Human Evolution 5(3) p 227-238

Buckberry and Chamberlain. 2002. Age estimation from the auricular surface of the ilium: A revised method. Am J Phys Anthropol 119:231-239.

Iscan MY and Loth SR. 1984. Determination of age from the sternal rib in white males: A test of the phase method. J Forensic Sci. 31(1) p 122-132.

Iscan MY and Loth SR. 1985. Determination of age from the sternal rib in white females: A test of the phase method. J Forensic Sci. 31(3) p 990-999.

Lovejoy CO, Meindl RS, Pryzbeck TR, and Mensforth RP. 1985. Chronological metamorphosis of the auricular surface of the ilium: a new method for the determination of adult skeletal age. Am J Phys Anthropol 68:15-28.

Meindl RS and Lovejoy CO. 1985. Suture closure: a revised method for the determination of skeletal age at death based on the lateral-anterior sutures. Am J Phys Anthropol 68:57-66.

Myers J and Katz D. In: Reichs KJ, editor. Applications of pubic age determination in a forensic setting. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 204-236.

Osborn DL, Simmons, TL and Nawrocki SP. 2004 – Reconsidering the auricular surface as an indicator of age at death. J Forensic Sci. 49(5):1-7.

Shirley NR, Faziollah AE, Tersigni-Tarrant. 2013. Age Estimation Methods. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic Anthropology: An Introduction, Boca Raton: CRC Press. p. 161-179.

Ubelaker Aging chart

Webb PAO and Suchey JM. 1985. Epiphyseal union of the anterior iliac crest and medical clavicle in a modern multiracial sample of American males and females. Am J Phys Anthropol 68:457-466.

Week 10: Ancestry and Stature

Ancestral Morphological Approaches

Byers SN. 2008. Introduction to Forensic Anthropology, Third Edition, Attribution of Ancestry chapter. NY: Allyn & Bacon, Inc.

Gill GW. 1995. Challenge on the frontier: discerning American Indians from whites osteologically. J Forensic Sci. 40:783-788.

Gill GW. 1998. Craniofacial criteria in the skeletal attribution of race. In: Reichs KJ, editor. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 293-318.

Hefner JT. 2009. Cranial morphoscopic traits and the assessment of American black, American white, and Hispanic ancestry. In: Berg BE and Taala SC, editors. Biological affinity in forensic identification of human skeletal remains. NY: CRC Press. p. 27-41.

Stature

Ousley S. 1995. Should we estimate biological or forensic stature? J Forensic Sci. 40(5):768-773.

Shirley NS. 2013. Introduction to Fordisc 3. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic anthropology: An introduction. Boca Raton: CRC Press. p 245-251.

Week 11: Taphonomy

Dupras TL, Schultz JJ. 2013. Taphonomic Bone Staining and Colour Changes in Forensic Contexts. In: Pokines JT, Symes SA (eds.): Manual of Forensic Taphonomy. Boca Raton, FL: CRC Press, p. 317-324.

Nawrocki SP. 2009. Historical Development of Forensic Anthropology: Perspectives from the United States. In Blau S and Ubelaker DH, editors. Handbook of forensic anthropology and archaeology, Walnut Creek: Left Coast Press. p 285-293.

Pokines J and Symes SA. 2013. Manual of forensic taphonomy. Boca Raton: CRC Press.

Pokines JT, Tersigni-Tarrant MA. 2013. Taphonomic Processes: Animal Scavenging. In: Tersigni-Tarrant MA and Shirley NR, editors. Forensic Anthropology: An Introduction, Boca Raton: CRC Press. p 225-338.

Weeks 12 & 13: Antemortem Conditions

Lovell NC. 2008. Analysis and Interpretation of Skeletal Trauma. In: Katezenburg MA and Saunders SR, editors. Biological Anthropology of the Human Skeleton. 2nd ed. New Jersey: Wiley-Liss. p 341-386.

Merbs C. 1989. Trauma. In: Iscan MY, Kennedy KAR, eds. Reconstruction of Life From, the Skeleton. NY: .Alan R. Liss, Inc. p 161-189.

Ortner DJ. 2011. Differential diagnosis and issues in disease classification. In: A Companion to Paleopathology. Anne L. Grauer ed. P 191-214. Oxford: Wiley Blakwell.

Symes et al. 2013. Taphonomy and the timing of bone fractures in trauma analysis. In: Pokines J and Symes SA eds. Manual of Forensic Taphonomy. Boca Raton: CRC Press.

Sauer N. 1998. The timing of injuries and manner of death: Distinguishing among antemortem, perimortem and postmortem trauma. In Reichs KJ, editor. Forensic osteology: Advances in the identification of human remains, 2nd ed. Springfield: Charles C. Thomas. p 321-332.

Week 14: Perimortem Trauma: Gunshot Wounds and Blunt Force Trauma

Berryman HE and Haun SJ. 1996. Applying forensic techniques to interpret cranial fracture patterns in an archaeological specimen. Int J of Osteoarchaeology 6:2-9.

Berryman HE, Smith OC, and Symes SA. 1995. Diameter of gunshot wounds as a function of bullet caliber. J Forensic Sci. 40(5):751-754.

Smith OC, Pope J, and Symes SA. 2009. Look until you see: identification of trauma in skeletal material. In: Steadman DW, editor. Hard evidence: Case studies in forensic anthropology. 2nd ed. Upper Saddle River: Prentice Hall. p 190-204.

UCF Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting*the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate*academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services(Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html(click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduand logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

College of Sciences - Grad Course Revision - ANG 6801 Ethnographic Research Methods

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 6801

Course Title:* Ethnographic Research Methods

30 Character Abbreviation:* Ethnographic Methods

Full Title:* Grad Course Revision - ANG 6801 Ethnographic Research Methods

Course Instructor (Must be Approved Graduate Faculty/Scholars): Shana Harris

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation.

