

Graduate Council Curriculum Committee
February 5, 2020
2:30 p.m., HPA1 room 304

Agenda

1. Welcome and call to order
2. Review of minutes from January 22, 2020
3. General business
4. Program, Fee, and Course proposals
5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee

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

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1. College of Arts and Humanities

College of Arts and Humanities program addition

1. Themed Experience M.S.

2. College of Engineering and Computer Science

College of Engineering and Computer Science course revision

1. EEL 5462 Antenna Analysis and Design
 - The "C" designating lab hours is being removed as the course currently has only lectures and no labs or discussion sessions.

3. College of Sciences

College of Sciences course continuation

1. EXP 5254 Human Factors and Aging

4. College of Business Administration

College of Business Administration track additions

1. Accounting MSA, Assurance Track
2. Accounting MSA, Management Track
3. Accounting MSA, Taxation Track

College of Business Administration program revision

1. Accounting MSA

5. College of Community Innovation and Education

College of Community Innovation and Education course revisions

1. MHS 7808 Internship in Counseling Supervision
 - Revision to title and pre-reqs
2. BTE 6935 Seminar in Business Education

- Revision to offering term. Original: Fall. New: Summer.
- 3. ECT 6791 Research in Career Education
 - Revision to offering term. Original: Summer. New: Spring.
- 4. ECW 5207 Management of Career Education Programs
 - Revision to offering term. Original: Summer. New: Spring.
- 5. ECW 5561 Student Guidance in the Career/Workforce Program
 - Revision to offering term. Original: Spring. New: Fall.
- 6. ECW 6206 Supervision in Local Career and Technical Education Programs
 - Revision to offering term. Original: Spring. New: Summer.
- 7. ECW 6268 School, College, and Career Readiness
 - Revision to offering term. Original: Fall. New: Spring.
- 8. PAD 6227 Public Budgeting
 - Revision to course description

College of Community Innovation and Education certificate addition

1. Conflict Resolution and Analysis Graduate Certificate

College of Community Innovation and Education program revision

1. Curriculum and Instruction EdD
 - Revision to added a research seminar to the core curriculum, moved program evaluation to one of the options for students' restricted research electives, added other possible research electives, reduced the amount of dissertation hours from 18 to 15.

6. College of Health Professions and Sciences

College of Health Professions and Sciences course additions

1. IDS 6657 Professional Collaboration in Language and Literacy
2. SPA 6498 Assessment of Language Disorders in Children and Adolescents
3. SPA 6499 Intervention of Language Disorders in Children and Adolescents

College of Health Professions and Sciences materials & supplies fee

1. Materials & Supplies Fee addition for course SPA 6498 (course addition #2 above)
 - Course addition SPA 6498 is part of the Communication Sciences and Disorders MA program & track revisions below. The fee from deleted course SPA 6496 is being reassigned to new course SPA 6498. No change to overall cost of program.

College of Health Professions and Sciences program revisions

1. Communication Sciences and Disorders MA
 - Deleting SPA 6496 (6 credit hours) and adding 2 new courses (3 credit hours each) SPA 6498 and SPA 6499
2. Communication Sciences and Disorders MA, Accelerated BA/BS to MA Track
 - Deleting SPA 6496 (6 credit hours) and adding 2 new courses (3 credit hours each) SPA 6498 and SPA 6499
3. Communication Sciences and Disorders MA, Consortium Track
 - Deleting SPA 6496 (6 credit hours) and adding 2 new courses (3 credit hours each) SPA 6498 and SPA 6499

GCCC Agenda 2-5-20

Committee Graduate Curriculum Committee

Notes

Total Proposals 16

College of Arts and Humanities - Graduate Program Addition-New - Themed Experience M.S.


2020-2021 Graduate Program New

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.

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

Select *Program* below.

Program Type:* ☒ Program
☐ Shared Core

Proposal Type:* Graduate Program Addition-New

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

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

Name of program:* Themed Experience M.S.

College:* College of Arts and Humanities

Proposed Effective Term / Year:* Fall 2021

Unit / Department / College:* Dean's Office

Unit(s) Housing Program:

Delivery:* ☒ Face to Face
☐ UCF Online
☐ Mixed Delivery

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

New Equipment Fee? ☐ Yes ☒ No

If yes, also complete the 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

Rationale:* As proposed, the M.S. in Themed Experience is a 33-hour program with a course sequence designed to teach the unique skills, processes and concepts utilized to design and produce themed experiences for spaces that include theme parks, zoos, aquariums, themed retail, dining, interactive theatre, escape rooms, immersive hotels, museums, virtual worlds and exhibitions. This graduate program will build upon the strength and diversity of UCF's theater, art, and design programs as well as its ideal location in Orlando, the international hub of the themed entertainment industry.

Regionally, nationally, and globally, the themed experience industry is thriving with an expectation of continued expansion over the next ten years. Universal Studios Orlando will more than double in size, and Disney is rapidly updating and expanding parks and resorts worldwide. However, there is no dedicated degree program in the state of Florida that prepares graduates to design and produce

themed entertainment. Our proposed M.S. in Themed Experience would be the first of its kind.

Is this a Doctoral program? ☐ Yes ☒ No

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

College: Link to College website	Degree: PHD, MS, MA
Department: Link to department website	Option: Dissertation, Thesis, Non-Thesis
Program Websites: Link to program website	

Informational
Description
Chart:*

College: Arts and Humanities	Degree: MS
Department: Arts and Humanities	Option: Non-Thesis
Program Websites: www.cah.ucf.edu	

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy.

Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1



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

Step 2



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

Prospective
Curriculum*

Impact on Current Students

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

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

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

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

N/A. No students will be required to move from an existing program, track, or certificate.

Future Students

Indicate likely career or student outcomes upon completion:*

Students graduating from the M.S. in Themed Experience will be prepared for creative careers in the themed entertainment and experience industry. Some of the job titles are Designer, Art Director, Creative Director, Producer, Production Coordinator, Blue Sky or Concept Artist, Show Runner, Story Artist, Show Writer, Show Set Designer, Exhibition Designer and Show Set Coordinator.

Walt Disney Imagineering lists over 100 unique positions in their organization. Nomenclature for position titles varies from firm to firm. So, the generalized statement that Themed Experience M.S. graduates would be prepared for careers in production and design of themed environments can be applied to a multitude of synonymous position titles.

The following are the primary student learning outcomes for the M.S. in Themed Experience:

- Integrate and demonstrate the utilization of the core components of successful themed experiences
- Analyze and critique virtual, mixed, augmented, and physical narrative environments
- Experience each phase of the production process of creating designed spaces
- Design narrative-driven, thematic spaces to provoke emotions and communicate ideas for both entertainment and education
- Develop viable and original concepts for a themed experience utilizing professionally recognized practices.

- Understand historical contributions and trends in themed experiences and apply that knowledge to the creation of innovative and compelling experiences.

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.*

Source of Students	Explanation of Projected Number
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	9 of the 23 students applying to the MFA in Theatre, Themed Experience track are returning, older students; however, this M.S. will attract a higher percentage of returning students already employed within the local attraction and entertainment industry. We project acceptance of 5-10 annually from this group, especially with the recent partnership between UCF and Disney's Aspire program.
Students who transfer from other graduate programs within the university	While the projected number is 3-4, we have received inquiries from students wishing to transfer degrees but expect this number to steadily decrease once the M.S. degree is established and our recruitment efforts become more strategically focused.
Individuals who have recently graduated from preceding degree programs at this university	Currently, there is no undergraduate degree in Themed Experience at UCF, however, students in the college's existing undergraduate degree programs would be logical populations to target for our recruitment efforts. These programs include the B.F.A. in Emerging Media with tracks in character and experimental animation and graphic design; the B.A. in Digital Media, especially the game design track; the B.F.A. and B.A. in Theatre and the B.M. and B.A. degrees in Music. Additionally, students in Rosen College's Entertainment Management undergraduate program have expressed interest in the proposed M.S. The results of the student survey also suggest a potential interest from students in other STEM programs throughout the university looking to combine their technical knowledge with design skills.
Individuals who graduated from preceding degree programs at other Florida public universities	There are no undergraduate degree programs in the State University System in Themed Experience. However, we anticipate the M.S. in Themed Experience will draw students from graphic design, scenic design, fine art, digital media, animation and other creative degree programs offered throughout the SUS.
Individuals who graduated from preceding degree programs at non-public Florida institutions	The Ringling College of Art and Design in Sarasota, Florida is starting an undergraduate studio degree program in Entertainment Design in fall 2019. The proximity of Ringling to Orlando suggests its graduates would be interested in continuing their education in Orlando by pursuing our M.S. degree. Since Ringling will not graduate its first class until 2023, any impact on our applicant pool would not be immediate.
Additional in-state residents	We project at least 10-15 applicants with visual art or design undergraduate degrees from other SUS institutions.
Additional out-of-state residents	This number is projected at 1-5 initially but is expected to substantially increase through year 4 as

		program marketing and reputation spread. If a limited residency option is added, we anticipate this aspect will be attractive to out-of-state prospects.
	Additional foreign residents	This is an unknown entity given downward trends in the recruitment of international students. However, the program's location in Orlando could make the program attractive to international applicants.

Year 1

Headcount: * 15	SCHs: * 270
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Year 2

Headcount: 30	SCHs: 495
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Year 3

Headcount: 45	SCHs: 765
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Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 0	Source of funds: n/a
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Number of fellowship students (specify fellowship): 0
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Number of tuition remissions: 0	Source of funds: n/a
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Year 2

Number of assistantship students: 0	Source of funds: n/a
--	-----------------------------

Number of fellowship students (specify fellowship): 0
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Number of tuition remissions: 0	Source of funds: n/a
--	-----------------------------

Year 3

Number of assistantship students: 0	Source of funds: n/a
--	-----------------------------


**Number of
fellowship** 0

**students (specify
fellowship):**

**Number of tuition
remissions:** 0

Source of funds: n/a

Attachments

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

Faculty List* ☒ Attached

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

**Library
Assessment of
Resources*** ☒ Attached

Administration Use Only

Program Type

Degree Type

Status* ☒ Active-Visible ☐ Inactive-Hidden

**Catalog
Ownership:**

Themed Experience Affiliated Faculty

Name	Rank	Department
Carissa Baker	Assistant Professor	Rosen College of Hospitality Management
Byron Clercx	Professor	School of Visual Arts and Design
Scot French	Associate Professor	History
Robert Hoekstra	Associate Professor	Industrial Engineering & Management Systems
Emily Johnson	Assistant Professor	Games and Interactive Media
Rudy McDaniel	Professor Director of SVAD	School of Visual Arts and Design Games and Interactive Media
Ady Milman	Professor	Rosen College of Hospitality Management
John Murray	Assistant Professor	Games and Interactive Media
Tison Pugh	Professor	English Literature
Sara Raffel	Assistant Professor	English Technical Communication
Robert Reedy	Professor	School of Visual Arts and Design
Anastasia Salter	Associate Professor Director, CAH Grad Programs	Texts & Technology Games and Interactive Media
Eileen Smith	Instructor	Institute for Simulation and Training
Mel Stanfill	Assistant Professor	Texts & Technology Games and Interactive Media
Peter Telep	Senior Instructor	English Creative Writing
Keri Watson	Assistant Professor	Art History School of Visual Arts and Design
Vandy Wood	Associate Professor	School of Performing Arts - Theatre

Memo

To: Mr. Michael Wainstein, Director, School of Performing Arts
Mr. Peter Weishar, Professor, School of Performing Arts
Ms. Lynn Hepner, Associate Dean, College of Arts and Humanities
Mr. Barry Baker, Director of Libraries
Ms. Selma Jaskowski, Associate Director, Technology Services and Resource Management
Ms. Ying Zhang, Department Head, Acquisitions and Collections, University Libraries
Dr. Liz Klonoff, Dean, College of Graduate Studies
Dr. Winston Schoenfeld, Associate Dean, College of Graduate Studies

From: Rich Gause, University Librarian, Research & Information Services

Subject: Library Assessment for the Proposed Themed Experience M.S. in the School of Performing Arts

Date: December 6, 2019

Projected Costs for New Library Resources

It is recommended that \$500 be allocated for years 3, 4 & 5 to acquire new titles as the full program develops. This new allocation of \$1,500 supplements the remaining \$1,000 which was previously allocated for 2020-2021 and 2021-2022 for the Theatre M.F.A., Themed Experience Track.

Summary of funds requested for the Themed Experience M.S.:

	2020-21	2021-22	2022-23	2023-24	2024-25
Theatre M.F.A. track	\$500	\$500			
Themed Experience M.S.			\$500	\$500	\$500
Total	\$500	\$500	\$500	\$500	\$500

Research Guide

An online library guide for Themed Experience describes specific online and print resources and provides links to electronic materials. <https://guides.ucf.edu/themedexperience>

Print and Online Access

The Themed Experience M.S. program intends to develop a low-residency program providing four to five of the eight courses online. All else being equal, electronic format with multiple simultaneous access is preferred for library resources to reach more users. Physical format will be selected if no viable electronic equivalent is available and will default to one copy per title due to budgetary restraints. Duplicate copies may be considered on a case by case basis. The physical copy (occasionally copies) will be housed at the locations chosen by the UCF Libraries to serve the needs of relevant programs.

Library materials relevant for the Themed Experience program will be housed in at least four UCF Libraries locations: Main Campus (Theatre, Art, Music, Communication, Film, Writing & Rhetoric, Marketing, Engineering); Rosen Campus (Hospitality Management, Theme Parks); Valencia West (Architecture); and Downtown Campus (Gaming & Interactive Media).

UCF Libraries offers a robust document delivery system and interlibrary loan service to ensure UCF users at all locations have access to library resources at all locations and beyond.

To achieve best cost efficiency within the library's budget limits and to serve as many users as possible, most library collections, including books, serve multiple UCF programs. Decisions for how library resources are acquired and where the resources are housed are made by the UCF Libraries. The decisions on location are also driven by the integrity of intended use of the body of publications, and therefore typically physical resources on the same topic are kept at one location, rather than split between multiple locations. The shelving capacity and other aspects of a library's physical space may also influence location decisions.

Previous Assessment

This evaluation of library resources builds on the brief assessment conducted in 2018 for the Theatre M.F.A., Themed Experience Track (attached). That assessment focused on determining the availability at UCF of 2 magazines and 105 book titles.

That track assessment also included a comparison of library book holdings by subject headings at four institutions:

- Savannah College of Art & Design (SCAD), Themed Entertainment Design, M.F.A.
- CalArts, Experience Design opportunities within the Theatre M.F.A. program
- Carnegie Mellon University, Master of Entertainment Technology
- Florida State University, School of Entrepreneurship, Themed Experience Institute

None of the four identified institutions provided a good statistical comparison for head-to-head benchmarking of library resources for reasons explained in that track assessment. Programs or tracks being developed at other institutions are too new to provide effective benchmarking and their collections are very small, but examining their holdings may be useful in the future to identify specific titles for potential purchase. Those new programs include:

- University of Florida, MS in Architecture, Themed Environment Integration, CityLab Orlando
- Ringling College of Art & Design, Entertainment Design, BFA

Instead of expanding the number of subject headings or institutions to benchmark for this full program assessment, an analysis has been conducted of relevant titles already held in support of three existing UCF programs which represent the core broadened subject areas of the full Themed Experience program: Hospitality Management, Architecture, and Gaming & Interactive Media.

Journals/Magazines:

Both magazines identified in the 2018 assessment are available in print at the Rosen campus library and will remain at that location.

- Funworld (2001+)
- InPark Magazine (2004+) – available online 2012+

The Journal of Themed Experience & Attractions Studies (JTEAS) began in 2018 and is hosted online at UCF. Only one issue has been produced as of December 2019.

UCF Libraries provides online access to the proceedings of the International Conference on Virtual, Augmented & Mixed Reality (2007+).

No other journals were identified with a focus specifically on themed experience, but the UCF Libraries already provide a strong online and print collection of current and backfile journals with articles covering theatre, hospitality management, theme parks, architecture, and gaming & interactive media, as well as other related disciplines. Peter Weishar identified additional journals available at UCF which may provide relevant content:

- Body, Movement & Dance in Psychotherapy: An International Journal for Theory, Research & Practice (2006+)
- CHINOPERL: Journal of Chinese Oral & Performing Literature (1997+)
- Comedy Studies (2010+)
- Contemporary Theatre Review (1992+)
- Dramatherapy (1977+)
- Dress: The Journal of the Costume Society of America (1997+)
- Ibsen Studies (2000+)
- International Journal of Performance Arts & Digital Media (2005+)
- Performance Research: A Journal of the Performing Arts (1997+)
- South African Theatre Journal (SATJ) (1997+)
- Stanislavski Studies: Practice, Legacy & Contemporary Theater (2013+)
- Studies in Theatre & Performance (2000+)
- Text & Performance Quarterly (TPQ) (1980+)
- Theatre & Performance Design (2015+)

Databases

Current UCF databases of most relevance for the Themed Experience M.S.:

- Academic Search Premier
- ~~Art & Architecture Source~~ (subscription will be discontinued in January 2020 due to budget cuts)
- Art Index Retrospective (1929-1984)
- Arts & Humanities Citation Index (1975+)
- Arts & Humanities Commons
- Communication & Mass Media Complete
- Essay & General Literature Index (1984+)
- Film & Television Literature Index
- Hospitality & Tourism Complete
- Humanities & Social Sciences Retrospective (1907-1984)
- Humanities Source
- International Bibliography of Theatre & Dance
- JSTOR
- Leisure Tourism Abstracts
- LinkedIn Learning
- Project MUSE
- Theatre & Performance Studies Commons

The loss of the subscription to Art & Architecture Source will have a negative impact on multiple academic programs at UCF including this new program in Themed Experience, but there are no funds available at UCF for this recurring annual cost previously funded at the state level.

Monographs/Books – Previous Assessment for M.F.A. track

Of the 105 books evaluated for the track assessment:

- 50 titles already owned by UCF
 - 33 titles shelved at Rosen campus
 - 17 titles shelved at Main campus
- 53 titles purchased
 - 18 titles as eBooks
 - 35 titles as print books
 - 12 titles shelved at Main campus
 - 23 titles initially shelved at Rosen campus; per a request from the College of Arts & Humanities Dean's Office, all 23 titles were transferred to the Main campus' Automated Retrieval Center
- 2 titles will be purchased when the new editions are published in 2020

Monographs/Books – Future Purchases

Students in the Themed Experience M.S. program are likely to make use of books from all four library locations (Main, Rosen, Valencia West, and Downtown). The library's delivery service can retrieve requested books from the other campuses, but students also may find it beneficial for their discovery process to travel to the other campuses to browse the books in context with similar materials.

The librarians overseeing each of these subject areas will coordinate the identification and purchase of relevant content overlapping the disciplines. The requested funds may be used to expand access. For example, if a title was going to be purchased in print for the Hospitality Management collection at Rosen, but it is also considered relevant for the Themed Experience program then instead it will be purchased for online access by multiple users if available.

Decisions regarding where the resources are housed are made by the UCF Libraries; typically physical resources on the same topic are kept at one location, rather than split between multiple locations. This may result in some titles purchased with funds allocated for Themed Experience being shelved at one of the other campuses with similar materials already owned by the UCF Libraries.

Examples of Current Collections of Related Disciplines

The Themed Experience program benefits significantly from access to the resources purchased in support of related disciplines which may be housed at the other campuses. The following title lists provide a sample of potentially relevant titles owned by the UCF Libraries. More information about each title is provided on the online guide.

Hospitality Management

- The Immersive Worlds Handbook: Designing Theme Parks & Consumer Spaces
- Theme Park
- Theme Park Design: Behind the Scenes with an Engineer
- Total Landscape, Theme Parks & Public Space
- Amusing the Million: Coney Island at the Turn of the Century
- Coney Island: Lost & Found
- Coney Island: The People's Playground
- Walt's Revolution! By the Numbers
- Why We Love Disney: The Power of the Disney Brand
- They Drew as They Pleased: The Hidden Art of Disney's Golden Age, the 1930s
- They Drew as They Pleased: The Hidden Art of Disney's Musical Years: 1940s, Part 1
- They Drew as They Pleased: The Hidden Art of Disney's Musical Years: 1940s, Part 2
- Building a Dream: The Art of Disney Architecture
- The Haunted Mansion: Imagineering a Disney Classic
- Maps of the Disney Parks: Charting 60 Years from California to Shanghai
- Walt Disney's Disneyland
- Disney: The First 100 Years
- Building a Better Mouse: The Story of the Electronic Imagineers Who Designed Epcot
- Designing Disney: Imagineering & the Art of the Show
- The Disney Mountains: Imagineering at Its Peak

- The Imagineering Field Guide to Disney's Animal Kingdom at Walt Disney World: An Imagineer's-Eye Tour
- The Imagineering Field Guide to Epcot at Walt Disney World: An Imagineer's-Eye Tour
- The Imagineering Field Guide to the Magic Kingdom at Walt Disney World: An Imagineer's-Eye Tour
- The Imagineering Way: Ideas to Ignite Your Creativity
- The Imagineering Workout: Exercises to Shape Your Creative Muscles
- One Little Spark! Mickey's Ten Commandments & the Road to Imagineering
- Walt Disney Imagineering: A Behind the Dreams Look at Making More Magic Real
- To Pixar & Beyond: My Unlikely Journey with Steve Jobs to Make Entertainment History
- Inside the Dream: The Personal Story of Walt Disney
- Fair World: A History of World's Fairs & Expositions, from London to Shanghai, 1851-2010
- Hersheypark
- Lost Amusement Parks of New York City: Beyond Coney Island
- The Brown Derby Restaurant: A Hollywood Legend
- Eat Out! Restaurant Design & Food Experiences
- Eating Architecture
- Food + Architecture
- Theme Restaurants
- Entertainment Dining

Architecture

- Walkable City Rules: 101 Steps to Making Better Places
- Exuberance: New Virtuosity in Contemporary Architecture
- Utopia Forever: Visions of Architecture & Urbanism
- Why on Earth Would Anyone Build That: Modern Architecture Explained
- Learn for Life: New Architecture for New Learning
- The Theming of America: American Dreams, Media Fantasies, & Themed Environments
- Architecture Bali: Birth of the Tropical Boutique Resort
- The Eyes of the Skin: Architecture & the Senses
- Brandscapes: Architecture in the Experience Economy
- Forms of Aid: Architectures of Humanitarian Space
- Welcome to Your World: How the Built Environment Shapes Our Lives
- Making Leisure Work: Architecture & the Experience Economy
- Creating Sensory Spaces: The Architecture of the Invisible
- Shadow-Makers: A Cultural History of Shadows in Architecture
- Five Ways to Make Architecture Political: An Introduction to the Politics of Design Practice
- Interactive Architecture: Adaptive World
- Architecture & Tourism: Perception, Performance & Place
- How to Read Buildings: A Crash Course in Architectural Styles
- Reading Architecture & Culture: Researching Buildings, Spaces & Documents
- Sketching for Architecture & Interior Design
- Digital Landscape Architecture Now

- The Designer's Guide to Doing Research: Applying Knowledge to Inform Design
- Prototyping for Architects
- Design Informed: Driving Innovation with Evidence-Based Design
- Visual Notes for Architects & Designers
- Language of Space & Form: Generative Terms for Architecture
- The Architect's Portable Handbook: First-Step Rules of Thumb for Building Design
- Time, Space & Material: The Mechanics of Layering in Architecture
- Architecture an Inspiration
- The Power of Design: A Journey through the 11 UNESCO Cities of Design
- Design Innovations for Contemporary Interiors & Civic Art
- Detail in Contemporary Lighting Design
- The Colours of ...
- Reading Architecture: A Visual Lexicon
- Translucent Building Skins: Material Innovations in Modern & Contemporary Architecture
- The Sacred In-Between: The Mediating Roles of Architecture
- Masterpieces: Sacred Architecture + Design: Churches, Synagogues, Mosques & Temples
- Shopping Architecture Now!
- Working in Style: Architecture + Interiors
- Dwelling with Architecture
- Classic Florida Style: The Houses of Taylor & Taylor
- Store Presentation & Design: An International Collection of Design
- Shoplifter! : New Retail Architecture & Brand Spaces
- Retail Desire: Design, Display & Visual Merchandising
- Funology 2: From Usability to Enjoyment
- People, Personal Data & the Built Environment
- Advances in Interdisciplinary Practice in Industrial Design: Proceedings of the AHFE 2018 International Conference on Interdisciplinary Practice in Industrial Design
- Mixed Reality in Architecture, Design & Construction
- The Fabric Formwork Book: Methods for Building New Architectural & Structural Forms in Concrete
- Emotional Engineering, volume 2

Gaming & Interactive Media

- Third Person: Authoring & Exploring Vast Narratives
- Visual Digital Culture: Surface Play & Spectacle in New Media Genres
- Second Person: Role-Playing & Story in Games & Playable Media
- Chris Crawford on Interactive Storytelling
- Got Game: How the Gamer Generation is Reshaping Business Forever
- Design & Development of Training Games: Practical Guidelines from a Multidisciplinary Perspective
- Explore/Create: My Life in Pursuit of New Frontiers, Hidden Worlds & the Creative Spark
- Quests: Design, Theory & History in Games & Narratives
- The Dark Side of Game Play: Controversial Issues in Playful Environments

- Gameworlds: Virtual Media & Children's Everyday Play
- Digital Play: The Interaction of Technology, Culture & Marketing
- Shadow of a Mouse: Performance, Belief & World-Making in Animation
- Enchanted Drawings: The History of Animation
- AMR: International Workshop on Adaptive Multimedia Retrieval (2003-2012)
- Making Media: Foundations of Sound & Image Production
- Multimedia & Virtual Reality Engineering
- Perspectives on Multimedia: Communication, Media & Information Technology
- Contextual Media: Multimedia & Interpretation
- MTV: Process, Inspiration & Practice for the New Media Designer
- Digital Diversions: Youth Culture in the Age of Multimedia
- Digital Media: Transformations in Human Communication
- Digital Multimedia Perception & Design
- Intelligent Interactive Multimedia Systems & Services
- Beyond the Image Machine: A History of Visual Technologies
- Designing Gamified Systems: Meaningful Play in Interactive Entertainment, Marketing & Education
- Better Game Characters by Design: A Psychological Approach
- Game Story & Character Development
- Beginning Illustration & Storyboarding for Games
- Spatial Augmented Reality: Merging Real & Virtual Worlds
- Builders of the Vision: Software & the Imagination of Design
- Designers in Handcuffs: How to Create Great Graphics When Time, Materials & Money Are Tight
- Prototyping Augmented Reality
- Computers, Visualization & History: How New Technology Will Transform Our Understanding of the Past
- Moving Innovation: A History of Computer Animation

Memo

To: Mr. Michael Wainstein, Director, School of Performing Arts
Mr. Peter Weishar, Professor, School of Performing Arts
Ms. Lynn Hepner, Associate Dean, College of Arts and Humanities
Mr. Barry Baker, Director of Libraries
Ms. Selma Jaskowski, Associate Director, Technology Services and Resource Management
Ms. Ying Zhang, Department Head, Acquisitions and Collections, University Libraries
Dr. Liz Klonoff, Dean, College of Graduate Studies
Dr. John Weishampel, Senior Associate Dean, College of Graduate Studies

From: Rich Gause, University Librarian, Research & Information Services

Subject: Library Assessment for the **Proposed Theatre M.F.A., Themed Experience Track** in the School of Performing Arts

Date: **November 19, 2018**

When I met with Mr. Peter Weishar to discuss the proposed Theatre M.F.A., Themed Experience Track, he explained that this track is the initial step in preparing for a proposed new Master's degree in Themed Experience which will be housed in the School of Performing Arts but which will be separate at that time from the Theatre and Music programs. He provided a list of 2 magazines and 105 books which he felt would be needed to support the full degree program. He later identified 20 of those 105 books which he considered "must-haves." He identified the following institutions for comparison when evaluating resources for the full degree program:

- Savannah College of Art & Design (SCAD), Themed Entertainment Design, M.F.A.
- CalArts, Experience Design opportunities within the Theatre M.F.A. program
- Carnegie Mellon University, Master of Entertainment Technology
- Florida State University, School of Entrepreneurship, Themed Experience Institute

Projected Costs for New Library Resources

It is recommended that \$3,200 be allocated for the first year to acquire the missing titles from the list of 105 books. In addition, \$500 should be allocated for each of the next three years (4-year total of \$4,700) to acquire new titles published in the existing subject areas plus additional subjects identified as the needs of the track expand in building toward the full degree program.

Summary of funds requested for four years:

Resource Type	2019-2020	2020-2021	2021-2022	2022-2023
Monograph (books)	\$3,200	\$500	\$500	\$500
Database	\$0	\$0	\$0	\$0
Journal	\$0	\$0	\$0	\$0
Total	\$3,200	\$500	\$500	\$500

The allocations for this Theatre M.F.A. track are only projected for four years with the assumption that the full degree proposal will be submitted during that period.

A more complete library analysis and revised budget will need to be done for the full degree proposal when it occurs.

Summary of Analysis

None of the four identified institutions provides a good statistical comparison for head-to-head benchmarking of library resources for the limited scope of this proposed Theatre M.F.A. track at UCF. The full degree programs at SCAD and Carnegie Mellon both focus much more heavily on the digital and technical design areas rather than theatre. Although CalArts incorporates Experience Design opportunities in their Theatre M.F.A. program they do not yet have a specific track for it and a search of their library catalog failed to identify many specific book titles or subject headings for meaningful comparison. The Themed Experience Institute at Florida State only existed briefly affiliated with the School of Entrepreneurship and ceased when Peter Weishar left for UCF. This analysis therefore focused primarily on determining UCF's holdings for the 105 books identified by Peter Weishar. A brief subjectheading comparison of library holdings is provided as well.

As currently planned the Themed Experience Track at UCF will have a limited amount of coursework taught at the Rosen campus which will be focused on the specifics of themed experience. The theatre-focused coursework will be taught at the Main campus and should be fully supported by the existing resources for the Theatre M.F.A. program. Rather than writing a thesis the student in this track will create a themed experience project.

No new databases or journals are needed at this time. The library already subscribes to resources in support of existing programs in theatre, hospitality management, and digital media.

- Theatre – <https://guides.ucf.edu/sb.php?subject+id=12202>
- Rosen Library Research Guides – <https://guides.ucf.edu/rosen/guides> including ○ Theme Park & Attraction Industry – <https://guides.ucf.edu/rosen/theme-parks>
- Film & Digital Media – <https://guides.ucf.edu/filmdigitalmedia>

Current UCF Databases of most relevance for the Theatre M.F.A. track:

- International Bibliography of Theatre & Dance
- Art & Architecture Source
- Hospitality & Tourism Complete
- Leisure Tourism Abstracts
- Film & Television Literature Index
- Communication & Mass Media Complete
- LyndaCampus

Journals/Magazines:

Both magazines identified by Peter Weishar as needed for the program are currently available at the Rosen campus library.

- Funworld (2001+)
- InPark Magazine (2004+)

No other journals were identified with a focus specifically on themed experience, but the UCF Libraries already provide a strong online and print collection of current and backfile journals with articles covering theatre, hospitality management, and theme parks.

Monographs/Books:

Of the 105 books on Mr. Weishar's list, the UCF Libraries already provide access to 50 of them: 33 titles at the Rosen campus and 17 titles at the Main campus. For the 55 remaining titles the UCF Libraries has older editions for 7 titles. The cost of purchasing or updating all 55 titles is projected to be approximately \$3,200. Ebook versions are available and will be purchased for 14 of the 55 titles instead of print editions to provide greater access. Most of the remaining 41 print titles fit the subject-area profile for the print editions to be housed at the Rosen campus, but some of the print titles may be housed in the automated storage facility at the Main campus. Document delivery of the books is available between campuses.

Comparison of library book holdings by subject headings:

Subject heading	UCF	FSU	CalArts	Carnegie Mellon	SCAD
Themed environments	5	2	2	4	6
Participatory theater	18	4	8	13	4
Theater audiences	140	166	52	97	51
Amusement parks	194	100	36	68	56

The UCF Libraries holdings of books in these four subject headings compares favorably with the other four institutions. These subject headings merely represent the main broad areas, but not covering the niche subjects for this proposed Track, which will be supported by the requested funds.

The draft of an online research guide has been created for the proposed track –

<https://guides.ucf.edu/themedexperience>

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


Signature of Equal Opportunity Officer
Nancy F. Myers

12 / 11 / 2019
Date


Signature of Library Director

Date

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

APPENDIX B

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

_____ Signature of Equal Opportunity Officer	_____ Date
 _____ Signature of Library Director	12/10/2019 _____ Date

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

College of Arts and Humanities - Graduate Program Addition- New - Themed Experience M.S.

Program Description

The Master of Science in Themed Experience is designed to teach the unique creative skills, processes and concepts utilized to design and produce themed environments such as theme parks, zoos, aquariums, themed retail, dining, museums, virtual worlds and exhibitions.

Curriculum

Total Credit Hours Required: 33 Credit Hours Minimum beyond the Bachelor's Degree

Required Courses - 21 Credit Hours

Core - 6 Credit Hours

THE 5910 Research Methods in Theatre
TPA 6437 Careers in Themed Experience

Themed Experience Concentration - 15 Credit Hours

TPA 6158 Small Project Studio
TPA 6186 Immersive Experience Studio
TPA 6187 Themed Experience Seminar
TPA 6188 Visualizing Themed Environments
TPA 6921 Collaborative Project Studio

Restricted Elective/Internship Courses - 12 Credit Hours

Students may choose from a course list of restricted electives and/or enroll in internships for a total of twelve (12) hours of elective credit. Courses that qualify are pulled from a variety of disciplines across several colleges at UCF.

AMH 5077 Colloquium in Twentieth Century Tourism
ARH 5897 Advanced Seminar in Art History
ART 5284 Design Theory and Methods
DIG 5487 Media Aesthetics
DIG 6136 Design for Interactive Media
DIG 6432 Transmedia Story Creation
DIG 6551 Theory and Practice of Interactive Storytelling

EIN 5251 Usability Engineering
EIN 6258 Human Computer Interaction
ENG 6808 Narrative Information Visualization
ENT 5619 Creativity and Entrepreneurship
FIL 5422C Experimental Cinema
HIS 5088 Readings in Curation and Public History
HIS 6094 Seminar in Curation and New Media
HIS 6096 Seminar in Historic Preservation
HMG 6291 Hospitality Entrepreneurship: Concept Creation to Capitalization
HMG 6449 Smart Travel and Tourism
HMG 6476 Feasibility Studies for the Hospitality/Tourism Enterprises
HMG 6533 Hospitality/Tourism Industry Brand Management
HMG 6566 Principles of Destination Marketing and Management
HMG 6757 Advanced Theme Park and Attraction Management
IDC 6700 Interdisciplinary Approach to Data Visualization
IDS 6267 Understanding Humans for Modeling and Simulation
THE 5288 Period Costumes, Architecture and Decor I
THE 5289 Period Costumes, Architecture and Decor II
THE 6948 Professional Internship
TPA 5346C 3D Modeling for Theatre
TPA 5885C Puppetry
TPP 5248C Storytelling as a Theatrical Art Form

Critique and Evaluation

A final critique and evaluation of student work is administered to all MS graduate students at the end of their course work. Students are permitted two attempts to successfully complete the final critique and evaluation.

Course Schedule

Year 1

Fall - 9 Credit Hours

THE 5910 Research Methods in Theatre
TPA 6158 Small Project Studio
TPA 6187 Themed Experience Seminar

Spring - 9 Credit Hours

TPA 6186 Immersive Experience Studio	
TPA 6188 Visualizing Themed Environments	
[After] Restricted Elective/Internship (see list)	3 Credit Hours

Year 2

Fall - 9 Credit hours

TPA 6921 Collaborative Project Studio	
[After] Restricted Elective/Internship (see list)	3 Credit Hours
[After] Restricted Elective/Internship (see list)	3 Credit Hours

Spring - 6 Credit Hours

TPA 6437 Careers in Themed Experience	
[After] Restricted Elective/Internship (see list)	3 Credit Hours

Independent Learning

Both the capstone course, TPA 6437 Careers in Themed Experience, and the internship provide independent learning experiences. The capstone course provides development of professional goals, knowledge, marketing materials, and skills for the active themed experience industry professional. The internship allows students to work with industry partners.

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 statement of interest.
- Three letters of recommendation from former professors and/or professional individuals.
- Resume.
- Portfolio comprised of visual art and design or creative written work.

- 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

Themed Experience	*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

Contact Info

Graduate Program

Peter Weishar

peter.weishar@ucf.edu

Telephone: 407-823-2862

PAC-T, Second Floor

Graduate Admissions

TBD

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>

College of Engineering and Computer Science - Grad Course Revision - EEL 5462 Antenna Analysis and Design

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 Electrical and Computer 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:*

EEL

Code:* 5462

Course Title:* Antenna Analysis and Design

30 Character
Abbreviation:* Antenna Analysis and Design

Full Title:* Grad Course Revision - EEL 5462 Antenna Analysis and Design

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

Department Chair
Phone Number:* 3-5976

Dept Chair Email* qu@ucf.edu

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

Course Description:*

Fundamentals of antennas; dipoles, loops, arrays, apertures, and horns. Analysis and design of various antennas.

Prerequisite(s):

EEL 3470 or equivalent.

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?*

The "C" designating lab hours is being removed as the course currently has only lectures and no labs or discussion sessions.

What grad programs/tracks

**require or
recommend this**

**course for
graduation?**

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

Electrical and Computer Engineering 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

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



EEL 5462: Antenna Analysis and Design
Department of Electrical and Computer Engineering
College of Engineering and Computer Science, University of Central Florida

COURSE SYLLABUS

Instructor:	Xun Gong	Term:	Spring 2020
Office:	Harris Corp. Engineering Center (HEC) 426	Class Meeting Days:	Tue. Thur.
Phone:	3-5762	Class Meeting Hours:	10:30-11:45AM
E-Mail:	xun.gong@ucf.edu	Class Location:	ENG1-384
Website:	Webcourses		
Office Hours:	Tue. Thur. 9:00-10:15AM		

I. Welcome!

This course covers the basic principles related to antenna theory and explains how to apply them to the analysis, design and measurements of antennas.