Prerequisite(s): Admission to Anthropology MA, ~~**Maya Studies GC**~~ **intregrative Anthropological Sciences Phd**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tonya Walker

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ **Odd Fall**

+ **Even Fall**

- ~~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:

Activity Log

Tiffany Chestnut

+ **Elective Course**

○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Adding anthro phd as pre-req so those students may enroll in the course

What grad programs/tracks require or recommend this course for graduation?

Anthropology PhD& MA

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

n/a

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information

Explicit, public description of the course
Student learning outcomes

Sequence of course activity
Assessment and grading procedures
Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

ETHNOGRAPHIC RESEARCH METHODS



ANG 6801

Section 0001

Fall 2019

Tuesday: 6:00 pm – 8:50 pm

HPH 409M

3 Credit Hours

Instructor: Dr. Shana Harris
Department of Anthropology
Howard Phillips Hall 409N
shana.harris@ucf.edu
407-823-4963
Office Hours: Tues & Thurs: 2:30pm – 4:30pm

Course Description

Ethnography is the backbone of cultural anthropology because it is both our primary research method and genre of writing. This course is about what it means to engage in ethnographic fieldwork and produce ethnographic texts. We will examine the main methods used in ethnographic research, such as participation observation and interviewing, in order to understand how cultural anthropologists practice their craft. Course material will cover a range of topics, issues, and concepts that address ethnographic practice, including research design, research ethics, data collection and analysis, and ethnographic representation. Finally, students will engage with course material to complete several exercises to practice their ethnographic skills and work toward their own research goals.

Public Course Description

Ethnographic research techniques and praxis: data collection and analysis, writing ethnographies, and research presentation

Prerequisites

Admission to Anthropology MA program or Integrative Anthropological Sciences Ph.D. program or C.I.

Student Learning Objectives

This course has three objectives: 1) to expose you to major issues and debates surrounding

ethnographic fieldwork and writing; 2) to provide you with methodological techniques and strategies for conducting ethnographic fieldwork and writing; and 3) to encourage the development and advancement of your own research projects and agendas.

Class Structure

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.

Course Requirements

Attendance

Attendance for this course is required and monitored. You are allowed **one** unexcused absence during the semester. You must let Dr. Harris know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. If you are absent for **more than one class** without an excuse, you will lose attendance points.

Reading and Participation

Because this course is structured as a seminar, both reading course materials and active participation are essential and required. You are expected to attend class having read the required readings as well as your classmates' reading responses (see below). Both the readings and reading responses will serve as the basis for class discussions. Doing well in the course will depend not only on keeping up with weekly readings, but also diligently participating in discussions and activities **every week**. Your participation will be recorded after each class.

Discussion leader(s) (assigned the first week of class) will facilitate each class discussion. Each discussion leader is expected to create a plan to encourage thoughtful and engaging in-class discussion. If there is more than one discussion leader for the week, they should meet ahead of time and work together to create a discussion plan. These discussions can take many forms; you may introduce additional information obtained from websites or print media, prepare interesting or provocative questions for the purpose of generating discussion, etc. But, the discussion leader(s) should allow space for the discussion to develop and change direction during the course of the conversation.

CITI Training

You are required to complete the Collaborative Institutional Training Initiative (CITI) Program Responsible Conduct of Research (RCR) Training as part of this course. This free, online training provides research ethics education to UCF faculty and students. Per UCF policy, this training must be completed prior to carrying out any research with human subjects. For this course, you will complete the Social and Behavioral Responsible Conduct of Research portion of the training. If you have completed this portion of the training within the past three years, you do not need to redo it if you can provide Dr. Harris with documentation (i.e. print out from CITI Training website, IRB, etc.) The instructions for creating a CITI Training account and accessing the training site are available at: https://graduate.ucf.edu/pathways-to-success/#CITI Training

Reading Responses

Beginning in Week 3, you will write short responses to the required readings for each week (500-600 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font, bibliography, Chicago Style citations). Your responses must be posted in the Discussion section of the Webcourses page by **11:59pm on the evening prior to class**. To receive full credit, responses **cannot be just summaries**. They must critical and insightful reflections of **all of the weeks' readings** that comment on the content of the texts and draw connections between them. Failure to post your response by the 11:59pm deadline will lower your grade. You will write 12 Reading Responses, but **your lowest Reading Response grade will be dropped**. Also, you are expected to read your classmates' responses before coming to class the following day. Being familiar with your classmates' take on the readings ahead of time will enrich our in-class discussions.

Mini Project

You will design, conduct, analyze, and write up a mini project by drawing on the concepts and methods discussed in this course. The project will revolve around **three 30-minute interviews** with a population of your choosing on any anthropological topic. This project can be modified to meet individual research needs, but you must discuss this with me before project commencement to ensure that you engage with course material and fulfill the project objectives. The project will have four parts: 1) CITI Training, 2) Research Proposal, 3) Data Collection and Analysis, and 4) Write Up. These parts will be due at different points during the semester (see below). The final report will be 5000-6000 words, singled-spaced, 1" margins on all sides, Times New Roman 12-point font).

Project Presentation

You will give an in-class 20-30 minute presentation on your mini project to your classmates and Dr. Harris at the end of semester. There will be a few minutes after each presentation for questions and comments. Dr. Harris will provide more information on how to give an oral presentation on a research project as the semester progresses.

Grading Structure

Reading Responses (11 out of 12)	20% of total grade
Mini Project	40% of total grade
Project Presentation	20% of total grade
Attendance and participation	20% of total grade (10% for discussion leadership, 10% for non-leadership participation)

Grading Scale

Reading Responses will be graded using the following scale: √+, √, √- (If you get more than one √, please see me to discuss.)

Mini project assignments, project presentation, attendance, and participation will be graded using the following scale: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

Course Policies

Respectful Behavior

You are expected to have a respectful demeanor in all class discussions and interactions with Dr. Harris and your classmates. You should also be respectful of the class start time. Arriving late to class is distracting to both Dr. Harris and your classmates. Make every effort to be punctual.

Knights Email and Webcourses Communication

Given that there will be important email and Webcourses communications between Dr. Harris and the class, you are responsible for checking your "knights.ucf.edu" email and Webcourses inboxes on a regular basis.

Late Policy

Late assignments will receive a lower grade for every day that they are late. For example, if you received an "A-" but the assignment is one day late, your grade will be a "B+". If it is two days late, your grade will be a "B". If it is three days late, your grade will be a "B-" and so on. Extensions will rarely be given except in the case of extenuating circumstances. All late assignments must be emailed to Dr. Harris.

Grade Disputes

If you would like to dispute a grade on a particular assignment, please come to Dr. Harris's office hours **and** submit your graded work via email along with a written explanation of why you would like her to read and review your work a second time. Please be aware, though, that her willingness to re-read your work is not a guarantee that your grade for the assignment will be changed.

Academic Integrity

You are expected to do your own work in this course. You should familiarize yourself with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc). According to Section 1, "Academic Misconduct," you are prohibited from engaging in the following:

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- *Falsifying or misrepresenting* your 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 your own.
- *Multiple submissions*: Submitting the same academic work for credit more than once without the express written permission of Dr. Harris.
- *Helping another student cheat* or violate academic behavior standards

Responses to Academic Misconduct

Engaging in academic misconduct it will not be tolerated in this course and will carry serious consequences. You should familiarize yourself with the procedures for academic misconduct in UCF's Student Handbook, *The Golden Rule* (http://goldenrule.sdes.ucf.edu).

UCF faculty members have a responsibility for students' education and the value of a UCF degree. We seek to prevent unethical behavior and, when necessary, respond to academic misconduct. Penalties can include a zero grade for an assignment or in the course and/or suspension or expulsion from the university. Another penalty is receiving a "Z Designation" on your official transcription, indicating academic dishonesty, resulting in the final grade for this course being preceded by the letter Z. For more information about the Z Designation: http://goldenrule.sdes.ucf.edu/zgrade

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Campus Safety

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. You should be aware of your surroundings and familiar with the following basic safety concepts:

- In case of emergency, dial 911 for assistance.
- Every classroom contains an emergency procedure guide posted on a wall near the door. You should make a note of the guide's physical location and review the online version: http://emergency.ucf.edu/emergency_guide.html
- You should know the evacuation routes from the classroom and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, you may need to access a first-aid kit or Automated External Defibrillator (AED). To learn where those are located: http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on the left)
- To stay informed about emergency situations, you can sign up to receive UCF text alerts by going to logging into my.ucf.edu. 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 the Student Center Screen, click on "UCF Alert," fill out the information (including email address, cell phone number, and cell phone provider), click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with Dr. Harris outside of class.
- To learn how to manage an active shooter situation on campus or elsewhere, consider viewing this video: https://www.youtube.com/watch?v=NIKYajEx4pk

Deployed Active Duty Military Students

If you are deployed active duty military and/or National Guard personnel and require accommodation should contact Dr. Harris as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Activities

If you represent UCF in an authorized activity (ex. student-athletes) and are unable to meet a course deadline due to a conflict with that event, then you must provide Dr. Harris with documentation in advance to arrange a make-up. No penalty will be applied. For more information: http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricular Activities.pdf

Religious Observance

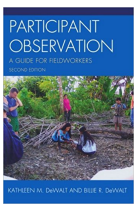
You must notify Dr. Harris in advance if you intend to miss class for a religious observance. For more information: http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINAL Jan19.pdf

Academic Activity Record

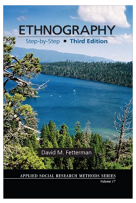
DO THIS ASAP! All students have to document academic activity at the beginning of each semester. To show that you began this course, complete the "Academic Activity" assignment by **Friday, August 30**, by answering a few questions pertaining to this syllabus. The assignment can be found on the course Webcourses page. This Academic Activity assignment is **not** part of your course grade; it only documents your presence in this class. Failure to complete the assignment may result in a delay in the disbursement of your financial aid.

Required Texts

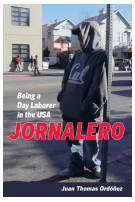
The following books are required for this course:



- DeWalt, Kathleen M., and Billie R. DeWalt. 2011. *Participant Observation: A Guide for Fieldworkers*. Walnut Creek: AltaMira Press.



- Fetterman, David M. 2010. *Ethnography: Step-By-Step*. Newbury Park: Sage Publications.



- Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

The required books are available for purchase at the student bookstore. Several articles are also required and are available electronically on the Webcourses website for this course under the "Modules" tab. All assigned articles are listed in the class schedule below, which specifies when students are expected to read them. **Please print and/or download articles** to your computers so you can make notes on them and have them available in class. To access Webcourses: login on https://webcourses.ucf.edu, go to Courses, and select ANG6801-19Fall 0001. Technical support for Webcourses is available at: webcourses@ucf.edu or 407-823-0407.

Course Schedule

Week 1

Tuesday, August 27

- TOPIC: Course Overview / Key Concepts in Ethnographic Fieldwork
- READINGS: DeWalt and DeWalt, pg. 1-40

  Fetterman, pg. 1-32

  McGranahan, Carole. 2018. "Ethnography Beyond Method: The Importance of an Ethnographic Sensibility." *Sites: A Journal of Social Anthropology and Cultural Studies* 15:1-10.

Week 2

Tuesday, September 3

- TOPIC: Guest Lecture by Dr. Beatriz Reyes-Foster
- READING: Reyes-Foster, Beatriz. 2018. "Negotiating Truth in the Psychiatric Encounter" from *Psychiatric Encounters: Madness and Modernity in Yucatan, Mexico*, 110-139. New Brunswick: Rutgers University Press.

Week 3

Tuesday, September 10

Reading Response #1

- TOPIC: "The Field"

- READINGS: Passero, Joanne. 1997. "'You Can't Take the Subway to the Field!' 'Village' Epistemologies in the Global Village." In *Anthropological Locations: Boundaries and Grounds of a Field Science*, edited by Akhil Gupta and James Ferguson, 147-162. Berkeley: University of California Press.

  Markowitz, Lisa. 2001. "Finding the Field: Notes on the Ethnography of NGOs." *Human Organization* 60:40-46.