II. University Course Catalog Description

Antenna Analysis and Design: PR: EEL 3470 or equivalent. Fundamentals of antennas; dipoles, loops, arrays, apertures, and horns. Analysis and design of various antennas.

III. Course Overview

Principles of antenna theory
Dipole Antennas
Loop Antennas
Antenna Arrays
Aperture and Horn Antennas
Patch Antennas

IV. Course Learning Outcomes

By the end of this course, students will be able to

1. understand basic principles related to antenna theory
2. analyze and design dipole and loop antennas
3. analyze and design antenna arrays
4. analyze and design aperture and horn antennas
5. analyze and design patch antennas

V. Course Prerequisites

EEL3470

VI. Course Credits

3 (3, 0)

VII. Required Texts and Materials

C. Balanis, "Antenna Theory: Analysis and Design," Wiley, any edition

VIII. Supplementary (Optional) Texts and Materials

None

IX. Basis for Final Grade

Assessment	Percent of Final Grade
Homework	20%
Midterm Exam	30%
Final Exam	40%
Project	10%
	100%

Grading Scale (%)
A
A-
B+
B
B-
C+
C
C-
D
F

The grades of the class will be curved up if needed.

X. Sequence of Course Activity

There will be 5-6 homeworks. You can submit it in person (preferred) or send a pdf to me by email, particularly if you are an online student. Midterm exam will be conducted in a regular class time. Final exam will be given in the time slot during the final exam week assigned by the university. The presentation of the project will be conducted in the last 1-2 classes at the end of the semester.

XI. Grade Dissemination

Graded homeworks will be returned to the students. 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.

XII. Course Policies: Grades**Late Work Policy:**

No late homeworks will be collected.

Extra Credit Policy:

There are no extra credits for this course. Please pay attention to the diversified assessments at the beginning of the semester.

Grades of "Incomplete":

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

XIII. Course Policies: Technology and Media

Webcourses: Syllabus, homework questions and solutions, lecture notes, and unofficial grades will be posted on webcourses periodically. The students are expected to check the webcourses at least twice a week.

XIV. Course Policies: Student Expectations**Disability Access:**

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

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>).

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.

College of Sciences - Grad Course Continuation - EXP 5254 Human Factors and Aging


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 Psychology		
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:*	EXP	Code:*	5254
Name:*	Human Factors and Aging		
Full Title:*	EXP 5254 Human Factors and Aging		
Course Description:*	Drawing from human factors, ergonomics, and aging, this course discusses methods for enhancing the independence and quality of life of older adults and caregivers.		
Prerequisite(s):	Graduate status, 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?*

We would like to teach this course in Spring 2021. We have individuals interested in teaching, and the course would be used as an additional elective in the HF&C Psychology Ph.D. track, as well as being available as an elective to other graduate programs/students.

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

Catalog Ownership:
Course OID
Course Type
Status <input type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

EXP 5254 Human Factors & Aging

Syllabus—Spring 2021

Instructor Contact

Instructor Janan Smither
Office 354 Psychology Bldg.
Office Hours By appointment
Phone (407) 823-5859
E-mail Janan.Smither@ucf.edu

Course Information

Course Name EXP 5254 Human Factors & Aging
Credit Hours 3
Semester/Year Spring/2021
Location 301H

Course Description

In this course, students will be presented with a collection of topics and conceptual foundations in the areas of human factors, ergonomics, and aging. The basic premise for the course is to introduce students to information and resources that are useful for enhancing the functional independence and the quality of life of older adults and their caregivers through the implementation of basic human factors principles in environmental, product, and task design.

Means of Evaluation

1. Discussion (10%)
 - Class participation will be assessed through your activity in the "Discussion" area of the course. I will periodically post a specific question for discussion and you will be required to make two postings related to that question. One posting will be a direct response to the question, and the other will be a response to a discussion posted by a fellow student. Participation in discussions will count for 10% of your final grade.
2. Mini Projects (15%)
 - You will have to submit 3 mini-projects as part of the course. Each mini-project will count for 5% of your final grade.
3. Articles (10%)
 - You will also have to read and critique two articles as part of the course. Each critique will count for 5% of your final grade.
4. Midterm Paper (25%)

- The midterm will cover the first two modules of the course and will be worth 25% of your final grade.
- 5. Review Paper (20%)
 - Module three requires each student to write a review paper of a specific Human Factors and Aging application-some sample topics will be provided. You need to identify a topic and I need to approve it before you begin working on your paper. I expect the paper to be of publication caliber. Your review paper will count for 20% of your final grade.
- 6. Major Project (20%)
 - Your final assignment will be to complete a major project which will entail the design of an environment, task, or product for aging users. You will be required to identify a project topic, subject to my approval, by the middle of the semester (no later than the midterm). You will also be required to read all the other student projects and rate each of them on a scale. The design project will count for 15% of your final grade and the ratings will count for 5%.

Grading Scale

- A = 93 -100%
- A- = 90 -92%
- 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 = 59% and below

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [*UCF Golden Rule*](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking

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

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 your instructor to discuss your circumstances.

Student Accessibility Access:

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.

Statement Regarding Emergency Procedures and Campus Safety:

Emergencies on campus are rare. If one should arise during our class, however, 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 an in-seat class, the class may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in your 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 (e.g., 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 about this need.

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

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.

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.

** Information in this syllabus should be considered a general guideline. Slight deviations from the timeline provided may be necessary to better address the needs and interests of the class. Students will be notified prior to any changes, should they be necessary.*

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Assurance Track


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 Business Administration

Unit / Department / College:* Kenneth G. Dixon School of Accounting

Primary Unit Housing Program:* Kenneth G. Dixon School of Accounting

Type of Action:* ☒ Track
☐ Certificate

Name of new track or certificate:* Accounting MSA, Assurance Track

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: Modifying the Accounting MSA to include tracks; Adding Taxation Track; Adding Management Track; Creating ACG 6841 Analytics in Managerial Accounting

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: Business Administration	Degree: MSA
Department: Kenneth G. Dixon School of Accounting	Option: Nonthesis
Program Websites: http://business.ucf.edu/degree/accounting-msa/	
Graduate Program Handbook	

Rationale:* This track is being created to provide students with a more specialized program depending on their learning and career goals.


Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will

not be used for catalog purposes.



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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Impact on Current Students

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

Future Students

Indicate likely career or student

outcomes upon completion:

The Master of Science in Accounting (MSA) - Assurance track will prepare a student for an auditing career in public accounting.

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.

A student interested in becoming a CPA in the state of FLorida is likley to enroll in the program. The MSA degree, along with the appropriate prerequisite work from an undergraduate degree in accounting, helps satisfy the education requirements to become a licensed CPA in the state of Florida.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

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

Program Type **Master**

Degree Type **Master of Science in Accounting**

Status* ☒ Active-Visible ☐ Inactive-Hidden

Catalog
Ownership: **Kenneth G. Dixon School of Accounting**

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Assurance Track

Track Description

The Accounting MSA, Assurance Track prepares individuals for careers as professional accountants and consultants in public accounting industry, financial institutions, government, and nonprofit organizations. Students in this program will specialize in auditing and assurance skills used in financial statement, compliance, internal control, and fraud contexts.

The Assurance Track, along with the appropriate undergraduate prerequisite work, satisfies the education requirements to become a licensed CPA in the state of Florida. For information on how this program may prepare you for professional licensure, please visit

<http://business.ucf.edu/degree/accounting-msa/>.

Foundation Prerequisite Courses

All business and accounting foundation core requirements can be completed after a student has gained admission to the program, but must be satisfied before graduate MSA coursework can be undertaken. Applicants with a recent undergraduate accounting degree will likely have completed most, if not all, of the foundation prerequisite courses. Before taking any foundation courses, please have your undergraduate transcripts reviewed by the MSA Program Adviser.

Business Foundation Core—21 Credit Hours

The business foundation core is designed primarily to prepare students who hold a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) for the accounting foundation core and graduate MSA coursework.

- ACG 2021 - Financial Accounting **3 Credit Hours**
- ACG 2071 - Managerial Accounting **3 Credit Hours**
- ECO 2013 - Macroeconomics **3 Credit Hours**
- ECO 2023 - Microeconomics **3 Credit Hours**
- QMB 3003 - Quantitative Business Tools I **3 Credit Hours**
- QMB 3200 - Quantitative Business Tools II **3 Credit Hours**
- FIN 3403 - Business Finance **3 Credit Hours**

Accounting Foundation Core—24 Credit Hours

The accounting foundation core is designed primarily to prepare students who hold either a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) or an undergraduate business degree in a field other than accounting (e.g., finance, marketing, or management) for graduate MSA coursework.

- ACG 3131 - Intermediate Financial Accounting I **3 Credit Hours**

- ACG 3141 - Intermediate Financial Accounting II **3 Credit Hours**
- ACG 3361 - Cost Accounting I **3 Credit Hours**
- ACG 4401 - Accounting Information Systems **3 Credit Hours**
- ACG 4651 - Auditing **3 Credit Hours**
- ACG 4803 - Advanced Issues in Financial Accounting **3 Credit Hours**
- BUL 3130 - Legal and Ethical Environment of Business **3 Credit Hours**
- TAX 4001 - Taxation of Business Entities and Transactions **3 Credit Hours**

Curriculum

The Master of Science in Accounting (MSA) degree is awarded upon satisfactory completion of a minimum of 30 credit hours, and a final written exit exam. In the total program of study, a minimum of 21 credit hours of the coursework must be completed in accounting, tax, or business law courses. Students, with the assistance and approval of the program adviser, may select other courses that reflect their interests and career objectives.

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

Required Courses—12 Credit Hours

ACG 6185 Financial Statement Analysis
ACG 6415 Advanced Accounting Information Systems
ACG 6805 Accounting Theory
ACG 6835 Ethics and Professionalism in Accounting and Auditing

Required Specialization Courses—6 Credit Hours

ACG 6636 Advanced Auditing
ACG 6675 Operational Auditing

Elective Specialization Course—3 Credit Hours

ACG 6305 Advanced Managerial Accounting
ACG 6685 Fraud Auditing
TAX 5015 Advanced Tax Topics

Restricted Elective Courses—9 Credit Hours

MSA students can take additional ACG, TAX, or BUL courses as restricted electives (except for ACG 6425 and BUL 6444, which are not eligible for MSA credit). Most MBA electives may be

taken as restricted electives. Please note that some of the MBA courses may be restricted to only those students enrolled within a specific MBA track. Up to three hours may be selected from outside the College of Business. Courses outside the College of Business must be selected with the student's area of interest and/or career objectives in mind and with the approval of the program adviser.

Comprehensive Examination

Satisfactory completion of an end-of-program comprehensive written examination is required. The MSA program does not require a thesis.

Additional Program Requirements

Students must maintain a 3.0 GPA in the accounting foundation core. Students must earn a grade of "B-" (2.75) or higher in any undergraduate course taken after completion of the Bachelor's degree in order for that course to count as a prerequisite in or to fulfill an admissions requirements for the MSA degree.

5000-level courses taken in the undergraduate career that are used to earn the undergraduate accounting degree cannot be transferred into the MSA degree 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.
- 3.0 GPA in upper-division accounting and tax courses.
- Official, competitive GMAT score taken within the last five years.
- Résumé.
- 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.

Letters of recommendation are not required.

Application Deadlines

Accounting MSA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Elizabeth Altiero Poziemski PhD

Lecturer

altiero@ucf.edu

Telephone: 407-823-4420

BA 1 - 436

Graduate Admissions

TBD

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>

Last Name	First Name	AACSB Status	Role
Allen	Darrell	Other	Lecturer
Baudot	Lisa	SA	Assistant Prof
Dennis	Lynda	PA	Instructor
Dennis	Sean	SA	Assistant Prof
Dillard	Jesse	SA	Adjunct
Durham	Barbara	IP	Instructor
Goldwater	Paul	Other	Associate Prof
Graybeal	Pam	IP	Adjunct
Guerra - Pujol	Enrique	SA	Instructor
Hornik	Steven	SA	Lecturer
Johnson	Joseph	SA	Assistant Prof
Kelliher	Charlie	Other	Associate Prof
Kelly	Khim	SA	Professor
Kozlowski	Keri	IP	Instructor
Libby	Theresa	SA	Professor
Pozniemski	Elizabeth	SA	Lecturer
Reinking	Jeff	SA	Lecturer
Robb	Sean	SA	Associate Prof
Roberts	Robin	SA	Professor
Rosenthal	Leigh	SA	Lecturer
Roush	Pamela	SA	Associate Prof
Smith	V. Scott	Other	Instructor
Tian	Yu	SA	Associate Prof
Trompeter	Greg	SA	Professor
Wallace	Dana	SA	Assistant Prof
Ardasheva	Natalia	SA	Ph.D. Student
Hill	Andrea	SA	Ph.D. Student
Schwebke	Jason	SA	Ph.D. Student
Stone	Greg	SA	Ph.D. Student

Memo

To: Dr. Elizabeth Altiero Poziemski, MSA Program Director and Advisor, Kenneth G. Dixon School of Accounting

Dr. Gregory Trompeter, Director, Kenneth G. Dixon School of Accounting

Dr. Paul Jarley, Dean, College of Business Administration

Dr. Devon Jensen, Associate Dean, College of Graduate Studies

Ms. Ying Zhang, Head, Acquisitions & Collections

Mr. Barry Baker, Director of Libraries

Ms. Min Tong, Business Librarian

Ms. Sara Duff, Acquisitions & Collections Assessment Librarian

From: Shane Roopnarine, Assistant Librarian, Research and Information Services

Subject: Library Evaluation of the Proposal to add an *Audit Track*, a *Taxation Track*, and a *Managerial Track* to the *Master of Science in Accounting* in the College of Business Administration

Date: January 16, 2020

This memorandum is submitted for review and approval. As requested by Dr. Elizabeth Altiero Poziemski, MSA Program Director at the Kenneth G. Dixon School of Accounting, this analysis was conducted to evaluate the University of Central Florida (UCF) Libraries' resources to support three new tracks in the Master of Science in Accounting program: Audit, Taxation, and Managerial.

Analysis

This analysis provides resource comparisons with peer institutions to evaluate current holdings for monographs, periodicals, and databases. To complete the analysis, the expertise and assistance of fellow UCF Librarians Sara Duff, Terrie Sypolt, Min Tong, and Ying Zhang was solicited, which significantly added to the overall evaluation.

Aspirational Peer Comparisons

When reviewing library support for the proposed track, the following aspirational peer institutions were selected for comparison:

- University of Florida
- University of Notre Dame
- University of Arizona

These schools were recommended by program faculty and were selected because they each offer a Master of Science in Accounting program.

Summary and Projected Costs for New Library Resources

UCF Libraries is currently supporting the existing Master of Science in Accounting program at UCF. In comparison with the program's aspirational peer institutions, journal holdings are a close match. The Libraries' monograph holdings are comparable to its peers in most areas. The Libraries' database holdings fall slightly behind those of its peers, but may meet the needs for these programs as tracks. Therefore, no additional costs are requested at this point for the tracks.

Should any of these tracks expand to degreed programs, such as in taxations or audit, it is strongly recommended that Cheetah Accounting Research Manager be added. In the event that any new key journals or databases become critical for the program in the future, additional recurring funding will need to be provided to the Libraries to add these resources. Also note that in the unfortunate event of library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Comparative Analysis on Key Library Resources Supporting the New Audit, Taxation, and Managerial Tracks in the Master of Science in Accounting Program

Key Databases

Databases	UCF	UF	Notre Dame	U Arizona
ABI/INFORM Collection	x	x	x	x
Business Source (Complete, Premier, or Ultimate)	x	x	x	x
Cheetah (formerly known as Intelliconnect)	x	x	x	
Cheetah: Accounting Research Manager		x	x	
Factiva		x	x	
Mergent Online	x	x	x	x
Nexis Uni	x	x	x	x
RIA Checkpoint	x	x	x	x
Thomson One		x		
Wharton Research Data Services (WRDS)*	x	x	x	
World Development Indicators	x	x		x

*Available for UCF College of Business faculty/students only and NOT subscribed and maintained by the UCF Libraries.

Databases: In general, the database list compares fairly with the chosen institutions, and should suffice the support for the proposed tracks. **However, in the future if any of the tracks are expanded, the *Accounting Research Manager* add-on for *Cheetah* is recommended.** Two out of three peers subscribe to this resource, and it is recommended by librarians who are familiar with this subject area. Should major budget cuts occur, some databases on this list might be cut.

Cost for ASM if any track is expanded to full program: \$5,397.60 plus 5% inflation for each year thereafter

Key Journals

Journal Titles	UCF	UF	Notre Dame	U Arizona
Accounting and Business Research	x		x	x
Accounting Horizons	x	x	x	x
Accounting Review	x	x	x	x
Accounting, Auditing and Accountability Journal	x			x
Accounting, Organizations and Society	x	x	x	x
Auditing	x	x	x	x
British Accounting Review	x	x	x	x
Contemporary Accounting Research	x	x	x	x
Critical Perspectives on Accounting	x	x	x	x
European Accounting Review	x		x	x
Financial Management	x	x	x	x
Foundations and Trends in Accounting				
Journal of Accounting and Economics	x	x	x	x
Journal of Accounting and Public Policy	x	x	x	x
Journal of Accounting Literature	x	x	x	x
Journal of Accounting Research	x	x	x	x
Journal of Business Finance and Accounting	x	x	x	x
Journal of Finance	x	x	x	x
Journal of Financial and Quantitative Analysis	x	x	x	x
Journal of Financial Economics	x	x	x	x
Journal of Financial Services Research	x	x	x	x
Journal of Industrial Economics	x	x	x	x
Journal of Money, Credit and Banking	x	x	x	x
Journal of Risk and Insurance	x	x	x	x
Journal of Risk and Uncertainty	x	x	x	x

Journal Titles	UCF	UF	Notre Dame	U Arizona
Journal of Technology Transfer	x	x	x	x
Management Accounting Research	x	x	x	x
Mathematical Finance	x	x	x	x
Meditari Accountancy Research	x	x	x	x
Real Estate Economics	x	x	x	x
Review of Accounting Studies	x	x	x	x
Review of Finance	x	x	x	x
Review of Financial Studies	x	x	x	x
Work, Employment and Society	x	x	x	x
World Bank Economic Review	x	x	x	x

Journals: The UCF Libraries journal list compares favorably with the chosen institutions. We have the journals needed to support the new tracks. 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

Subject Headings	UCF	UF	Notre Dame	U Arizona
Auditing	6055	5941	688	1922
Financial statements	908	1243	822	1645
Finance, Public -- Accounting	347	451	245	197
Auditing, Internal	357	437	231	321
Managerial Accounting	480	291	154	425
Cost accounting	784	897	559	620
Compensation management	255	258	169	316
Taxation	18211	27234	12414	14052
Income tax	5987	9214	4644	3898
Corporations -- Taxation	1051	2014	1091	814
Taxpayer compliance	326	445	279	260
Tax planning	169	441	263	231

Monographs: The analysis of the Libraries' monograph collections shows that its holdings compare favorably with its peers. However, the Libraries will still need to purchase additional monographs to support some areas. Gaps in the collection may either be partially covered by any available general monograph funds for now or remain unfilled.

APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer



Date

01/17/2020

Signature of Library Director

Date

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.

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Management Track


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 Business Administration

Unit / Department / College*: Kenneth G. Dixon School of Accounting

Primary Unit Housing Program*: Kenneth G. Dixon School of Accounting

Type of Action*: ☒ Track
☐ Certificate

Name of new track or certificate*: Accounting MSA, Management Track

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: Modifying the Accounting MSA to include tracks; Adding Assurance Track; Adding Taxation Track; Creating ACG 6841 Analytics in Managerial Accounting

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: Business Administration	Degree: MSA
Department: Kenneth G. Dixon School of Accounting	Option: Nonthesis
Program Websites: http://business.ucf.edu/degree/accounting-msa/	
Graduate Program Handbook	

Rationale:* This track is being created to provide students with a more specialized program depending on their learning and career goals.


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*

Impact on Current Students

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

Future Students

Indicate likely career or student

outcomes upon completion:

The Master of Science in Accounting (MSA) - Management track will prepare a student for an accounting career in industry, government and nonprofit organizations.

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.

A student interested in becoming a CPA in the state of FLorida is likley to enroll in the program. The MSA degree, along with the appropriate prerequisite work from an undergraduate degree in accounting, helps satisfy the education requirements to become a licensed CPA in the state of Florida.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

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

Program Type **Master**

Degree Type **Master of Science in Accounting**

Status* ☒ Active-Visible ☐ Inactive-Hidden

Catalog
Ownership: **Kenneth G. Dixon School of Accounting**

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Management Track

Program Description

The Accounting MSA, Management Track prepares individuals for careers as professional accountants and consultants in public accounting industry, financial institutions, government, and nonprofit organizations. Students in this program will specialize in the use of accounting data to make managerial decisions, monitor operations, manage an effective control environment, and design effective compensation systems.

The Management Track, along with the appropriate undergraduate prerequisite work, satisfies the education requirements to become a licensed CPA in the state of Florida. For information on how this program may prepare you for professional licensure, please visit <http://business.ucf.edu/degree/accounting-msa/>.

Foundation Prerequisite Courses

All business and accounting foundation core requirements can be completed after a student has gained admission to the program, but must be satisfied before graduate MSA coursework can be undertaken. Applicants with a recent undergraduate accounting degree will likely have completed most, if not all, of the foundation prerequisite courses. Before taking any foundation courses, please have your undergraduate transcripts reviewed by the MSA Program Adviser.

Business Foundation Core—21 Credit Hours

The business foundation core is designed primarily to prepare students who hold a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) for the accounting foundation core and graduate MSA coursework.

- ACG 2021 - Financial Accounting **3 Credit Hours**
- ACG 2071 - Managerial Accounting **3 Credit Hours**
- ECO 2013 - Macroeconomics **3 Credit Hours**
- ECO 2023 - Microeconomics **3 Credit Hours**
- QMB 3003 - Quantitative Business Tools I **3 Credit Hours**
- QMB 3200 - Quantitative Business Tools II **3 Credit Hours**
- FIN 3403 - Business Finance **3 Credit Hours**

Accounting Foundation Core—24 Credit Hours

The accounting foundation core is designed primarily to prepare students who hold either a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) or an undergraduate business degree in a field other than accounting (e.g., finance, marketing, or management) for graduate MSA coursework.

- ACG 3131 - Intermediate Financial Accounting I **3 Credit Hours**
- ACG 3141 - Intermediate Financial Accounting II **3 Credit Hours**
- ACG 3361 - Cost Accounting I **3 Credit Hours**
- ACG 4401 - Accounting Information Systems **3 Credit Hours**
- ACG 4651 - Auditing **3 Credit Hours**
- ACG 4803 - Advanced Issues in Financial Accounting **3 Credit Hours**
- BUL 3130 - Legal and Ethical Environment of Business **3 Credit Hours**
- TAX 4001 - Taxation of Business Entities and Transactions **3 Credit Hours**

Curriculum

The Master of Science in Accounting (MSA) degree is awarded upon satisfactory completion of a minimum of 30 credit hours, and a final written exit exam. In the total program of study, a minimum of 21 credit hours of the coursework must be completed in accounting, tax, or business law courses. Students, with the assistance and approval of the program adviser, may select other courses that reflect their interests and career objectives.

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

Required Courses—12 Credit Hours

ACG 6185 Financial Statement Analysis
ACG 6415 Advanced Accounting Information Systems
ACG 6805 Accounting Theory
ACG 6835 Ethics and Professionalism in Accounting and Auditing

Required Specialization Courses—6 Credit Hours

ACG 6305 Advanced Managerial Accounting
ACG 6675 Operational Auditing

Elective Specialization Course-3 Credit Hours

ACG 6841 Analytics in Managerial Accounting
BUL 5332 Advanced Business Law Topics
TAX 5015 Advanced Tax Topics

Restricted Elective Courses—9 Credit Hours

MSA students can take additional ACG, TAX, or BUL courses as restricted electives (except for ACG 6425 and BUL 6444, which are not eligible for MSA credit). Most MBA electives may be taken as restricted electives. Please note that some of the MBA courses may be restricted to only those students enrolled within a specific MBA track. Up to three hours may be selected from outside the College of Business. Courses outside the College of Business must be selected with the student's area of interest and/or career objectives in mind and with the approval of the program adviser.

Comprehensive Examination

Satisfactory completion of an end-of-program comprehensive written examination is required. The MSA program does not require a thesis.

Additional Program Requirements

Students must maintain a 3.0 GPA in the accounting foundation core. Students must earn a grade of "B-" (2.75) or higher in any undergraduate course taken after completion of the Bachelor's degree in order for that course to count as a prerequisite in or to fulfill an admissions requirements for the MSA degree.

5000-level courses taken in the undergraduate career that are used to earn the undergraduate accounting degree cannot be transferred into the MSA degree 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.
- 3.0 GPA in upper-division accounting and tax courses.
- Official, competitive GMAT score taken within the last five years.
- Résumé.
- 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.

Letters of recommendation are not required.

Application Deadlines

Accounting MSA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Elizabeth Altiero Poziemski PhD

Lecturer

altiero@ucf.edu

Telephone: 407-823-4420

BA 1 - 436

Graduate Admissions

TBD

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>

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Taxation Track


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 Business Administration

Unit / Department / College*: Kenneth G. Dixon School of Accounting

Primary Unit Housing Program*: Kenneth G. Dixon School of Accounting

Type of Action*: ☒ Track
☐ Certificate

Name of new track or certificate*: Accounting MSA, Taxation Track

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: Modifying the Accounting MSA to include tracks; Adding Assurance Track; Adding Management Track; Creating ACG 6841 Analytics in Managerial Accounting

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: Business Administration	Degree: MSA
Department: Kenneth G. Dixon School of Accounting	Option: Nonthesis
Program Websites: http://business.ucf.edu/degree/accounting-msa/	
Graduate Program Handbook	

Rationale:* This track is being created to provide students with a more specialized program depending on their learning and career goals.


Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will

not be used for catalog purposes.



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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Impact on Current Students

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

☐ Yes ☒ No

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

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

☒ Yes ☐ No

Future Students

Indicate likely career or student

outcomes upon completion:

The Master of Science in Accounting (MSA) - Taxation track will prepare a student for a career as a tax professional and tax consultant in a wide variety of organizations.

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.

A student interested in becoming a CPA in the state of FLorida is likley to enroll in the program. The MSA degree, along with the appropriate prerequisite work from an undergraduate degree in accounting, helps satisfy the education requirements to become a licensed CPA in the state of Florida.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

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

Program Type **Master**

Degree Type **Master of Science in Accounting**

Status* ☒ Active-Visible ☐ Inactive-Hidden

Catalog
Ownership: **Kenneth G. Dixon School of Accounting**

College of Business Administration - Graduate Program Addition-New - Accounting MSA, Taxation Track

Program Description

The Accounting MSA, Taxation Track prepares individuals for careers as professional accountants and consultants in public accounting industry, financial institutions, government, and nonprofit organizations. Students in this program will specialize in tax preparation, compliance, and research skills.

The Taxation Track, along with the appropriate undergraduate prerequisite work, satisfies the education requirements to become a licensed CPA in the state of Florida. For information on how this program may prepare you for professional licensure, please visit <http://business.ucf.edu/degree/accounting-msa/>.

Foundation Prerequisite Courses

All business and accounting foundation core requirements can be completed after a student has gained admission to the program, but must be satisfied before graduate MSA coursework can be undertaken. Applicants with a recent undergraduate accounting degree will likely have completed most, if not all, of the foundation prerequisite courses. Before taking any foundation courses, please have your undergraduate transcripts reviewed by the MSA Program Adviser.

Business Foundation Core—21 Credit Hours

The business foundation core is designed primarily to prepare students who hold a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) for the accounting foundation core and graduate MSA coursework.

- ACG 2021 - Financial Accounting **3 Credit Hours**
- ACG 2071 - Managerial Accounting **3 Credit Hours**
- ECO 2013 - Macroeconomics **3 Credit Hours**
- ECO 2023 - Microeconomics **3 Credit Hours**
- QMB 3003 - Quantitative Business Tools I **3 Credit Hours**
- QMB 3200 - Quantitative Business Tools II **3 Credit Hours**
- FIN 3403 - Business Finance **3 Credit Hours**

Accounting Foundation Core—24 Credit Hours

The accounting foundation core is designed primarily to prepare students who hold either a nonbusiness undergraduate degree (e.g., psychology, education, or engineering) or an undergraduate business degree in a field other than accounting (e.g., finance, marketing, or management) for graduate MSA coursework.

- ACG 3131 - Intermediate Financial Accounting I **3 Credit Hours**

- ACG 3141 - Intermediate Financial Accounting II **3 Credit Hours**
- ACG 3361 - Cost Accounting I **3 Credit Hours**
- ACG 4401 - Accounting Information Systems **3 Credit Hours**
- ACG 4651 - Auditing **3 Credit Hours**
- ACG 4803 - Advanced Issues in Financial Accounting **3 Credit Hours**
- BUL 3130 - Legal and Ethical Environment of Business **3 Credit Hours**
- TAX 4001 - Taxation of Business Entities and Transactions **3 Credit Hours**

Curriculum

The Master of Science in Accounting (MSA) degree is awarded upon satisfactory completion of a minimum of 30 credit hours, and a final written exit exam. In the total program of study, a minimum of 21 credit hours of the coursework must be completed in accounting, tax, and business law courses. Students, with the assistance and approval of the program adviser, may select other courses that reflect their interests and career objectives.

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

Required Courses—12 Credit Hours

ACG 6185 Financial Statement Analysis
ACG 6415 Advanced Accounting Information Systems
ACG 6805 Accounting Theory
ACG 6835 Ethics and Professionalism in Accounting and Auditing

Required Specialization Courses—9 Credit Hours

TAX 5015 Advanced Tax Topics
TAX 6065 Tax Research
TAX 6845 Tax Planning and Consulting

Restricted Elective Courses—9 Credit Hours

MSA students can take additional ACG, TAX, or BUL courses as restricted electives (except for ACG 6425 and BUL 6444, which are not eligible for MSA credit). Most MBA electives may be taken as restricted electives. Please note that some of the MBA courses may be restricted to only those students enrolled within a specific MBA track. Up to three hours may be selected from outside the College of Business. Courses outside the College of Business must be selected with the student's area of interest and/or career objectives in mind and with the approval of the program adviser.

Comprehensive Examination

Satisfactory completion of an end-of-program comprehensive written examination is required. The MSA program does not require a thesis.

Additional Program Requirements

Students must maintain a 3.0 GPA in the accounting foundation core. Students must earn a grade of "B-" (2.75) or higher in any undergraduate course taken after completion of the Bachelor's degree in order for that course to count as a prerequisite in or to fulfill an admissions requirements for the MSA degree.

5000-level courses taken in the undergraduate career that are used to earn the undergraduate accounting degree cannot be transferred into the MSA degree 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.
- 3.0 GPA in upper-division accounting and tax courses.
- Official, competitive GMAT score taken within the last five years.
- Résumé.
- 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.

Application Deadlines

Accounting MSA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	Apr 1
International Applicants	Jan 15	Jan 15	Jul 1	Nov 1
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Elizabeth Altiero Poziemski PhD

Lecturer

altiero@ucf.edu

Telephone: 407-823-4420

BA 1 - 436

Graduate Admissions

TBD

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>

College of Business Administration - Graduate Program Revision - Accounting MSA

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:* **Kenneth G. Dixon School of Accounting**

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:* Accounting MSA

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 track additions: Accounting MSA Assurance Track, Management Track, and Taxation Track.**

Is the CIP code being updated?

Activity Log

Emily Stettner

+ No

☐ Yes ☒ No

If yes, please provide the new CIP code:

Rationale for revision: **Adding 3 new tracks to degree**

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: <u>Business Administration</u>	Degree: MSA
Department: <u>Kenneth G. Dixon School of Accounting</u>	Option: Nonthesis
Program Websites: <u>http://business.ucf.edu/degree/accounting-msa/</u>	
<u>Graduate Program Handbook</u>	

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.

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

Source of funds:


assistantship
students:

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: Kenneth G. Dixon School of Accounting

Program OID 7594

Program Type
Master

Degree Type
Master of Science in Accounting

Status* ☒ Active-Visible ☐ Inactive-Hidden

College of Business Administration - Graduate Program Revision - Accounting MSA

Program Description

The **Kenneth G. Dixon School of Accounting** offers a Master of Science in Accounting (MSA) degree ~~program prepares~~ with a choice of specialization in either **Assurance, Management, or Taxation**. ~~These programs prepare~~ individuals for careers as professional accountants and consultants in public accounting industry, financial institutions, government, and nonprofit organizations.

Faculty members in the Kenneth G. Dixon School of Accounting emphasize independent learning in various ways throughout the MSA program. Cases and research projects that involve independent work outside the classroom are incorporated into all coursework. The cases and projects are both individual and team prepared. Students are asked to do research that requires they utilize the library, internet, and resources other than the material provided by the professor. The results of independent research activity are presented in either a written report or case analysis or oral presentation. Students work to develop and enhance skills and competencies that will support them professionally throughout their careers. The approaches used in our courses encourage students toward life-long learning.

The MSA degree, along with the appropriate prerequisite work from an undergraduate degree in accounting, satisfies the education requirements to become a licensed CPA in the state of Florida. For information on how this program may prepare you for professional licensure, please visit <http://business.ucf.edu/degree/accounting-msa/>.

~~New~~ Core Program Tracks

Accounting MSA, Assurance Track

Accounting MSA, Management Track

Accounting MSA, Taxation Track

Curriculum

The Master of Science in Accounting (MSA) degree is awarded upon satisfactory completion of a minimum of 30 credit hours, and a final written exit exam. In the total program of study, a minimum of 21 credit hours of the coursework must be completed in ~~accounting/tax~~ **accounting, tax, or business law** courses. Students, with the assistance and approval of the program adviser, may select other courses that reflect their interests and career objectives.

Total Credit Hours Required: 30 Credit Hours Minimum beyond the Bachelor's Degree ~~Faculty members in the Kenneth G. Dixon School of Accounting emphasize independent learning in various ways in all courses in the MSA program. Cases and research projects that involve independent work outside the classroom are incorporated into all coursework. The cases and projects are both individual and team prepared. Students are asked to do research that requires they utilize the library, internet, and resources other than the material provided by~~

~~the professor. The results of independent research activity are presented in either a written report or case analysis or oral presentation. Students work to develop and enhance skills and competencies that will support them professionally throughout their careers. The approaches used in our courses encourage students toward life-long learning.~~

Foundation Prerequisite Courses

~~The courses included in the business and accounting foundation core are listed below. An applicant with a recent undergraduate accounting degree should satisfy most of the core foundation requirements. Other recent related business coursework may partially satisfy these core requirements. The business foundation core is designed for students with a nonbusiness undergraduate degree (e.g., psychology, education, or engineering). The accounting foundation core is designed for students with an undergraduate business degree (e.g., finance, marketing, or management). All business and accounting foundation core deficiencies must be satisfied before graduate MSA coursework can be taken. Before taking any foundation courses, please have your undergraduate transcripts reviewed by the MSA Program Adviser.~~

Business Foundation Core—21 Credit Hours

- ~~• ACG 2021—Financial Accounting **3 Credit Hours**~~
- ~~• ACG 2071—Managerial Accounting **3 Credit Hours**~~
- ~~• ECO 2013—Macroeconomics **3 Credit Hours**~~
- ~~• ECO 2023—Microeconomics **3 Credit Hours**~~
- ~~• QMB 3003—Quantitative Business Tools I **3 Credit Hours**~~
- ~~• QMB 3200—Quantitative Business Tools II **3 Credit Hours**~~
- ~~• FIN 3403—Business Finance **3 Credit Hours**~~

Accounting Foundation Core—24 Credit Hours

- ~~• ACG 3131—Intermediate Financial Accounting I **3 Credit Hours**~~
- ~~• ACG 3141—Intermediate Financial Accounting II **3 Credit Hours**~~
- ~~• ACG 3361—Cost Accounting I **3 Credit Hours**~~
- ~~• ACG 4401—Accounting Information Systems **3 Credit Hours**~~
- ~~• ACG 4651—Auditing **3 Credit Hours**~~
- ~~• ACG 4803—Advanced Issues in Financial Accounting **3 Credit Hours**~~
- ~~• BUL 3130—Legal and Ethical Environment of Business **3 Credit Hours**~~
- ~~• TAX 4001—Taxation of Business Entities and Transactions **3 Credit Hours**~~

Required Courses—15 Credit Hours

~~**ACG 6636 Advanced Auditing**
ACG 6415 Advanced Accounting Information Systems
ACG 6805 Accounting Theory
ACG 6305 Advanced Managerial Accounting~~

TAX 5015 Advanced Tax Topics**Elective Courses—15 Credit Hours****Restricted Accounting Elective Courses—6 Credit Hours****ACG 6255 International and Multinational Accounting****ACG 6519 Governmental and Nonprofit Accounting****ACG 6675 Operational Auditing****ACG 6685 Fraud Auditing****ACG 6835 Ethics and Professionalism in Accounting and Auditing****[After]** ACG 6946—Graduate Accounting Internship **3 Credit Hours****Restricted Elective Courses—9 Credit Hours**

MSA students can take additional ACG courses or TAX courses as restricted electives. Most MBA electives other than [ACG 6425](#) and [BUL 6444](#) may be taken as restricted electives. [BUL 5332—Advanced Business Law Topics](#) is recommended for UCF students with an undergraduate degree in accounting who plan to take the CPA exam. Please note that some of the MBA courses may be restricted to only those students enrolled within a specific MBA track. Up to six hours may be selected from outside the College of Business Administration. Courses outside the College of Business Administration must be selected with the student's area of interest and/or career objectives in mind and with the approval of the program adviser.