  Nader, Laura. 1972. "Up the Anthropologist: Perspectives Gained from Studying Up." In *Reinventing Anthropology*, edited by Dell Hymes, 284-311. New York: Vintage Books.

Week 4

Tuesday, September 17

Reading Response #2

- TOPIC: Ethnography's Colonial Legacy

- READINGS: Asad, Talal. 1973. "Introduction." In *Anthropology & the Colonial Encounter*, edited by Talal Asad, 9-19. Amherst: Humanity Books.

  Deloria, Jr., Vine. 1969. "Anthropologists and Other Friends" from *Custer Died for Your Sins: An Indian Manifesto*, 78-100. New York: Macmillan.

  Biolsi, Thomas, and Larry J. Zimmerman. 1997. "What's Changed, What Hasn't." In *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*, edited by Thomas Biolsi and Larry J. Zimmerman, 3-24. Tucson: University of Arizona Press.

Week 5

Tuesday, September 24

Reading Response #3 **AND** CITI Training Due

- TOPIC: Participant Observation

- READINGS: Atkinson, Paul, and Martyn Hammersley. 1994. "Ethnography and Participant Observation." In *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln, 248-261. Thousand Oaks: Sage Publications.

DeWalt and DeWalt, pg. 41-97 and 137-156

- CITI TRAINING: https://graduate.ucf.edu/pathways-to-success/#CITI Training

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Week 6

Tuesday, October 1

Reading Response #4

- TOPIC: Interviewing
- READINGS: Fetterman, pg. 33-68

  Weiss, Robert S. 1994. *Learning From Strangers: The Art and Methods of Qualitative Interview Studies* (Chapters 1-4), 1-83. New York: The Free Press.

Week 7

Tuesday, October 8

Reading Response #5

- TOPIC: Research Design
- READINGS: Booth, Wayne et al. 2008. *The Craft of Research* (Chapters 3-4), 35-63. Chicago: University of Chicago Press.

  DeWalt and DeWalt, pg. 109-136

  Silverman, Sybil. 1991. "Writing Grant Proposals for Anthropological Research." *Current Anthropology* 32:485-489.

Week 8

Tuesday, October 15

Reading Response #6 **AND** Research Proposal Due

- TOPIC: Fieldwork Ethics
- READINGS: American Anthropological Association 2012 Code of Ethics.

  DeWalt and DeWalt, pg. 211-226

  Fetterman, pg. 133-151

  Marshall, Patricia A. 2003. "Human Subjects Protections, Institutional Review Boards, and Cultural Anthropological Research." *Anthropological Quarterly* 76:269-285.

Week 9

Tuesday, October 22

Reading Response #7

- TOPIC: Gaining Trust and Access

- READINGS: Atkinson, Paul, and Martyn Hammersley. 2007. "Access" from *Ethnography: Principles in Practice*, 41-62. London: Routledge.

  Colfer, Carol J. 2000. "Of Teamwork, Faith, and Trust in Western Sumatra." In *Stumbling Toward Truth: Anthropologists at Work*, edited by Philip R. DeVita, 74-83. Long Grove: Waveland Press.

  Hoffman, David M. 2006. "Swimming Through Fieldwork: Constructing Trust in the Mexican Caribbean." In *Dispatches From the Field: Neophyte Ethnographers in a Changing World*, edited by Andrew Gardner and David M. Hoffman, 15-32. Long Grove: Waveland Press.

Week 10

Tuesday, October 29

Reading Response #8

- TOPIC: Analyzing Data and Fieldnotes

- READINGS: DeWalt and DeWalt, pg. 157-210

  Fetterman, pg. 93-109

Week 11

Tuesday, November 5

Reading Response #9

- TOPIC: Writing

- READINGS: Marcus, George E., and Dick Cushman. 1982. "Ethnographies as Texts." *Annual Review of Anthropology* 11:25-69.

  Atkinson, Paul, and Martyn Hammersley. 2007. "Writing Ethnography" from *Ethnography: Principles in Practice*, 191-208. London: Routledge.

  Clifford, James. 1986. "Partial Truths." In *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus, 1-26. Berkeley: University of California Press.

  Fetterman, pg. 113-131

Week 12

Tuesday, November 12

Reading Response #10 **AND** Data Collection and Analysis Due

- TOPIC: Representation

- READINGS: Said, Edward. 1978. "Introduction" from *Orientalism*, 1-28. New York: Vintage Books.

  Ramos, Alcida. 1987. "Reflecting on the Yanomami: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2:284-304.

  Simpson, Audra. 2014. "Ethnographic Refusal: Anthropological Need" from *Mohawk Interruptus: Political Life Across the Borders of Settler States*, 95-114. Durham: Duke University Press.

Week 13

Tuesday, November 19

Reading Response #11

- TOPIC: Reflexivity

- READINGS: Smith, Andrea. 2013. "Unsettling the Privilege of Self-Reflexivity." In *Geographies of Privilege*, edited by France Winddance Twine and Bradley Gardener, 263-279. New York: Routledge.

  Uddin, Nasir. 2011. "Decolonising Ethnography in the Field: An Anthropological Account." *International Journal of Social Research Methodology* 14:455-467.

  Villenas, Sofia. 1996. "The Colonizer/Colonized Chicana Ethnographer: Identity, Marginalization, and Co-optation in the Field." *Harvard Educational Review* 66:711-731.

Week 14

Tuesday, November 26

Reading Response #12

- TOPIC: Ethnography Example – Day Laborers in California

- READING: Ordóñez, Juan Thomas. 2015. *Jornalero: Being a Day Laborer in the USA*. Berkeley: University of California Press.

Week 15

Tuesday, December 3

- Student presentations

Tuesday, December 10

- Student presentations (7:00pm – 9:50pm)

Mini Project Report due via Webcourses by 11:59pm

College of Sciences - Grad Course Revision - ANG 6930 Seminar in Cultural Anthropology

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:*	College of Sciences
Unit / Department / College:*	MA Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:*	ANG
Code:*	6930
Course Title:*	Seminar in Cultural Anthropology
30 Character Abbreviation:*	Seminar in Cultural Anth
Full Title:*	Grad Course Revision - ANG 6930 Seminar in Cultural Anthropology
Course Instructor (Must be Approved Graduate Faculty/Scholars):	Beatriz Reyes-Foster

Dept Chair Email* John.Schultz@ucf.edu

Department Chair Phone Number:* 4078232227

Complete the remaining required fields and LAUNCH this proposal by clicking ▶ in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* Theoretical foundations and contemporary issues in the study of living cultures.

Prerequisite(s): Admission to Anthropology MA, ~~Maya Studies GC~~ **Integrative Anthropological Sciences PhD**, or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tiffany Chestnut

+ No

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ Odd Spring

+ 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:

Activity Log

Tiffany Chestnut

Required Course

Required Course Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Adding anthro phd as pre-req so those students may enroll in the course

What grad programs/tracks require or recommend this course for graduation?

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course

Student learning outcomes
Sequence of course activity

Assessment and grading procedures
Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

\+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

\+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type

Course Syllabus

Jump to Today ✎ Edit

ANG 6930: Seminar in Cultural Anthropology

Department of Anthropology, College of Sciences

3 Credit Hours

Instructor Information

- Instructor: Beatriz M. Reyes-Foster
- Office Location: HPH 409I
- Office Hours: Tuesdays 1:00 PM-3:00 PM
- Phone: (407)823-2206
- Digital Contact: Webcourses

Course Information

- Term: Spring 2019
- Course Name: Seminar in Cultural Anthropology
- Credit Hours: 3
- Class Meeting Days: Thursdays
- Class Meeting Time: 6:00 pm-8:50 pm
- Class Location: HPH 409M

Enrollment Requirements

Course Prerequisites (if applicable): Admission to the MA in Anthropology Program or the PhD in Integrative Anthropological Sciences or Permission from Instructor

Course Description

This course is a graduate-level introduction to cultural anthropology, a field whose primary focus is on understanding sociocultural forms of contemporary life. It will provide an overview of theories, concepts, and issues that have been central to cultural anthropology. This course takes an ethnographically grounded approach, using specific ethnographic texts as theoretical cornerstones to understand the application of various anthropological theories in contemporary ethnographic writing. Course materials include foundational texts as well as ethnographic examples that illustrate how cultural anthropologists utilize social theories and concepts to analyze a variety of phenomena. This course will be conducted as a seminar; it emphasizes preparation, active participation, and open engagement with the assigned readings. Therefore, in addition to written assignments, we will collaboratively examine the complex yet fascinating intellectual history,

research, and insights of cultural anthropology.

Course Materials and Resources

Required Materials/Resources

- DeLeón, Jason. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Berkeley: University of California Press. ISBN 978-0-28275-9
- Bailey, Marlon. *Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit.* Ann Arbor: University of Michigan Press. ISBN 978-0-472-05196-0
- Davis, Jenny. *Talking Indian:Identity and Language Revitalization in the Chickasaw Rennaissance.* Tucson: The University of Arizona Press. ISBN 978-0-8165-3768-6

Student Learning Outcomes

- To expose you to major theories, concepts, and issues in cultural anthropology
- To provide you with opportunities to identify and communicate complex ideas
- To encourage the development and advancement of your own research projects and interests using cultural anthropological insights

Course Activities

Class Structure

The amount allotted for participation should make clear how seriously I take your attendance and participation in class every week. Undoubtedly there will be topics or authors that speak to you more or less than other. Regardless of your interest in or commitment to the literature in question, it is my expectation that you will come ready for a productive conversation about the readings.

You will sign up for a spot every week. There are three “categories” of participation in each class section, and a 50-minute segment of each class will be devoted to each category. You must sign up for each category four times. The first segment will be a “fishbowl” panel, the second will be a directed discussion, and the third will involve a conversation making connections between the reading and related works/application.

Panelists: Panelists will discuss the week’s readings among themselves, with the rest of the class as an audience. What argument did each author make? What evidence did they use to make their cases? Was the case convincing? If it’s older reading, how does it play out or serve our thinking on the topic today? If it’s more recent, does it capture historic understandings/debates on the topic? Panelists should NOT meet ahead of time or otherwise coordinate their responses. We are looking for a fresh, honest conversation about the texts – no slideshows, videos, etc.

Inquisitors: Inquisitors work together ahead of time to develop discussion questions about the readings. What are some contradictions among the readings? What disciplines, theories, and methods are represented in these texts? What additional disciplinary perspectives might shed light on this topic? This is for a full-class discussion. Please make a slide for each question. You may also introduce each of the authors for context for the questions. Here are some guidelines for writing good discussion questions: **https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions (https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions)**

Investigators: Investigators will work together ahead of time and present examples of contemporary material related to historical phenomena or applications of theoretical concepts. Investigators will also generate and share a bibliography of sources they used in developing this discussion. Please send me the bibliography by 7:00 a.m. the day of class.

Course Requirements

Attendance/Participation

Attendance for this course is required and monitored. You are allowed one unexcused absence during the semester. You must let Dr. Reyes-Foster know in advance of any extenuating circumstance (serious illness, personal/family tragedy, etc.) that may cause you to miss more than one class. In these cases, you must provide Dr. Reyes-Foster with official documentation (doctor's note, copy of conference registration, etc.) explaining your absences. If you are absent for more than one class without an excuse, your attendance and participation grade (see below) will be negatively affected. If you will be attending or presenting at an academic conference which causes you to miss more than one class, please let Dr. Reyes-Foster know and we will discuss how you can make up the class.

Annotated Bibliography

Over the semester, you will create an annotated bibliography. For each assigned reading, you will write a short annotation (150-200 words) to each assigned reading and upload it to Webcourses. An annotation briefly restates the main argument of a source. An annotation of an academic source, for example, typically identifies its argument (or thesis, research question, or hypothesis), how this argument is made, and its main conclusions. Keep in mind that identifying the argument of a source is a different task than describing or listing its contents. Rather than listing contents, an annotation should account for **why** the contents are there.