Comprehensive Examination

Satisfactory completion of an end-of-program comprehensive written examination is required. The MSA program does not require a thesis.

Additional Program Requirements

Students must maintain a 3.0 GPA in the accounting foundation core. Students must earn a grade of "B-" (2.75) or higher in any undergraduate course taken after completion of the Bachelor's degree in order for that course to count as a prerequisite in or to fulfill an admissions requirements for the MSA degree.

5000-level courses taken in the undergraduate career that are used to earn the undergraduate accounting degree cannot be transferred into the MSA degree 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~~ **Applicants** ~~must provide: One official transcript (in choose a sealed envelope) from each college/university attended. 3.0 GPA track in upper-division accounting and tax courses this program. Official Track(s) may have different admission requirements, competitive GMAT score taken within the last five years. Résumé. 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 start dates, 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 deadlines. only.~~

Application Deadlines

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

Financials

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

Fellowships

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

Contact Info

Graduate Program

Elizabeth Altiero Poziemski PhD

Lecturer

altiero@ucf.edu

Telephone: 407-823-4420

BA 1-~~444~~ 436

Graduate Admissions

~~Keri Corbett~~ TBD

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>

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

2020-2021 Graduate Course New

General Catalog Information

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

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

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

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

Course additions must be accompanied by a course syllabus and rationale.

Departments must also submit an electronic syllabus to the college curriculum person.

Please note: If your proposal is for a new split level course, do not complete this form.

Please complete the 2020-2021 Graduate Course Split-Level Class form.

Proposal Type:

Grad Course Addition

College:*

College of Community Innovation and Education

Unit / Department
/ College:*

School of Public Administration

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

Full Title:* Grad Course Addition - PAD 6717 Visualization and Communication Skills Workshop for Planners

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

**Department Chair
Phone Number:*** 407-823-2604

Dept Chair Email* kapucu@ucf.edu

Please Note: Originators of New Course Proposals are responsible for designating the new course

IGNORE REMOVED FROM AGENDA

file is **Course Number Guide** in the Other Resources section of this webpage. New Course forms submitted with a 5/17 XXX designation will not be accepted.

Prefix:*

PAD

Number:*

6717

Course Title:* Visualization and Communication Skills Workshop for Planners

30 Character Abbreviation:* Visualization & Comm Workshop

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

Course Description (25 word limit):*

Introduction to methods for observing, interpreting, representing, and transforming the urban environment. Through various lenses, our surroundings can be understood and expressed within a professional practice framework.

Grading Scheme:*

ABCDF

Prerequisite(s):

Graduate standing, PAD 5337, and PAD 6716.

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

IGNORE REMOVED FROM AGENDA

What is the rationale for adding this course?*

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

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

not required for graduation

What will be the source of students?*

Urban Regional Planning, Emergency Management

What is the estimated annual enrollment?*

25

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

Detail Discussion

None exists

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

IGNORE
REMOVED FROM
AGENDA

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

College of Community Innovation and Education - Grad Course Revision - MHS 7808 Internship in Counseling Supervision

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 Counselor Education & School Psychology

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:*

MHS

Code:* 7808

Course Title:* ~~Practicum~~ Internship in Counseling Supervision

30 Character
Abbreviation:* ~~PCS~~ ICS


Full Title:* MHS 7808 Internship in Counseling Supervision

Course Instructor K. Dayle Jones
(Must be Approved)

**Graduate
Faculty/Scholars):**

Department Chair 4078232740
Phone Number:*

Dept Chair Email* oliver.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:* Integration of theory and practice in counseling supervision.

Prerequisite(s): Admission to PhD program in Education **and MHS 7611.**

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? ☐ 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

Name change to better reflect course content and accreditation standards

revising this course?*

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

Counselor Education PhD

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

What is the estimated annual enrollment?

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

Detail Discussion

None

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:

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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

Activity Log

Emily Stettner

+ I have completed all relevant parts of the form.

☒ I have completed all relevant parts of the form.

Attached

Activity Log

Emily Stettner

+ 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

Mental Health Services

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

**Academic
Organization**

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF COMMUNITY INNOVATION AND EDUCATION
Department of Counselor Education & School Psychology

MHS 7808: Internship in Counseling Supervision

Fall 2020

Instructors: K. Dayle Jones, Ph.D., LMHC
Office: College of Education, 322 S
Telephone: (407) 823-2401 (Office)
(407) 252-5242 (Cell)
E-mail: daylejones@ucf.edu
Class Location: Suite 322 Conference Room
Class Times: Tuesdays: 10:00AM - 12:50PM
(Aug 26, 2019 – Dec 11, 2019)
Class Website: <https://webcourses.ucf.edu/>

Office Hours:
Mondays: 3 – 6 p.m.
Tuesdays 1 – 3 p.m.
By appointment

Readings:

Readings may be assigned throughout the semester.

Supplemental texts recommended for individual use:

Bernard, J. M., & Goodyear, R. K. (2013). *Fundamentals of clinical supervision*, 5th ed. Boston: Pearson.

Borders, L. D., & Brown, L. L. (2005). *New handbook of counseling supervision*. Mahwah, NJ: Lawrence Erlbaum Associates.

I. Course Description & Content Area

MHS 7808 Internship in Counseling Supervision is intended to assist doctoral students to apply current supervision facts, concepts, and research in a counseling practicum setting. Furthermore, the course will provide opportunities for experiential learning and skill development in an applied supervisory setting and will enable students to develop their clinical supervision skills. This approach will develop out of an integration of knowledge (based on research) and experience, which can then be applied to a future work setting as a facilitating reflective practitioner.

II. Methods of Instruction

The content for this course will be delivered through assigned readings, seminar discussions, multimedia presentations, lectures, case presentations, small group discussions, and student assignments.

III. COURSE OBJECTIVES

At the conclusion of the course, students should be able to:

1. Understand the purposes of clinical supervision (*Doctoral Standards 6.B.2.a*)
2. Demonstrate application of theoretical frameworks and models of clinical supervision (*Doctoral Standards 6.B.2.b*)
3. Understand the roles and relationships related to clinical supervision (*Doctoral Standards 6.B.2.c*)
4. Demonstrate skills of clinical supervision (*Doctoral Standards 6.B.2.d*)
5. Engage in triadic and group supervision to develop their personal style of clinical supervision (*Doctoral Standards 6.B.2.e*)
6. Assess supervisees' developmental level and other relevant characteristics (*Doctoral Standards 6.B.2.f*)
7. Gain experience in the modalities of clinical supervision and the use of technology in supervision (*Doctoral Standards 6.B.2.g*)
8. Demonstrate competence in the administrative procedures and responsibilities related to clinical supervision (*Doctoral Standards 6.B.2.h*)
9. Gain experience in evaluation, remediation, and/or gatekeeping in clinical supervision (*Doctoral Standards 6.B.2.i*)
10. Identify the legal and ethical issues and responsibilities in clinical supervision (*Doctoral Standards 6.B.2.j*)
11. Learn and demonstrate culturally relevant strategies for conducting clinical supervision (*Doctoral Standards 6.B.2.k*)
12. Understand and demonstrate assessment of student learning related to counseling performance assessment (*Doctoral Standards 6.B.3.g*)

IV. ROLES AND RESPONSIBILITIES

Instructors' Statement

Clinical supervision is defined as "an intervention that is provided by a senior member of a profession to a junior member or members of the same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to clients [or in this case supervisees] he/she sees, and serving as a gatekeeper for those who are to enter the particular profession." In the content of this course, the supervision which students shall receive is evaluative in nature. In providing supervision-of-supervision in this course, I have five primary objectives:

1. To provide opportunities for you to demonstrate the supervision skills and techniques that have been learned thus far in your doctoral program in an intentional manner and within a theoretical framework;
2. To provide opportunities for you to demonstrate your ability to assess individual differences among supervisees, including cultural dimensions, in order to develop individualized plans to meet their supervision needs;
3. To provide opportunities for increased self-awareness of your own needs and attitudes that affect the supervision process and to begin to use these reactions within the supervision session (when appropriate);

4. To provide opportunities for you to demonstrate your understanding of the ethical and legal issues involved with supervision; and
5. To provide opportunities for you to learn effective workplace behaviors, particularly the special skills and norms appropriate to your future work as a counselor educator and supervisor.

Student Responsibilities

- Display professional behavior at all times (e.g., timely completion of paperwork, being on time for scheduled hours, dressing professionally and appropriately, following policies and procedures of the Clinic, and all other normal expectations of a representative of the UCF Counselor Education Doctoral Program).
- Familiarize yourself with all procedures regarding practicum.
- Be prepared for your triadic SOS supervision sessions.
- In addition to the textbook, short readings may be assigned from time to time to facilitate the supervision experience. These should be read and integrated into group discussions.

V. ASSIGNMENTS

1. **Required Forms** (20% of Final Grade) (Course Objectives 8, 10)

- **Student Liability Insurance**
Join the appropriate professional organizations (ACA, AMHCA, ASCA, AAMFT, FCA) and purchase student liability insurance.
- **Supervision Contract**
Personalize and edit the Sample Supervision Contract (located in webcourses) to use with your supervisees.
- **Statement of Learning Goals**
Complete and submit the written statement of individual learning goals for SOS. Due by your first individual SOS session.
- **Session Review Forms**
By individual SOS supervision session, students are required to have completed a Session Review Form (see Files in webcourses) for each supervisee they supervise each week (e.g., if you supervise two students, you will turn in two separate Session Review Forms in individual supervision each week).

2. **SOS Supervision Requirements** (40% of Final Grade) (Course Objectives 1 through 12)

A. Practicum Supervision:

- Each SOS student (that's you!) will be placed with a section of master's level practicum students and will assist the instructor of that group with both triadic and group supervision.
- SOS students will be assigned **2 master's students** from your assigned practicum section. **You will schedule one hour of weekly triadic supervision with these students** (arranged according to the desires of the practicum instructor with whom you are working). Each session must be recorded and these arrangements must be made in the Community Counseling and Research Center.

- SOS students will attend and participate in the group supervision of your **assigned section of practicum each week.**
- **SOS students will attend and engage in live observation of supervision in the assigned practicum section.** Students will sit by the monitors in the practicum clinic and observe their supervisees (and other student counselors).

B. SOS Supervision

- **Weekly individual/triadic supervision of your supervision** (SOS supervision) will be scheduled with Dr. Jones. This supervision will focus both on your progress with your supervisee(s) and any concerns/interventions that the instructor is specifically addressing with the students enrolled in the practicum section. Students are required to complete the following for each weekly triadic SOS session:
 1. review the video recording of your supervision sessions
 2. complete a “**Session Review Form**” on each of your supervisees (usually two forms per week)
- **Weekly group SOS supervision** will consist of identifying any issues of concern as a basis for either discussion or instruction. Group SOS supervision will consist of case consultation, lecture and discussion and/or case presentation.
- In addition to the session reviews, other activities that are outlined in the course requirements will occur on a regular basis.

3. Case Study Paper and Presentation (20% of Final Grade) (Course Objectives 2, 6, 12)

All students will be responsible for **two** formal case papers and presentations of a supervisee seen this semester. The purpose of case presentations is to provide opportunities for interactive group feedback. This assignment requires the following (*Course Objectives 1, 2, 4, 5, 6, 7, 8 & 9*):

1. **Case Study Paper:** Follow the Case Study Paper Outline for your paper (located in webcourses). Upload the complete Case Study Paper to webcourses. Provide copies of the case study **summary** (1 page) for all students and instructor. NOTE: The due date for your paper is different for each student. Your paper is due on the date that you present your case study in class.
2. **Counseling Competency Scale:** Complete the CCS-R on the supervisee from your case and upload to webcourses. Due on the day you present your case study in class. NOTE: You will also be completing a midterm and final CCS-R on your supervisee.
3. **Presentation:**
 - a. Present a review of your case study summary (about 10 minutes)
 - b. Show a portion of your supervision session video (choose approximately 15 minutes of one supervision session on which you would like specific feedback).
 - Show a video of the second session or later.
 - Choose a sample of your best work, a sample of lesser quality work, or a sample for which you have particular questions.
 - All video recordings must have excellent quality.
 - c. Group feedback and discussion (approximately 30 minutes).
 - d. Due as scheduled in class.

4. Supervision Evolution Paper (20% of Final Grade) (Course Objectives 1, 2, 5)

In this assignment, you will write about how your supervision theory (based on the supervision theory paper that you wrote last semester) evolved this semester. Provide specific examples. For example, if your paper last semester had an “evaluation” component, you will add the experiences you had this semester with your supervisees as they relate to evaluation and how those experiences impacted the

evolution of your theory. This “evolved” model of supervision will be an APA formatted paper that includes a synthesis of:

- the **Professional Experiences** you had this semester (e.g., seminars, readings, consultations, etc.),
- the **Practical Experiences** that you had this semester (which can follow each section of your original supervision paper that notes what actually happened in your work with your supervisees)
- the **Attainment of Supervision Learning Goals** (i.e. how well you attained your stated goals for supervision, what made it possible/what interfered with the attainment of your goals, etc.)

This paper must be an original work, must meet doctoral-level writing expectations, and serves as an outgrowth of your supervisory experience as well as your increased knowledge of supervision.

5. Attendance and Participation

Due to the experiential nature of the course and the depth and breadth of material presented, students are strongly urged to attend all scheduled SOS class meetings, SOS triadic supervision meetings, assigned practicum class sessions (both group supervision and live supervision), and masters’ students’ triadic supervision. Five (5) percentage points will be subtracted from students’ final grade for EACH absence. Students can be absent from **ONE (1)** class meeting or triadic session (either SOS or masters) (*if he or she contacts instructor prior to class meeting*) without incurring the 5-percentage point reduction from your final grade. There are no “excused” absences. If you know you will be absent, contact me through a text, phone message, email or meeting. Above all else, I want to know you are safe and well.

Regarding class participation, students are expected to attend class, be alert, respond to questions, and do in-class exercises. Students are not allowed to text, check emails, surf the Internet, or engage in any other non-class related activity on the laptop.

IMPORTANT: All assignments will be submitted via webcourses. No assignment will be accepted late, by email, or by hard copy. Assignments will be typed double-spaced and using 12-point New Times Roman font. All email communication is through webcourses.

VI. GRADING:

	Percentage of Grade
Required Forms <ul style="list-style-type: none"> Student Liability Insurance Supervision Contract Statement of Learning Goals Session Review Forms 	20%
SOS Supervision Requirements	40%
Case Study-Presentation	20%
Supervision Evolution Paper	20%
TOTAL	100%

GRADING SCALE:

A	= 94-100
A-	= 90-93
B+	= 86-89
B	= 83-85
B-	= 80-82
C+	= 76-79
C	= 73-75
C-	= 70-72
F	= Below 70

VII. Policy Statements

Professionalism

Due to the experiential, interpersonal, and intrapersonal nature of this class, professionalism is critical. Within course discussions, students will need to display the ability to accept constructive feedback and collaborate with their peers. It is the instructor's responsibility to ensure that students in education possess the abilities to handle these professional responsibilities. Please see the instructor if you have any concerns.

Confidentiality

We will be dealing with very personal and sensitive matters, both from our own, our supervisees', and their clients' lives. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal, supervisee, or client information revealed during supervision time is confidential and should be confined to the class. Any discussion about supervisees or clients with fellow class members and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that the professor would break confidentiality is for the same reasons you would do so with a supervisee or a client.

Electronic Communication Devices

Please ensure that any pagers or cellular phones are turned off for the duration of the class. The professor reserves the right to answer any ringing telephone.

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, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/ica/assets/FVProject.pdf>. 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>. In addition to the above, students in the MD Program should also familiarize themselves with the MD Program Student Honor Code, which can be found at <https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>.

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>, as well as the UCF COM MD Program Student Honor Code (<https://med.ucf.edu/student-affairs/gps-a-good-place-to-start/policies/>). 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 Medical Student Accessibility Liaison (MSAL) as soon as possible. The MSAL can be reached in the medical education building, Room 205, by email (zoe@ucf.edu), or by phone (407-266-1392). Additional information is available at <https://med.ucf.edu/student-affairs/student-academic-support-services/>.

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). First aid kits and AED machines are located by the elevators on each floor of the medical education building.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

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

Inclement Weather Policy

In the event of inclement weather, class will be canceled **ONLY** if UCF closes. Please monitor your texts and email for any message about canceled classes.

VIII. SCHEDULE OF CLASSES AND ASSIGNMENTS (NOTE: **Subject to change.** The syllabus, tentative semester outline, assignments, and readings may be adjusted over the course of the semester)



Date	Topic	Course Objectives	Assignments Due
1. Aug 25	Review course requirements	1, 8	<ul style="list-style-type: none"> Student Liability Insurance Due 8/30/2018 by Noon Supervision Contract Due 8/30/2018 by Noon
2. Sep 01	Review students' supervision theories	1, 2	<ul style="list-style-type: none"> Statement of Learning Goals Due by your first individual SOS session.
3. Sep 08	Case Consultation	1 - 12	
4. Sep 15	Case Consultation	1 - 12	
5. Sep 22	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
6. Sep 29	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
7. Oct 06	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due CCS-R Mid-Term Evaluations Due (bring hard copy to class)
8. Oct 13	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
9. Oct 20	Case Study Paper and Presentation 2:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
10. Oct 27	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
11. Nov 03	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
12. Nov 10	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
13. Nov 17	Case Study Paper and Presentation 1:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation due
14. Nov 24	Case Study Paper and Presentation 2:	1 - 12	<ul style="list-style-type: none"> Case study paper and presentation CCS-R Final Evaluation Due
15. Dec 01	Case Consultation	1 - 12	
16. Dec 08	Final class paperwork	8	Supervision Evolution Paper Due

College of Community Innovation and Education - Grad Course Revision - BTE 6935 Seminar in Business Education

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.

of Educational Leadership & Higher

Proposal Type: *

Grad Educati

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College: *


College of Commu

Revision

Course

Unit / Department
/ College: *

Department

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: *

BTE

Code: * 6935

Course Title: * Seminar in Business Education

30 Character
Abbreviation: * Seminar in Business Ed

Full Title: * BTE 6935 Seminar in Business Education


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

Lisa Martino

Faculty/ Scholars:

Department Chair 407-823-2432
Phone Number:*

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:* A survey of current problems, issues, and trends in business education.

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? ☐ 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?*

As requested by Dr. Bartee, the CTE program course offerings have been revised to better sequence the POS.

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

There are no possible duplications or conflicts with other departments or colleges as this course is a specific elective class for the Career and Technical Education M.A. program or for students who are interested in CTE.

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:

Course OID

Course Type

Business Teacher Education

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Organization EDLDRHED

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 000872



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

Department:	Educational Leadership and Higher Education
Department Coordinator:	Ms. Lindsay Archambault
Coordinator Office:	Main Campus, Education Complex, Ste 206
Course Internet Address:	https://webcourses.ucf.edu/
Course Title:	Seminar in Business Education
Course Number:	BTE 6935
Course Credit:	3 hours
Prerequisites:	Graduate standing or C.I.
Intended Audience:	Graduate level
Semester:	Summer
Instructor:	TBA
Instructor Email:	TBA
Office Location:	TBA
Office Hours:	TBA

Catalog Description

Current problems, issues, and trends in business education.