Final Paper

You will write a final paper that incorporates your research interests with topics and readings discussed in this course. You should choose a topic that advances your thesis and allows you to draw connections between your thesis and cultural anthropology theory. This paper is an opportunity for you to go beyond course material to examine cultural anthropological literature not discussed in class. However, you will be required to incorporate some course material. Your paper must be 4000-5000 words (not including

bibliography), double-spaced, 1” margins on all sides, Times New Roman 12-point font, and Chicago Style citations. You will be provided with more information on the specific requirements on this paper later in the semester.

Activity Submissions

All class work must be submitted through Webcourses

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

Assignment	Percentage of Grade
Annotated Bibliography	30%
Final Paper	40%
Class Participation	30%
Total	100%

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points

B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Consult the latest Undergraduate or Graduate **catalog (http://catalog.ucf.edu/)** for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

You may access the course schedule by **following this link**. Most of the readings are accessible online. However, you are responsible for obtaining them, including making use of the UCF library's document delivery service.YOU SHOULD NEVER PAY for access to the readings. Please see me if you need help locating and obtaining the readings for free.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at **UCF Student Services (https://www.ucf.edu/services/)** . Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at **UCF Student Services (https://www.ucf.edu/services/)** . Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the **UCF Online Student Guidelines (https://www.ucf.edu/online/resources/guidelines/)** for more information about your access to non-academic services.

Policy Statements

Inclusive Classroom Statement

I am committed to fostering a climate of inclusion and acceptance in this course. It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to foster a learning environment respectful of gender identity, sexuality, disability, age, socioeconomic status, immigration status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class activities conflict with your religious events, please let me know so that we can make arrangements for you. Please let me know if you would like me to use specific personal gender pronouns (PGPs) when communicating with you.

Academic Integrity

Students should familiarize themselves with **UCF's Rules of Conduct (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, students may consult **The Center for Academic Integrity**

(https://academicintegrity.org/) .

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices** (http://wpacouncil.org/node/9) ".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule.** (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf) UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade** (http://goldenrule.sdes.ucf.edu/zgrade) .

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services** (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 in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at **http://emergency.ucf.edu/emergency_guide.html** (http://emergency.ucf.edu/emergency_guide.html) .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **http://www.ehs.ucf.edu/workplacesafety.html** (http://www.ehs.ucf.edu/Workplacesafety) (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu** (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."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. **You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)**

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	
Fri Jan 11, 2019	**Introduction Post (https://webcourses.ucf.edu/courses/1314150/assignments/6005031)**	due by 11:59pm
Wed Jan 16, 2019	**Week 2 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005137)**	due by 11:59pm
	Week 2 Participation	

Thu Jan 17, 2019	(https://webcourses.ucf.edu/courses/1314150/assignments/6032265)	due by 11:59pm
Wed Jan 23, 2019	Week 3 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005139)	due by 11:59pm
Thu Jan 24, 2019	Week 3 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032305)	due by 11:59pm
Wed Jan 30, 2019	Week 4 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005141)	due by 11:59pm
Thu Jan 31, 2019	Week 4 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032307)	due by 11:59pm
Wed Feb 6, 2019	Week 5 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005143)	due by 11:59pm
Thu Feb 7, 2019	Final Paper Proposal (https://webcourses.ucf.edu/courses/1314150/assignments/6034111)	due by 11:59pm
	Week 5 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032309)	due by 11:59pm
Wed Feb 13, 2019	Week 6 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005147)	due by 11:59pm
Thu Feb 14, 2019	Week 6 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032751)	due by 11:59pm
Wed Feb 20, 2019	Week 7 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005149)	due by 11:59pm
	Class Format Poll	to do: 11:59pm
Thu Feb 21, 2019	Week 7 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032769)	due by 11:59pm
Wed Feb 27, 2019	Week 8 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005151)	due by 11:59pm
Thu Feb 28, 2019	Week 8 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032771)	due by 11:59pm
Wed Mar 6, 2019	Week 9 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005153)	due by 11:59pm

Thu Mar 7, 2019	Final Paper Preliminary List of Sources (https://webcourses.ucf.edu/courses/1314150/assignments/6034117)	due by 11:59pm
Thu Mar 14, 2019	Week 10 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032773)	due by 11:59pm
Wed Mar 20, 2019	Week 11 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005155)	due by 11:59pm
Thu Mar 21, 2019	Week 11 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032775)	due by 11:59pm
Wed Mar 27, 2019	Week 12 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005157)	due by 11:59pm
Thu Apr 4, 2019	Week 13 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032779)	due by 11:59pm
Wed Apr 10, 2019	Week 14 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005159)	due by 11:59pm
Thu Apr 11, 2019	Week 14 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032781)	due by 11:59pm
Wed Apr 17, 2019	Week 15 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6005323)	due by 11:59pm
Thu Apr 18, 2019	Week 15 Participation (https://webcourses.ucf.edu/courses/1314150/assignments/6032783)	due by 11:59pm
Wed Apr 24, 2019	Week 16 Annotations (https://webcourses.ucf.edu/courses/1314150/assignments/6110207)	due by 11:59pm
Thu Apr 25, 2019	Final Paper (https://webcourses.ucf.edu/courses/1314150/assignments/6098589)	due by 11:59pm

College of Sciences - Grad Course Revision - ANG 7075 Advanced Anthropological Topics in Geospatial Analysis

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after the proposal is launched.

Course revisions must be accompanied by a course syllabus and rationale. Departments must also submit an electronic syllabus to the college curriculum person.

College:* College of Sciences

Unit / Department / College:* PhD Program

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ANG

Code:* 7075

Course Title:* Advanced Anthropological Topics in Geospatial Analysis

30 Character Abbreviation:* Adv Anthro Topics in GIS

Full Title:* Grad Course Revision - ANG 7075 Advanced Anthropological Topics in Geospatial Analysis

Course Instructor (Must be Approved Graduate Scott Branting

Faculty/Scholars):

Department Chair Phone Number:* 4078232227

Dept Chair Email* John.Schultz@ucf.edu

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* ~~ANG 5852, ANG 5853, and Admission to the Ph. D. in Integrative Anthropological Sciences program or C. I.~~ Advanced application of geographic information systems methodology for the documentation and analysis of anthropological, archaeological, and forensic problems.