Course Overview

The modules in this course moves from the historical events of Business Education and curriculum as it ties into the Workforce Education frameworks to a review of the current problems, issues and trends in Business Education.



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

Course Objectives

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

1. Critically analyze important historical events involving Business Education.
2. Explore the various disciplines within Business Education.
3. Explain the components of an effective Business Education curriculum plan.
4. Identify various funding resources for a Business Education program.
5. Examine various Business Education organizations and associations.
6. Investigate challenges in Business Education programs.
7. Anticipate future trends in Business Education.
8. Reflect upon the topics covered in this course.
9. Demonstrate clear understanding and appropriate use of APA style protocol.
10. Provide constructive and substantive peer responses and feedback.
11. Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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

(b) Continuous Improvement, Responsibility and Ethics

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



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

Required Materials/Resources

Required Textbook

VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)

Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

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

Module Assignments (70%)

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

Module Discussions (5%)

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



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

Reflection (5%)

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

Final Examination (20%)

There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.

Administrative Course Requirements

Attendance

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

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments

- Late point deductions are 10% of the assignment total per day late. For instance, if the assignment is worth 150 points or 15% of the final grade, then late points will be 15 points per day late. Late peer replies will not receive points as the assignment has already passed, and your peers are onto the next module.



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

- Make-Up work and late excuses may be accepted on a case-by-case basis and only under approval of the instructor. Documentation must be provided, such as a doctor's note. If you believe you will be late or would like to talk to me about this issue, please email me through the Canvas Inbox (conversations tool) above.
- Incomplete final grade. Incomplete final grades are rarely given and only in extreme circumstance. To be considered for an incomplete grade, at least 75% of all the assignments must have been completed before the end of the course.

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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



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

Grading Scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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

Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor's policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.



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

Grade Availability

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

Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

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



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

BTE 6935 Course Schedule

Assignments	Due Date	Points
Academic Activity: Introduction - REQUIRED		0
Module 1 History of Business Ed Activities: Read Lesson and Web Resources Assignments: Assignment 1 Business Ed History Brief Report Module 1 Class Discussion		100 10
Module 2 Business Ed Curriculum Activities: Read Lesson and Web Resources Assignments: Assignment 2 Curriculum Outline Plan Module 2 Class Discussion		150 10
Module 3 Business Ed Organizations & Associations Activities: Read Lesson and Web Resources Assignments: Assignment 3 CTSO/Association Chart Module 3 Class Discussion		150 10
Module 4 Current Issues in Business Ed Activities: Read Lesson and Web Resources Assignments: Assignment 4 Business Ed Issues Action Plan Module 4 Class Discussion		150 10
Module 5 Future Trends in Business Ed Activities: Read Lesson and Web Resources Assignments: Assignment 5 Future Trends Presentation Module 5 Class Discussion		150 10
Course Reflection		50
Final Exam		200
Total Points		<u>1000</u>

UCF Policies, Guidelines, and Resources



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Course Accessibility

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

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

Campus Safety

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

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

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

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

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



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

Deployed Active Duty Military Students

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

UCF Cares

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

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

UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.



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Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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

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

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

Copyright

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

Plagiarism & Turnitin

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



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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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

The UCF Creed

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

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.



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

Conceptual Framework

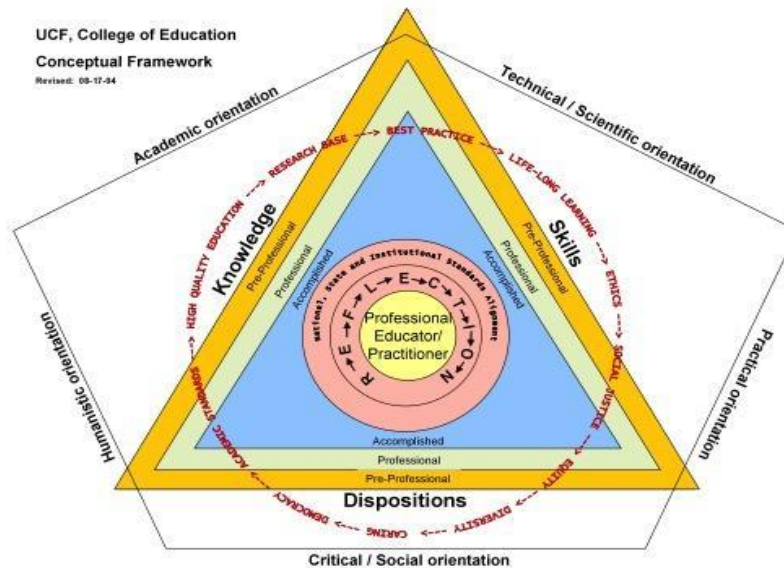
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.



Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;



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- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
- h. Models and implements the use of higher order thinking abilities
- i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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

3. Instructional Delivery and Facilitation.



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The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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

4. Assessment.

The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;



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- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student; and
- f. Applies technology to organize and integrate assessment information.
- g. Grades student performance fairly and without bias (*Disposition*)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression



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- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.



Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - ECT 6791 Research in Career Education

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.

of Educational Leadership & High Education	on
Proposal Type: *	Grad Education
College: *	Community College
Unit / Department / College: *	Department

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: *	ECT	Code: *	6791
Course Title: *	Research in Career Education		
30 Character Abbreviation: *	Research in Career Education		
Full Title: *	ECT 6791 Research in Career Education		
Course Instructor (Must be Approved Graduate Faculty/Scholar): *	Lisa Martino		

Faculty/Scholars:

Department Chair 407-823-2432
Phone Number:*

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:* Curricular, instructional, demographic, and trends research in the field of career and technical education.

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 0
Work Hours:*

Out-of-Class 6
Hours:*

Total Engagement 9
Hours:*

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?*

As requested by Dr. Bartee, the CTE program course offerings have been revised to better sequence the graduate plan of study. This course offering has changed from every Summer to every Spring.

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

There are no possible duplications or conflicts with other departments as this is a core class specific to Career and Technical Education.

Course Syllabus Policy

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

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

Information from the official Schedule of Classes

Instructor and/or GTA contact information

Explicit, public description of the course

Student learning outcomes

Sequence of course activity

Assessment and grading procedures

Course Materials and Resources

Core policy statements

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

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities

Statement regarding emergency procedures and campus safety,

encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

Statement regarding accommodations for active duty military students

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

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 Education and Human Performance

Course OID

Course Type Education: Career/Technical

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Organization EDLDRHED

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 043508



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

Department:	Educational Leadership and Higher Education
Department Coordinator:	Ms. Lindsay Archambault
Coordinator Office:	Main Campus, Education Complex, Ste 206
Course Internet Address:	https://webcourses.ucf.edu/
Course Title:	Research in Career Education
Course Number:	ECT 6791
Course Credit:	3 hours
Prerequisites:	Graduate standing or C.I.
Intended Audience:	Graduate level
Semester:	Spring
Instructor:	TBA
Instructor Email:	TBA
Office Location:	TBA
Office Hours:	TBA

Catalog Description

Curricular, instructional, demographic, and trends research in the field of career education.

Course Overview

A "research" course in occupational education is meant to provide opportunities for review of research and discourse about career and workforce education. At the graduate level, courses should offer opportunities to write intensively and discuss research findings in preparation for the comprehensive examinations. The course starts out with an overview of types of research that has been conducted. Students will then focus on an area of interest to complete the other assignments of the course which involve the various types of research.



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Course Objectives

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

1. Identify an area of research in career and/or workforce education
2. Examine various types of research methodologies
3. Differentiate between qualitative and quantitative research
4. Analyze the components of a research article
5. Evaluate research findings
6. Discuss the results of a national research report
7. Develop a review of literature annotated bibliography
8. Develop a proposal draft for peer review
9. Create a proposal for a journal article or conference presentation
10. Reflect, evaluate and discuss the research topics covered in this course
11. Demonstrate the ability to use the Internet search engines
12. Research databases in the UCF Library using online access.
13. Demonstrate the ability to use APA format

Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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



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(b) Continuous Improvement, Responsibility and Ethics

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

Required Materials/Resources

Required Textbook

VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)

Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

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

Module Assignments (70%)

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



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Module Discussions (5%)

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

Reflection (5%)

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

Final Examination (20%)

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

Administrative Course Requirements

Attendance

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

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.



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Late Assignments

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

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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



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Grading Scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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

Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor's policy.

However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after



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the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability

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

Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

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



Career and Technical Education M.A. Degree Program

Department of Educational Leadership and Higher Education

Course Schedule

Assignments	Due Date	Points
Academic Activity: Introduction - REQUIRED		0
Module 1 Career and Workforce Education Research Activities: Read Lesson and Web Resources Assignments: Assignment 1 Part A Assignment 1 Part B Methods Discussion Discussion Question #1		50 50 10
Module 2 Research Methodology Activities: Read Lesson and Web Resources Assignments: Research Quiz Discussion Question #2		100 10
Module 3 Analyzing Topical Research Activities: Read Lesson and Web Resources Assignments: Assignment 3 Part A Assignment 3 Part B Assignment 3 Part C Discussion Question #3		100 100 100 10
Module 4 Writing a Proposal Activities: Read Lesson and Web Resources Assignments: Assignment 4 Proposal for Journal Article Discussion Question #4		100 10
Module 5 Preparation of Journal Articles Activities: Read Lesson and Web Resources Assignments: Assignment 5 Article Writing Discussion Question #5		100 10
Course Reflection		50
Final Exam		200
Total Points		<u>1000</u>



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

UCF Policies, Guidelines, and Resources

Course Accessibility

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

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

Campus Safety

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

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

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

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



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

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

Deployed Active Duty Military Students

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

UCF Cares

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

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

UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.



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Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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

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

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

Copyright

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

Plagiarism & Turnitin

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



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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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

The UCF Creed

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

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.



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

Conceptual Framework

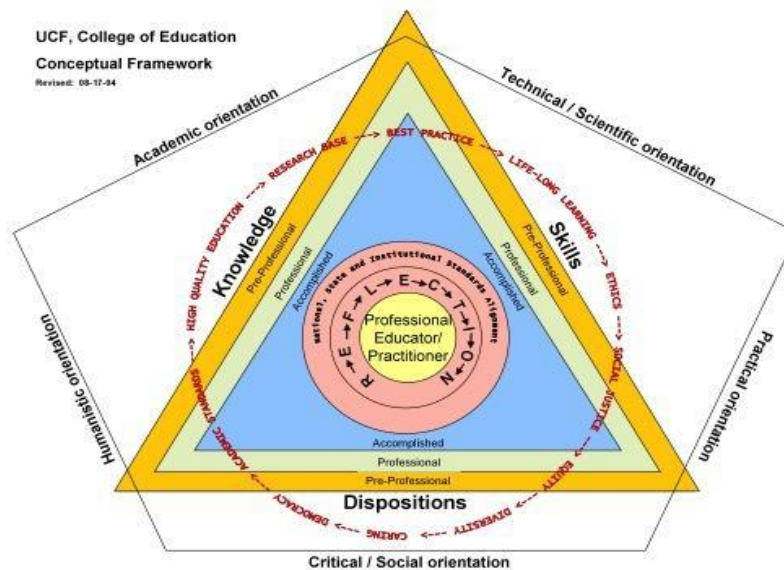
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.



Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;



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- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
- h. Models and implements the use of higher order thinking abilities
- i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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

3. Instructional Delivery and Facilitation.



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The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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

4. Assessment.

The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;



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- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student; and
- f. Applies technology to organize and integrate assessment information.
- g. Grades student performance fairly and without bias (*Disposition*)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression



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- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - ECW 5207 - Management of Career Education Programs

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
College:*	College of Community Innovation and Education
Unit / Department / College:*	Department


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

Prefix:*	ECW	Code:*	5207
Course Title:*	Management of Career Education Programs		
30 Character Abbreviation:*	Mgmt of Career Ed Programs		
Full Title:*	ECW 5207 - Management of Career Education Programs		
Course Instructor (Must be Approved Graduate Faculty/Scholar):*	Lisa Martino		

Faculty/ Scholars:

Department Chair 407-823-2432
Phone Number:*

Dept Chair Email* RoSusan.Bartee@ucf.edu

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

Course Description:*

Study and achievement of selected competencies needed by career and workforce education teachers, supervisors, and local administrators in the management of career education programs in the schools.

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? ☐ 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?*

As requested by Dr. Bartee, the CTE program course offerings have been revised to better sequence the POS.

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

There are no possible duplications or conflicts with other departments or colleges as this course is an elective class for the Career and Technical Education M.A. 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.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 **Education: Career/Workforce**

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

**Academic
Organization** **EDLDRHED**

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 004408



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

Department:	Educational Leadership and Higher Education
Department Coordinator:	Ms. Lindsay Archambault
Coordinator Office:	Main Campus, Education Complex, Ste 206
Course Internet Address:	https://webcourses.ucf.edu/
Course Title:	Management of Career Education Programs
Course Number:	ECW 5207
Course Credit:	3 hours
Prerequisites:	Graduate standing or C.I.
Intended Audience:	Graduate level
Semester:	Spring
Instructor:	TBA
Instructor Email:	TBA
Office Location:	TBA
Office Hours:	TBA

Catalog Description

Study and achievement of selected competencies needed by career and workforce education teachers, supervisors, and local administrators in the management of career education programs in the schools.

Course Objectives

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

1. Explain how the Career Development Theory aligns with occupational programs
2. Compare the mission statements and goals of a CTE program to the institution
3. Identify community, federal, and state funding resources for CTE programs
4. Write a cost analysis report for the necessary materials and equipment in a CTE program
5. Create a CTE program financial budget report
6. Develop a CTE teacher job description and certification hiring criteria plan
7. Design an occupational program evaluation analysis plan



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8. Reflect upon the topics covered in this course.
9. Demonstrate clear understanding and appropriate use of APA style protocol.
10. Provide constructive and substantive peer responses and feedback.
11. Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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

(b) Continuous Improvement, Responsibility and Ethics

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

Required Materials/Resources

Required Textbook

VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)



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[Career and Technical Education Programs](#)



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Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

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

Module Assignments (70%)

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

Module Discussions (5%)

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

Reflection (5%)

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

Final Examination (20%)

There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.



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Administrative Course Requirements

Attendance

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

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an "Academic Activity" by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments

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

*As per instructor policy.



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Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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

Grading scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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



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

Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor's policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability

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

Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student's responsibility to present a copy of this form signed by the appropriate individual to the faculty



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member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Course Schedule

Assignments	Due Date	Points
Academic Activity: Introduction - REQUIRED		0
Module 1 Career Development Theory Activities: Read Lesson and Web Resources Assignments: Activity 1 Evaluate a CTE program to align with Career Development Theory		100
Module 2 CTE Program Mission Statement and Goals Activities: Read Lesson and Web Resources Assignments: Activity 2 Compare/contrast CTE program and institutional mission statements Discussion Question #1		100 10
Module 3 CTE Program Funding Resources Activities: Read Lesson and Web Resources Assignments: Activity 3 Create a CTE Program Funding Chart Discussion Question #2		100 10
Module 4 CTE Program Materials and Equipment Activities: Read Lesson and Web Resources Assignments: Activity 4 Cost Analysis Report for materials and equipment in a CTE program Discussion Question #3		100 10
Module 5 CTE Program Financial Management Process Activities: Read Lesson and Web Resources Assignments: Activity 5 CTE Program Financial Budget Report Discussion Question #4		100 10



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Module 6 Personnel Management Policy Plan Activities: Read Lesson and Web Resources Assignments: Activity 6 CTE Teacher Hiring Criteria Plan Discussion Question #5		100 10
Module 7 Evaluate a Career & Technical Educational Program Activities: Read Lesson and Web Resources Assignments: Activity 7 Occupational Program Evaluation Analysis Plan Discussion Question #5		100 10
Course Reflection		50
Final Exam		200
Total Points		1000

UCF Policies, Guidelines, and Resources

Course Accessibility

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

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

Campus Safety

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

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



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emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

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

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

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

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

Deployed Active Duty Military Students

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com 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



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Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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

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

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



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Copyright

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

Plagiarism & Turnitin

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

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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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



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The 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.

Conceptual Framework

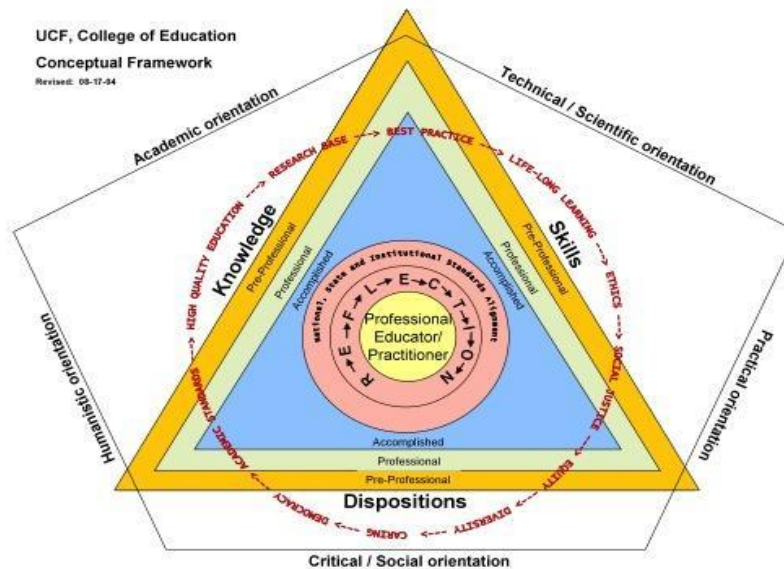
The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.



Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;



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- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
- h. Models and implements the use of higher order thinking abilities
- i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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



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3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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



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4. Assessment.

The effective educator consistently:

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

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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



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e. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.



Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - ECW 5561 Student Guidance in the Career/Workforce Program

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: *

ECW

Code: * 5561

Course Title: * Student Guidance in the Career/Workforce Program

30 Character
Abbreviation: * Stud Guid in Career/Work Prog

Full Title: * ECW 5561 Student Guidance in the Career/Workforce Program

Course Instructor Lisa Martino
(Must be Approved)

**Graduate
Faculty/Scholars):**

Department Chair 407-823-2432
Phone Number:*

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:***

Achievement of skills used by teachers and professionals as they gather student data, confer with students, and help students plan for employment or further education.

Prerequisite(s):

Graduate Standing or C.I.

Corequisite(s):

**Does this proposal
include revisions
to prerequisites?***

☐ Yes ☒ No

Grading Scheme:

ABCD

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?*

As per the department chair's direction, course schedule has been changed to better align the program sequence and assist students to complete at a faster pace, if full time.

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

This course is required by the Career and Technical Education M.A. degree program. There are no duplications or conflicts with any other department.