Prerequisite(s): **ANG 5852 and Admission to the Ph. D. in Integrative Anthropological Sciences program or C. I.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* (•) Yes ( ) No

Grading Scheme: ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Tiffany Chestnut

+ **No**

○ Yes ◉ No

If yes, indicate the degree program name and the total times the course may repeated.

If the course you are revising is a split-level class, please note this revision form will only impact the graduate side of the course. The undergraduate component of the course should be revised through the Undergraduate Curriculum Committee. As a reminder, the graduate syllabus should clearly demonstrate more advanced subject matter, expectations, and rigor.

Split-Level Class:* ○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Tiffany Chestnut

+ **Odd Spring**

+ 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

Tiffany Chestnut

+ **Required Course**

◉ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

Revising pre-reqs which are incorrect in catalog.

What grad programs/tracks require or recommend this course for graduation?

If not a major requirement, what will be the source of students?

What is the estimated annual enrollment?

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 Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

Information from the official Schedule of Classes
Instructor and/or GTA contact information
Explicit, public description of the course

Student learning outcomes
Sequence of course activity

Assessment and grading procedures
Course Materials and Resources
Core policy statements

Academic integrity statement including definition(s) of and consequences for academic misconduct
Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities
Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies
Statement regarding accommodations for active duty military students

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach any required files by navigating to the Proposal Toolbox and clicking in the top right corner.

Check

Activity Log

Tiffany Chestnut

\+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Tiffany Chestnut

\+ I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Proposal Type:

Administration Use Only

Catalog Ownership: Department of Anthropology

Course OID

Course Type

ANG7075: Advanced Anthropology Topics in GIS

Department of Anthropology
College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Scott Branting*	*Term:*	*Spring 2019*
Office:	*Phillips Hall 309-E*	*Credit Hours*	*3*
Phone:	*(407) 823-4962*	*Class Meeting Days:*	*M*
E-Mail:	*scott.branting@ucf.edu*	*Class Meeting Hours:*	*9:30am – 12:20pm*
Website:	*Canvas*	*Class Location:*	*HPA1 – 104*
Office Hours:	*Dr. Branting M 1:00-3:00 or by appointment*	*TA:* *TA email:*	*None*

University Course Catalog Description

This course provides an advanced introduction to Geographic Information Systems (GIS) methods from an anthropological perspective. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Overview

This course will build upon the GIS Methods in Anthropology course by engaging you in implementing the research proposals that you developed in the earlier course. Course readings and discussions will allow deeper exploration of GIS topics. This course will allow you to achieve a working proficiency in one or more core areas of geospatial analysis and achieve the completion of a project to showcase your knowledge and skills. Presentation and peer review of the final geospatial projects will encourage your engagement with not only your own topic but also the topics and analysis of the widely divergent projects developed in this course. This course is part of a two course sequence with GIS Methods in Anthropology and fulfills the two-course core requirement for the GIS graduate certificate.

Course Objectives

In this course, students will gain skills in:

- Project Implementation: applying a research design to real world data to generate interpretable scientific results
- Writing: writing a final project report based on the conclusions of the research
- Public speaking: through the presentation of the project and its analysis
- Interdisciplinarity: working with interdisciplinary data sources and methods, as well as peer-review of other students' projects.

Course Prerequisites
ANT4852/ANG5852: GIS Methods in Anthropology and admittance to the Integrative Anthropological Sciences Ph.D. Program or consent of instructor

Required Text and Articles
Readings in this course take the form of journal articles, which are available through the UCF Library web site. In cases where a reading is not available for electronic download, a copy of the reading will be made available through the course website on Webcourses@UCF.

Basis for Final Grade
Your grade will be based upon your final project report (70%), a syllabus quiz (1%), participating in discussions of the readings (9%), and a presentation of that proposal to the entire class (20%). Failure to hand it in assignments on the due date, in the absence of a pre-accepted excuse, will result in a score of (0) for that assignment. Presentation times during the final weeks of class will be scheduled later in the class. Failure to present at that time, in the absence of a pre-accepted excuse, will result in a score of (0) for the presentation.

Assignments	***Due Date***	***Percent of Grade***	***Max. Points***
Syllabus Quiz	By Friday, Week 1 at 3pm	1% and federal verification requirement	1
Participation in Classroom Discussions	In class	9%	9
Final Project Report	April 8th, 2019 at start of the class period (9:30am)	70%	70
Oral Presentation of Project	Assigned Class Period in Weeks 15 and 16	20%	20

The syllabus quiz also completes the verification requirement for students who receive federal financial aid. Verification of student engagement is required to support UCF's compliance with federal financial aid regulations. The regulations state that without verification of student engagement at the start of each course in which a student is enrolled, students will not receive their student aid. UCF is required to verify that every student enrolled in every course meets this regulation. All students, whether or not you receive federal student aid, are required to complete the syllabus quiz by 3pm on the Friday of first week.

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies

Student Conduct

All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating, plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on 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/. All students are required to follow the Rules of Conduct found within the Golden Rule, the University of Central Florida's Student Handbook (www.goldenrule.sdes.ucf.edu). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

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>.

Campus Safety
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.
Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of

class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military
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.

Disability Accessibility
Both I and the University of Central Florida are committed to providing reasonable accommodations for people with disabilities. Students who need accommodations in this course must first register with Student Accessibility Services (sas.sdes.ucf.edu) and should also speak with me at the start of the semester to discuss needed accommodations. The Student Accessibility Services office is available to also provide you with a wide range of assistance beyond this course setting.