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: Department of Child, Family, and Community Sciences

Course OID

Course Type Education: Career/Workforce

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Organization CCIE

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 011368



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

Academic Program Coordinator

And Faculty Advisor:

Contact Email:

Office:

Dr. Lisa Martino

Lisa.Martino@ucf.edu

Main Campus, Education Complex, Suite 220C

Department Coordinator:

Coordinator Office:

Lindsay Archambault

Main Campus, Education Complex, Suite 206

Course Title:

Course Number:

Course Credit:

Prerequisites:

Intended Audience:

Semester/Year:

Student Guidance in the Career/Workforce Program

ECW 5561

3 hours

Graduate standing or C.I.

Graduate level

Fall

Instructor:

Instructor Email:

Office Location:

Office Hours:

TBA

TBA

TBA

TBA

Catalog Description

Achievement of skills used by teachers and professionals as they gather student data, confer with students, and help students plan for employment or further education.

Course Overview

This course begins with providing a background of the major career counseling theories and assessments. As you go through the activities, you will collect various resources and construct one assessment that you can implement in your classroom. One of the resources provided is an online career decision making tool that students can use. This resource provides various activities, discussion questions, and lessons for teachers or counselors to implement. Towards the end of the course, you will apply everything that you have learned and conduct a counseling interview, plan the steps needed for further counseling, and create career plans that have various activities for multiple student populations.



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Student Learning Outcomes

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

- Demonstrate clear understanding and appropriate use of APA style protocol.
- Provide constructive and substantive peer responses and feedback.
- Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.
- Gain an historical perspective of career development as a field
- Explain key career theories and theorist
- Evaluate career development resources found on the World Wide Web
- Analyze various types of career assessments
- Construct value sort assessment cards
- Locate career resources using the World Wide Web
- Apply national career guidance competencies and ethics
- Compare current career counseling techniques and theories with past techniques and theories.
- Apply career development theories, assessments, and techniques
- Conduct three preliminary counseling interviews
- Explore emerging issues and trends for counseling diverse student populations
- Plan counseling activities for 2 diverse student populations
- Develop career guidance lesson plans

Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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



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(b) Continuous Improvement, Responsibility and Ethics

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

Required Materials/Resources

Required Textbook

VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Various Web Readings (additional reading assignments as per module lessons)

- Career Services. (2016). Frank Parsons' trait and factor theory of occupational choice. Retrieved from <https://www.careers.govt.nz/practitioners/career-practice/career-theory-models/parsons-theory/>
- Career Services. (2016). Career theory and models. Retrieved from <https://www.careers.govt.nz/practitioners/career-practice/career-theory-models/>
- Career Services. (2012). Donald Super: Developmental Self-Concept Model. Retrieved from <https://www.careers.govt.nz/assets/pages/docs/career-theory-model-super.pdf>
- James, R. & Gilliland, B. E. (n.d.) Trait-factor counseling/person x environment fit. Companion website material for Theories and Strategies in Counseling and Psychotherapy. Ally and Bacon: Boston. Retrieved from <http://wps.ablongman.com/wps/media/objects/208/213944/trait.pdf>
- Psychology. (n.d.). Theory of work adjustment. Retrieved from <https://psychology.iresearchnet.com/counseling-psychology/counseling-theories/theory-of-work-adjustment-counseling/>

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)



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Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>). You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

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

Module Assignments (70%)

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

Module Discussions (5%)

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

Reflection (5%)

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

Final Examination (20%)

There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.

Administrative Course Requirements

Attendance

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



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schedule, reading course content, completing assignments, engaging in discussions as required, and reading announcements.

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an “Academic Activity” by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments

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

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
 - There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
-



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- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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

Grading Scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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

Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the



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instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you MAY have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) **as per instructor's policy**. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability

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

Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

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



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Course Schedule

Assignments	Due Date	Points
Academic Activity: Introduction - REQUIRED		0
Module 1 Early History of Guidance Counseling, Theories, and Testing/Measurement Activities: Read Lesson and Web Resources Assignments: Module Question and Answer with Peer Discussion		50
Module 2 Career Theorist Activities: Read Lesson and Web Resources Assignments: Module Question and Answer with Peer Discussion		100
Module 3 Career Guidance Assessments Activities: Read Lesson and Web Resources Assignments: Work Value/Career Interest Card Sorting Assignment Discussion Question #1		100 10
Module 4 Career Counseling Competencies and Resources Activities: Read Lesson and Web Resources Assignments: Assignment 4 Part A: Counseling Students Assignment Assignment 4 Part B: Career Major Website Discussion Question #2		40 40 10
Module 5 Counseling Students Activities: Read Lesson and Web Resources Assignments: Assignment 5 Part A: Career Counseling Form Assignment 5 Part B: Compare and Contrast Discussion Question #3		100 50 10
Module 6 Counseling Diverse Populations Activities: Read Lesson and Web Resources Assignments: Assignment 6 Part A: Counseling Diverse Populations Plan Assignment 6 Part B: Counseling Diverse Populations Research Brief		60 60



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Discussion Question #4		10
Module 7 Career Guidance Lesson Plan Activities: Read Lesson and Web Resources Assignments: Assignment 7: Group Work – Create a Guidance Plan Portfolio Discussion Question #5		100 10
Course Reflection		50
Final Essay Examination		200
Total Points		1000

UCF Policies, Guidelines, and Resources

Course Accessibility

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

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

Campus Safety

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

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



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

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

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

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

Deployed Active Duty Military Students

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com 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.



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UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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

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

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

Copyright

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



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for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Plagiarism & Turnitin

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

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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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



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The 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.

Conceptual Framework

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

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

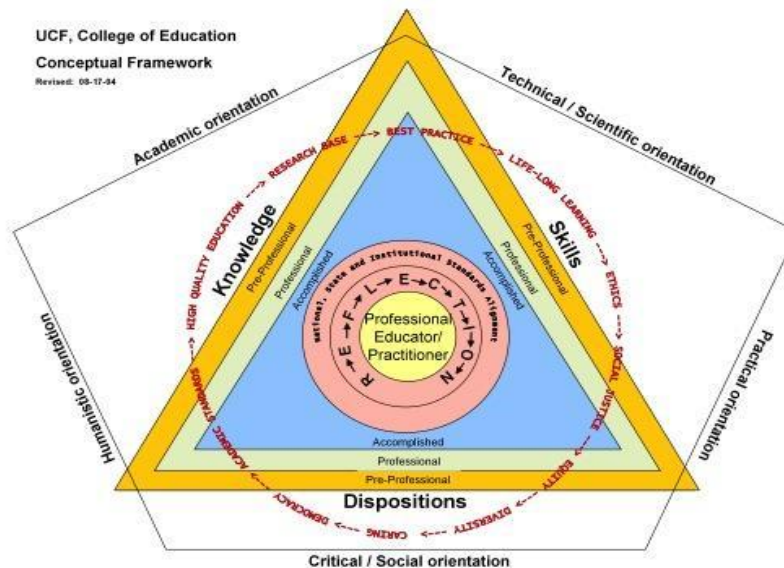
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.



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Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;



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- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
- h. Models and implements the use of higher order thinking abilities
- i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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

3. Instructional Delivery and Facilitation.



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The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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

4. Assessment.

The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
-



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- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student; and
- f. Applies technology to organize and integrate assessment information.
- g. Grades student performance fairly and without bias (*Disposition*)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives



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- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.



Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - ECW 6206 Supervision in Local Career and Technical Education Programs

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: *

ECW

Code: * 6206

Course Title: * Supervision in Local Career and Technical Education Programs

30 Character
Abbreviation: * Supervision Local CTE Programs

Full Title: * ECW 6206 Supervision in Local Career and Technical Education Programs

Course Instructor
(Must be Approved) Lisa Martino

**Graduate
Faculty/Scholars):**

**Department Chair
Phone Number:*** 407-823-2432

Dept Chair Email* RoSusan.Bartee@ucf.edu

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

**Course
Description:***

A study in the supervision of CTE instruction, including plans for teacher professional education, curriculum and instruction improvement, coordination of program activities, and personnel relations.

Prerequisite(s):

Graduate Standing or C.I.

Corequisite(s):

**Does this proposal
include revisions
to prerequisites?***

☐ Yes ☒ No

Grading Scheme:

ABCD F

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?*

As requested by Dr. Bartee, the CTE program course offerings have been revised to better sequence the POS.

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

There are no possible duplications or conflicts with other departments or colleges as this course is an elective class for the Career and Technical Education M.A. program or any student who is interested in CTE.

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:**

Course OID

Course Type Education: Career/Workforce

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

**Academic
Organization** EDLDRHED

Academic Group College of Community Innovation and Education

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 004416



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

Academic Program Coordinator

And Faculty Advisor:

Contact Email:

Office:

Dr. Lisa Martino

Lisa.Martino@ucf.edu

Main Campus, Education Complex, Suite 220C

Department Coordinator:

Coordinator Office:

Lindsay Archambault

Main Campus, Education Complex, Suite 206

Course Title:

Course Number:

Course Credit:

Prerequisites:

Intended Audience:

Semester:

Supervision of Local Career and Technical Education Programs

ECW 6206

3 hours

Graduate standing or C.I.

Graduate level

Summer

Instructor:

Instructor Email:

Office Location:

Office Hours:

TBA

TBA

TBA

TBA

Catalog Description

A study in the supervision of CTE instruction, including plans for teacher professional education, curriculum and instruction improvement, coordination of program activities, and personnel relations.

Course Objectives

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

1. Examine supervisory theories for career and technical education
2. Identify resources and develop a bibliography of supervisor techniques, styles, and theories
3. Establish performance goals and objectives for CTE program faculty and staff
4. Examine support staff roles in a CTE program



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5. Develop a teacher professional education workshop program
6. Explain a teacher evaluation observation session to improve instruction
7. Create a CTE program curriculum and instruction review plan
8. Examine various student codes of conduct and disciplinary methods
9. Explore various student attendance and program performance monitoring systems
10. Demonstrate strategies for diversity and inclusion for faculty, staff, and students in CTE programs
11. Reflect upon the topics covered in this course.
12. Demonstrate clear understanding and appropriate use of APA style protocol.
13. Provide constructive and substantive peer responses and feedback.
14. Research scholarly articles using scholastic databases, such as the UCF Library and ERIC.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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

(b) Continuous Improvement, Responsibility and Ethics
--

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

Required Materials/Resources

Required Textbook



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[Career and Technical Education Programs](#)



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VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)

Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>. You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.

Academic Course Requirements

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

Module Assignments (70%)

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

Module Discussions (5%)

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

Reflection (5%)

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

Final Examination (20%)



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There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.



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Administrative Course Requirements

Attendance

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

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an "Academic Activity" by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.

Late Assignments

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

*As per instructor policy.



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Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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

Grading scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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



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Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor's policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability

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

Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

The names of students participating in authorized activities, intercollegiate athletics, band, choir, co-curricular activities, and academically related program events will be listed on a Program Verification Form. It is the student's responsibility to present a copy of this form signed by the appropriate individual to the faculty



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member(s) responsible for the class from which the student will be absent. The student must provide the Program Verification Form prior to the class in which the absence occurs. The university sponsor signs a copy of the Program Verification Form and files it with the Office of Student Rights and Responsibilities for verification purposes.

Tentative Course Schedule

Assignments	Due Date	Points
Academic Activity: Introduction - REQUIRED		0
Module 1 CTE Supervisor Techniques, Styles and Theories Activities: Read Lesson and Web Resources Assignments: Activity 1 Develop a bibliography of resources		100
Module 2 Performance Goals and Objectives Activities: Read Lesson and Web Resources Assignments: Activity 2 Performance Goals and Objectives Plan Discussion Question #1 Discuss support staff roles in a CTE program		150 10
Module 3 CTE Teacher Professional Education and Evaluation Activities: Read Lesson and Web Resources Assignments: Activity 3 Teacher Professional Development Workshop Plan Discussion Question #2 Discuss teacher evaluation observation plans		100 10
Module 4 CTE Program Curriculum & Instruction Activities: Read Lesson and Web Resources Assignments: Activity 4 Curriculum & Instruction Review Plan Discussion Question #3 Discuss resources for C&I trends		100 10
Module 5 CTE Student Policy & Procedures Activities: Read Lesson and Web Resources Assignments: Activity 5 Outline Student Code of Conduct/Rights & Responsibilities Plan		150 10



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Discussion Question #4 Compare/contrast various student disciplinary methods		
Module 6 CTE Program Diversity & Inclusion Activities: Read Lesson and Web Resources Assignments: Activity 6 Diversity & Inclusion Strategy Plan for faculty, staff, and students Discussion Question #5 Discuss ways to promote diversity in a CTE program		100 10
Course Reflection		50
Final Exam		200
Total Points		1000

UCF Policies, Guidelines, and Resources

Course Accessibility

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

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

Campus Safety

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

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



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Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see

[<http://www.ehs.ucf.edu/workplacesafety.html>](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>](http://my.ucf.edu) and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

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

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

Deployed Active Duty Military Students

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

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com 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.



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UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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

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

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

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment.



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Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Plagiarism & Turnitin

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

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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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



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The 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.

Conceptual Framework

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

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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

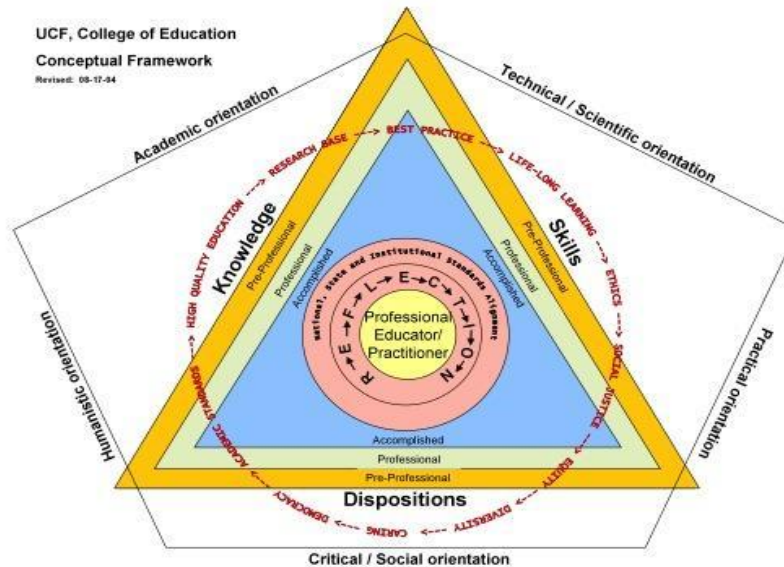
The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.



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Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;



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- d. Selects appropriate formative assessments to monitor learning;
- e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
- h. Models and implements the use of higher order thinking abilities
- i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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





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3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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

4. Assessment.

The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;



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- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student; and
- f. Applies technology to organize and integrate assessment information.
- g. Grades student performance fairly and without bias (*Disposition*)

Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression



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- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - ECW 6268 School, College, and Career Readiness

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: *

ECW

Code: * 6268

Course Title: * School, College, and Career Readiness

30 Character
Abbreviation: * Sch, College, Career Readiness

Full Title: * ECW 6268 School, College, and Career Readiness


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

Lisa Martino

Faculty / Scholars:

Department Chair 407-823-2432
Phone Number:*

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:*

The study and achievement of the knowledge, skills, and academic preparation competencies needed to establish, maintain, and coordinate school, college, and career readiness activities and programs.

Prerequisite(s):

Graduate standing or C.I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*

☐ Yes ☒ No

Grading Scheme:

ABCD F

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 0
Work Hours:*

Out-of-Class 6
Hours:*

Total Engagement 9
Hours:*

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

As requested by Dr. Bartee, the CTE program course offerings have been revised to better sequence the POS. This proposal changes the offering from Fall to

revising this course?*

Spring.

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

There are no possible duplications or conflicts with other departments or colleges as this course is a specific core class for the Career and Technical Education M.A. 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.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: Department of Child, Family, and Community Sciences

Course OID

Course Type Education: Career/Workforce

Status ☒ Active-Visible ☐ Inactive-Hidden

PeopleSoft

Academic Organization EDLDRHED

Academic Group

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 047022



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

Academic Program Coordinator

And Faculty Advisor:

Contact Email:

Office:

Dr. Lisa Martino

Lisa.Martino@ucf.edu

Main Campus, Education Complex, Suite 220C

Department Coordinator:

Coordinator Office:

Lindsay Archambault

Main Campus, Education Complex, Suite 206

Course Title:

Course Number:

Course Credit:

Prerequisites:

Intended Audience:

Semester/Year:

School, College & Career Readiness

ECW 6268

3 hours

Graduate standing or C.I.

Graduate level

Spring

Instructor:

Instructor Email:

Office Location:

Office Hours:

TBA

TBA

TBA

TBA

Catalog Description

The study and achievement of the knowledge, skills, and academic preparation competencies needed to establish, maintain, and coordinate school, college, and career readiness activities and programs.

Course Overview

In this course, you will investigate Florida Statutes and the State Board of Education Rule to identify policy and procedures regarding school, college, and career readiness. You will review existing research studies on school, college and career readiness. You will explore the Florida Postsecondary Readiness Competencies, skills, and academic preparation necessary for students to attain school, college, and career readiness standards. Finally, you will develop a school, college, and career readiness action plan.



Career and Technical Education M.A. Degree Program

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College of Community Innovation and Education

Course Objectives

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

1. Discover the various state definitions of college and career readiness.
2. Discuss the similarities and differences between the various state definitions of college and career readiness.
3. Investigate the various national and state legislative policies and practices regarding college and career readiness in the United States.
4. Explain the Common Core Standards and the Florida Standards.
5. Differentiate between Every Student Succeeds Act and the Race to the Top Fund.
6. Explore the various Florida College System's student admission policies.
7. Explain the core content areas of a Florida standard high school diploma and its equivalents.
8. Analyze the Postsecondary Education Readiness Test.
9. Differentiate common placement testing for public postsecondary institutions.
10. Categorize pathways to higher levels of competency measurements with SAT and ACT tests; AP, IB, dual enrollment, and AICE programs.
11. Investigate the Florida Postsecondary Readiness Competencies in English and mathematics.
12. Debate developmental (remedial) education issues.
13. Describe postsecondary instructional units.
14. Explore articulation agreements.
15. Examine the eight career readiness competencies from NACE.
16. Create industry and workforce competency models for a globally competitive workforce.
17. Explain state-approved industry certifications entrance requirements.
18. Examine existing literature and research studies on school, college, and career readiness programs.
19. Develop a school, college, and career readiness action plan.
20. Write scholarly reports in APA format.



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Statement of Course Goals and Objectives

KEY: FEAP/PEC = [Florida Educator Accomplished Practices](#) / Professional Educator Competencies

(a) Quality of instruction

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

(b) Continuous Improvement, Responsibility and Ethics

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

Required Materials/Resources

Required Textbook

VandenBros, G. R. (Ed). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

- ISBN-10: 1-4338-0561-8 (softcover)

Materials/Resources

- [Technology requirements for online courses.](#)
- [UCF Library Access](#)

Webcourses

This course is offered in an online platform called Webcourses. It is an online course management system (accessed through my.ucf.edu and through <https://webcourses.ucf.edu/>. You will find all the course materials, resources, assignments, discussions, and announcements in your Webcourse. My recommendation is to check Webcourses every two days for announcements and updates from your teammates or myself.