University Writing Center: The University Writing Center (uwc.cah.ucf.edu) is a free resource for UCF students. If you require assistance with any part of the writing process, they have trained consultants who can help you if you plan ahead. Since a written assignment comprises a large percentage of your grade for this course, I would encourage you to seek out their assistance if you require I

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings for note taking. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students in the classroom. If you are found to be doing so, you will be asked to put away the device and will not be permitted to use devices in class from that point forward. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Attendance
Attendance at class meetings is important to meet the goals of this class. I will not take formal class attendance, although I may keep a record of attendance of individual students at my discretion if it is warranted. I expect that students attend class regularly and I will not provide class notes to students for class periods that students miss. In addition, if you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment.

Updates and Notifications
The course website on Webcourses will be used for any general notifications or updates to this course, including changes to this syllabus.

Obtaining Notes for Missed Classroom Sessions
If you miss a class period it is your responsibility to obtain notes from a fellow classmate. I will not provide notes or a copy of any discussion or activities.

Grades of "Incomplete"
Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule

This syllabus is tentative and I may make reasonable schedule modifications to meet the goals of the class. Articles will be posted on the course website or provided in class.

Week	Day	Date	Topic Assignments Due	Reading Assignments
1	M	Jan. 7	Introduction to Class Classroom – Introduction, Syllabus Quiz, Paper Discussions **ASSIGNMENT: Syllabus Quiz due Fri. 11th, 3pm**	
2	M	Jan. 14	Monitoring Things from Space Classroom Discussion and Project Preparation Session	**Joshi et al. (2015) "Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data"**
3	M	Jan. 21	**Martin Luther King Jr. Day** **NO CLASS**	
4	M	Jan. 28	Tracking Movement Classroom Discussion and Project Preparation Session	**Strandburg-Peshkin et al. (2015): "Shared decision-making drives collective movement in wild baboons";** **Calabrese et al. (2010): "The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events"**
5	M	Feb. 4	More Statistical Analysis and Arguments Classroom Discussion and Project Preparation Session	**Austin et al. (2005): "Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments";** **Spielman (2006) "Appropriate use of the K Function in Urban Environments";** **Austin et al. (2006) "Austin et al. Respond"**

6	M	Feb. 11	Telling a Story with Maps - Cartography Classroom Discussion and Project Preparation Session	**Roth (2013): "Interactive maps: What we know and what we need to know";** **Scassa et al. (2015): "Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North"**
7	M	Feb. 18	Maps and Behavior Classroom Discussion and Project Preparation Session	**Raanan and Shoval (2014): "Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities"**
8	M	Feb. 25	PPGIS, Crowdsourcing, Web Classroom Discussion and Project Preparation Session	**Brovelli et al. (2015): "Public participation in GIS via mobile applications"**
9	M	Mar. 4	Simulations Classroom Discussion and Project Preparation Session	**Sellers et al. (2007): "An agent-based model of group decision making in baboons"**
10	**M**	**Mar. 11**	**SPRING BREAK** **NO CLASS**	
11	M	Mar. 18	Databases and Privacy Classroom Discussion and Project Preparation Session	**Exeter et al. (2014): "'Whose data is it anyway?' The implications of putting small area-level health and social data online"**
12	M	Mar. 25	Proposal Preparation Session	
13	M	Apr. 1	Proposal Preparation Session	
14	M	Apr. 8	The Future of GIS **ASSIGNMENT DUE AT START OF CLASS Monday, Apr 8** **Final Project Report (no more than 10 pages)**	**Sui (2015): "Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology?"**
15	M	Apr. 15	**STUDENT PRESENTATIONS**	

16	M	Apr. 22	**STUDENT PRESENTATIONS**	
Finals	M	29	**NO CLASS**	

Article Bibliography

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2005 Clustering of fast-food restaurants around schools: a novel application of spatial statistics to the study of food environments. *American Journal of Public Health* 95(9):1575-1581.

Austin, S. Byrn, Steven J. Melly, Brisa N. Sanchez, Aarti Patel, Stephen Buka, and Steven Gortmaker
2006 Austin et al. Respond. *American Journal of Public Health* 96(2):205.

Brovelli, Maria Antonia, Marco Minghini, and Giorgio Zamboni
2015 Public participation in GIS via mobile applications. *ISPRS Journal of Photogrammetry and Remote Sensing* 114:306-315.

Calabrese, Francesco, Francisco C. Pereira, Giusy Di Lorenzo, Liang Liu, Carlo Ratti
2010 The Geography of Taste: Analyzing Cell-Phone Mobility and Social Events. In *Pervasive Computing. Pervasive 2010*. P. Floréen, A. Krüger, and M. Spasojevic, eds. Pp. 22-37. Berlin: Springer.

Exeter, Daniel John, Sarah Rodgers, and Clive Eric Sabel
2014 "Whose data is it anyway?" The implications of putting small area-level health and social data online. *Health Policy* 114:88-96.

Joshi, Neha, Edward T.A. Mitchard, Natalia Woo, Jorge Torres, Julian Moll-Rocek, Andrea Ehammer, Murray Collins, Martin R. Jepsen, and Rasmus Fensholt
2015 Mapping dynamics of deforestation and forest degradation in tropical forests using radar satellite data. Environmental Research Letters 10(3):034014.

Raanan, Malka Greenberg and Noam Shoval
2014 Mental maps compared to actual spatial behavior using GPS data: A new method for investigating segregation in cities. *Cities* 36:28-40.

Roth, Robert E.
2013 Interactive maps: What we know and what we need to know. *Journal of Spatial Information Science* 6:59-115.

Scassa, Teresa, Nate J. Engler, and D.R. Fraser Taylor
2015 Legal Issues in Mapping Traditional Knowledge: Digital Cartography in the Canadian North. *The Cartographic Journal* 52(1):41-50.

Sellers, W.I., R.A. Hill, and B.S. Logan
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Spielman, Seth
2006 Appropriate use of the K Function in Urban Environments. *American Journal of Public Health* 96(2):205.

Strandburg-Peshkin, Ariana, Damien R. Farine, Iain D. Couzin, and Margaret C. Crofoot
2015 Shared decision-making drives collective movement in wild baboons. *Science* 348(6241):1358-1361.

Sui, Daniel
2015 Emerging GIS themes and the six senses of the new mind: is GIS becoming a liberation technology? *Annals of GIS* 21(1):1-13.