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Academic Course Requirements

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

Module Assignments (70%)

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

Module Discussions (5%)

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

Reflection (5%)

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

Final Examination (20%)

There will be one overall exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround time for this varies, but is usually 7-10 days. Pay attention to the course Schedule.

Administrative Course Requirements

Attendance

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

Academic Activity

Federal regulations require that federal aid awards be based on courses in which students have completed an academically related activity. Effective beginning in fall 2014, federal aid awards will disburse based on the number of credit hours in which an academic activity has been confirmed.

In order to document that you began this course, please complete the assignment posted on Webcourses@UCF as an "Academic Activity" by the end of the first week of classes, or as soon as possible after adding the course, but no later than the fourth day of the start of the course. Failure to do so will result in a delay in the disbursement of your financial aid.



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Late Assignments

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

*As per instructor policy.

Evaluation and Grading System

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

- The work you do is performance-based; assignments are actual or simulate real-world work.
- There is one opportunity to revise selected work within five (5) days of the date it is graded as per your instructor.
- Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
- We attempt to treat adult learners as adult learners; hence, exams, as such, are weighted lower than in most other college courses. There are no make-up exams.
- A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

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



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Grading scale

Letter Grade	Percentage	Points
A	94 - 100	940-1000
B	87 - 93	870-939
C	80 - 86	800-869
D	73 - 79	730-799
F	72 and below	729 and below

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

Grading Procedures

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

Assignments Posting

Assignments need to be posted to discussion areas by 11:55 p.m. Eastern Standard Time on the due date. See the late policy above. Any time you feel you might be falling behind in the course, it is best to contact the instructor immediately to discuss your situation. No assignments will be accepted after the final day of class. Late assignment policies are at the discretion of the instructor.

Reposting

If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within five (5) days of receiving the grade (please see the "Posting of Grades" section below) as per instructor's policy. However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student's original posting after the activity's due date. Reposting only applies to an original posting for an assignment that did not receive full point value.

Grade Availability

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



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Make-up Assignments for Authorized University Events or Co-Curricular Activities

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

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





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Course Schedule
See Webcourse for Due Dates

Assignments	Points
Academic Activity: Introduction – REQUIRED	0
Module 1 College and Career Readiness Legislation and Policies Activities: Read Lesson and Web Resources Assignments: <ul style="list-style-type: none"> • Discussion Question #1: College & Career Readiness defined • Activity 1 Compare ESSA, Perkins V, and Race to the Top in a report 	10 100
Module 2 Postsecondary Entrance Requirements and Competencies Activities: Read Lesson and Web Resources Assignments: <ul style="list-style-type: none"> • Discussion Question #2 Common placement testing debate • Activity 2 Quiz on college readiness measurement tests 	10 150
Module 3 Articulation Agreements and Postsecondary Instructional Units Activities: Read Lesson and Web Resources Assignments: <ul style="list-style-type: none"> • Discussion Question #3 Remedial education issues and challenges • Activity 3 Draft an articulation agreement 	10 150
Module 4 Workforce Competence for Career Readiness Activities: Read Lesson and Web Resources Assignments: <ul style="list-style-type: none"> • Discussion Question #4 Advisory boards and their purpose • Activity 4 Create an industry competency model graphic 	10 150
Module 5 Career Readiness Connection Activities: Read Lesson and Web Resources Assignments: <ul style="list-style-type: none"> • Discussion Question #5 College readiness is career readiness • Activity 5 Develop a school, college, and career readiness action plan 	10 150
Course Reflection	50
Final Exam	200
Total Points	1000



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UCF Policies, Guidelines, and Resources

Course Accessibility

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

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

Campus Safety

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

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

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

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

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

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

Deployed Active Duty Military Students



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

UCF Cares

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

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

UCF University Writing Center

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

- The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Online Learning

Online learning is not for everyone; some people may not be able to manage a course that does not meet face to face to learn. Online learning requires lots of planning and self-pacing so that you may be successful in my course. Since I will be covering much material in 16 weeks, I would highly recommend treating this course like a regular lecture course, and keeping up with lectures and assignments. Please do not be tempted to skip two weeks of lectures and expect to catch up easily. Review this website for more information: [Student Support for Learning Online](#)

Knight's Email Account and Webcourse Communication

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



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

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

Copyright

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

Plagiarism & Turnitin

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

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

Ethical Policies

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

- Access the [Golden Rule](#) on line
- Read thoroughly [Student Rights and Responsibilities](#)
- [Rules of Student Conduct](#)
- [Student Academic Behavior Standards](#)

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



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The 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.

Conceptual Framework

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

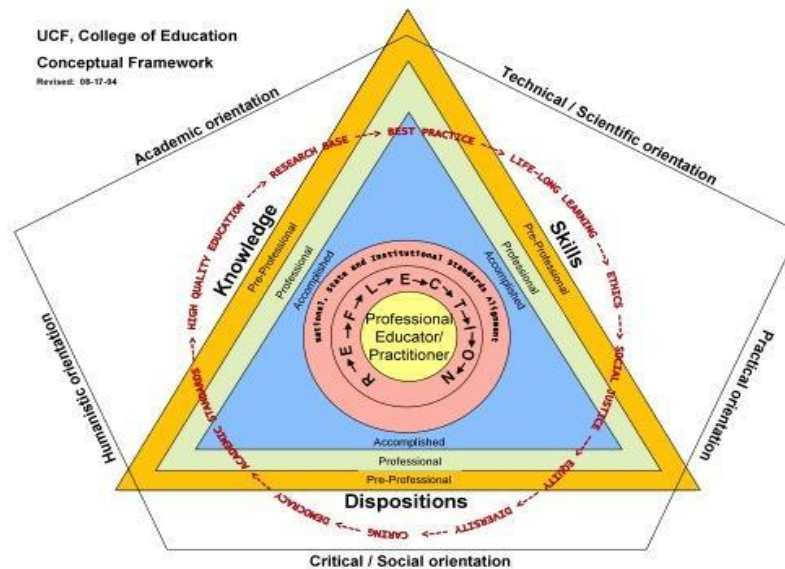
At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development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

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

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Career & Technical Education Educator Accomplished Practices

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

Quality of Instruction

1. Instructional Design and Lesson Planning.

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted workforce standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.



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-
- g. Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities
 - h. Models and implements the use of higher order thinking abilities
 - i. Reflects research-based best practices in instructional methods (*Disposition*)

2. The Learning Environment.

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

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

3. Instructional Delivery and Facilitation.

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;



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-
- e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
 - k. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
 - l. Values technology as a tool to enhance learning. (*Disposition*)

4. Assessment.

The effective educator consistently:

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



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Continuous Improvement, Responsibility and Ethics.

5. Continuous Professional Improvement.

The effective educator consistently:

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

6. Professional Responsibility and Ethical Conduct.

- a. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression
- b. Encourages student responsibility, appropriate social behavior, integrity, valuing of diversity, honesty, and honoring multiple perspectives
- c. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98; Amended 12-17-10.



Demonstrates concern for student learning and promotes student well-being through professional commitment including being punctual, responsible, organized, attends class regularly, demonstrates pride in self and work, gets along well with others, is self-controlled, and is flexible (Disposition).

College of Community Innovation and Education - Grad Course Revision - PAD 6227 Public Budgeting

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:*

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:*

6227

Course Title:* Public Budgeting

30 Character
Abbreviation:* Public Budgeting


Full Title:* PAD 6227 Public Budgeting

**Course Instructor
(Must be Approved)**

**Graduate
Faculty/Scholars):**

**Department Chair
Phone Number:*** 407.823.2604

Dept Chair Email* kapucu@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:***

~~Admission to Master of Public Administration and PAD 6700, or Certificate in Public Administration, or C. I. Budgets as planning programming documents, stressing "Governments routinely create financial plans to allocate taxes A political and fees to programs and services in a process called budgeting. This course examines rational examination of the relationships of policy dollars government budgetary process and budgetary decisions, problems figures found in grantsmanship and revenue decision making a budget document to better understand its function as a management tool their managerial, program budgeting policy statement, PPBS financial plan planning, and incrementalism communications device; along with the political and rational dimensions of the budgetary process communication functions. "~~

Prerequisite(s):

~~Admission to Master of Public Administration, or Master of Emergency and Crisis Management, or Certificate in Public Administration, or Certificate in Public Budgeting, or C. I. and PAD 6700.~~

Corequisite(s):

None

**Does this proposal
include revisions
to prerequisites?***

☐ Yes ☒ No

Grading Scheme:

ABCD

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 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?

Activity Log

Nasrin Lakhani

+ Odd 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:

☒ Required Course ☐ Elective Course

Justification for Course Revision

What is the
rationale for
revising this
course?*

The course description is ~~ammended~~ amended due to course ~~compnents~~
~~chnaging overtime~~ components changing over time to accommodate feedback
 from field practitioners and ~~eductators~~ educators.

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

MPA, MECM, MPA/MSJC, MPA/MNM

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

~~Course~~ Course is required by a MPA& MECM

What is the
estimated annual
enrollment?

150

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

Detail Discussion

~~NO~~ No duplication exists

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: **School of Public Administration**

Course OID

Course Type **Public Administration**

Status ☒ Active-Visible ☐ Inactive-Hidden

Peoplesoft	
Academic Organization	
Academic Group	College of Community Innovation and Education
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	007795

**University of Central Florida
School of Public Administration
Fall 2019**

COURSE

Number/Title: PAD 6227 Public Budgeting (3 credit hrs), Sections 0077 (87661)
Day and Time; Location: Mondays, 6:00-8:50PM; Communications and Media Building, Room 182A
Type: Face-to-Face (F)

INSTRUCTOR

Instructor: Prof. David Mitchell
Office Hours/Location: M 12:00-5:00PM or by appointment / DPAC 446M
Telephone: (407) 823-5365
E-mail Address: david.mitchell@ucf.edu

COURSE DESCRIPTION

Governments routinely create financial plans to allocate taxes and fees to programs and services in a process called budgeting. This course examines the dollars and figures found in a budget to better understand its function as a management tool, policy statement, financial plan, and communications device; along with the political and rational dimensions of the budgetary process. *PREREQUISITE:* PAD 6700, or instructor consent.

REQUIRED COURSE MATERIALS

Bland, Robert L. 2013. *A Budgeting Guide for Local Government*. 3rd edition (**must be this edition**). Washington, DC: International City-County Management Association. ISBN: 978-0-87326-767-0

Rubin, Irene S. 2020. *The Politics of Public Budgeting: Getting and Spending, Borrowing and Balancing*. 9th edition (or previous edition). Washington, DC: CQ Press. ISBN: 978-1-54432-505-7.

Swain, John W., and B.J. Reed. 2010. *Budgeting for Public Managers*. Armonk, NY: M.E. Sharpe. ISBN: 978-0-7656-2050-7. The digital version of the course textbook is available for free through the UCF Libraries. You can view it on the Web or download a PDF version to read offline. Accessing the text off-campus requires that you authenticate as a UCF student. Link: <http://ezproxy.net.ucf.edu/login?url=http://www.tandfebooks.com/isbn/9781315706030>.

Other readings as assigned via Webcourses. Additional reading materials may be assigned.

COURSE OBJECTIVES

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

- **Utilize** the budget to create legislative and executive control over organizational finances
- **Connect** economic, fiscal, and other environmental conditions to the budget
- **Utilize** the budgeting process to assist in performance management and operations evaluation
- **Tie** resources to organizational strategic, capital, and operational plans
- **Communicate** budgetary, financial, and organizational information via the budget document
- **Appreciate** the tension between rational and political decision-making found in budgeting

COURSE COMPETENCIES

This course is designed to introduce, teach, or reinforce one or more of the National Association of Schools of Public Affairs Administration (NASPAA) universal required competencies (full standards available at <https://naspaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>). The required competencies are that students at the completion of their public administration program of study will be able to demonstrate the ability to:

1. *lead and manage in public governance;*
2. *participate in and contribute to the policy process;*
3. *analyze, synthesize, think critically, solve problems, and make decisions;*
4. *articulate and apply a public service perspective; and*
5. *communicate and interact productively with a diverse and changing workforce and citizenry.*

The following abilities will also be introduced, mastered, and reinforced throughout the course:

- **Introduce** the ability to:
 - lead and manage within multiple networks of stakeholders; and
 - produce consensus or consent among diverse stakeholders;
- **Reinforce** the ability to:
 - identify, evaluate, and model best practices; and
 - develop professional capacity in basic skills (including writing, speaking, analytical techniques, critical thinking).
- **Master** the ability to:
 - develop expertise on local government; and
 - develop expertise in techniques used in managing government operations.

UNIVERSITY POLICIES

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at 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 academicintegrity.org.

UNIVERSITY POLICIES (cont.)

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

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 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 goldenrule.sdes.ucf.edu/zgrade.

Disability Access 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.

Diversity Statement

Faculty and students will work collaboratively to ensure diversity is an integral component of our course delivery systems. Evidence of these efforts will manifest in readings, lectures, seminars, service learning activities, and group projects. Aspects of diversity include but are not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, disability, and veteran status.

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>>).

Make-Up Assignments for Authorized University Events and Co-Curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <<http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.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>.

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.

INSTRUCTOR'S POLICIES

Expectation of Time Commitment

In a 3-credit-hour graduate level course, a traditional rule of thumb is that a student will spend 3 hours in class each week, and 6 hours outside of class working on the course. Since this course is online, there is not a classroom expectation, but it is still expected that students plan to spend 9 hours a week on the course. Some students will spend less, some more, but that is the average amount expected. If you feel that you are unable to commit this amount of time to this course due to other commitments, I suggest that you contact me to discuss your situation or that you consider dropping the course.

Classroom Decorum

In the classroom, students are to arrive at class on time. Students are to remain for the entire session unless excused by the professor beforehand or confronted with a serious personal emergency. Cell phones, pagers, or any electronic devices that make noise must be turned off during class unless the instructor has been notified beforehand of a special circumstance. No one should talk while someone else is talking; this includes comments meant for a classmate rather than the entire group. What may seem like a whisper or a harmless remark to one person can be a distraction to someone else, particularly in a small room. Dialogue and behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university and the school. Disruptive or disengaged students may be asked to leave the classroom by the instructor.

Student Rules of Conduct

Any violation of the Student Rules of Conduct is taken seriously by the instructor, who will determine in-course disciplinary action at his discretion. All violations will be reported to and recorded with the Office of Student Conduct, regardless of whether disciplinary action is taken by instructor. The School or the University may take further disciplinary action if warranted, up to and including expulsion.

Copyright

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

COURSE REQUIREMENTS

Graded Course Requirements (points):

Personal Budget	5
Module Case Exercises (5 x 10 pts)	50
<u>Municipal Budget Evaluation (group):</u>	
Individual Evaluation Forms (4 x 5pts)	20
Budget Review Paper	10
Final Evaluation and Presentation	15
TOTAL	100

Grading Scale:

A	90+	4.0
B	80-89	3.0 (passing)
C	70-79	2.0
D	60-69	1.0
F	59-	0.0

Description of Graded Course Requirements:

A. Module 0 Exercises (5 points total)

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, this academic activity must be completed 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. *In this course, attendance at the first class session on Monday, August 26 will satisfy this requirement—no additional work is necessary.*

Students who do not attend the first class session will have to complete a syllabus quiz and introduce themselves on the discussion board in order to gain credit for "attendance". These activities must be completed by **Friday, August 30 at 5:00pm** in order to avoid any delay in the disbursement of financial aid.

In addition, each student will **work in a team of 4 students** to review a municipal budget document as a comprehensive course project. **Students will create their own groups** with facilitation from the instructor and post the names in Webcourses by **Monday, September 9 at 6:00pm**.

B. Personal Budget (5 points total)

Each student will complete a personal budget, as described in Module 1 of the course. The budget is worth 5 points and is due on **Monday, September 16 at 6:00pm**. More information on this requirement will be provided in the Modules section of the Webcourses site.

C. Module Case Exercises (5 x 10 points = 50 points total)

In Modules 2-6, students will demonstrate their comprehension of the material by applying it to a case exercise. Students are expected to draw from the module materials to craft their responses and should provide citations to them as necessary. You may also draw upon your personal experiences as well. Each exercise will be available as part of the respective module's opening and due dates are listed in the course schedule. More information is provided in the Modules section of the Webcourses site.

D. Municipal Budget Evaluation (group - 45 points total)

Students will work in groups to complete a semester-long project that evaluates an existing municipal budget. The purpose of this assignment is to apply course materials and knowledge to effectively analyze the content of a municipal budget and evaluate its effectiveness in four areas—1) as a management tool, 2) as a policy statement, 3) as an operations guide, and 4) as a communications device. If completed successfully, students will be able to demonstrate and document experience in the construction of a budget document. Some details of the project are provided below, but others will be provided in Webcourses as the course progresses.

- The group will be assigned a municipality (city or county) for the study. The most recent budget from the municipality will be used for the assignment.
- The project will be broken down into **four reviews** that will be completed separately, then **combined into a final document** at the end of the semester. The four reviews respectively examine the budget: 1) as a management tool, 2) as a policy statement, 3) as an operations

guide, and 4) as a communications device. The assignments discussed below apply to each of the four reviews.

- For each review, each group member will initially and **individually** evaluate the budget using a **review checklist**, which are worth an **individual grade of 5 points**. The review checklists form the basis for the evaluation paper and ensure that each student participates in each review. ***Each student must submit their individual review checklist before comparing answers with other group members. Submission of substantially identical review sheets may result in a grade of 0, solely at the discretion of the instructor.*** The due dates for the review checklists are provided in the course schedule.
- For each review, **each group will complete a review paper of approximately 5 pages. Students will rotate taking the lead** to develop and submit the paper, and the **leader will receive an individual grade of 10 points**. The purpose of the group papers is to concisely identify strengths and weaknesses in a budget document, while allowing students to take turns in a leadership role. *All group members should contribute to the production of each paper in order to meet the high standards of the assignment.* The due dates for the review papers are provided in the course schedule.
- Finally, each group will combine the four review papers into **one cohesive evaluation document**, complete with introduction and conclusion, and provide this document to the municipality. The purpose of this assignment is to synthesize multiple perspectives into a cohesive document that effectively communicates technical information to a general audience. In addition, the group will **present its findings during the final class session on Monday, December 9**. The document and presentation will be submitted by each group and is worth a **group grade of 15 points**.

Submission Policy

All assignments should be submitted electronically via Webcourses unless otherwise noted. If you have technical difficulties with uploading to Webcourses, visit the online@UCF support website. *Technical difficulties are not a legitimate excuse for not uploading the assignments in a timely manner.*

Much of the work submitted in this course will be in written, paragraph form. These assignments should be typed in 12-point Times New Roman font and double-spaced with 1-inch margins. The School of Public Administration requires the use of **APA style** for all papers. Assignments that do not comply with these formatting rules will be returned and not considered submitted until remedied. All written assignments submitted via Webcourses will automatically undergo a plagiarism review by TurnItIn.com.

Proofread all assignments for spelling, grammar, and general content before submission. Assignments are to be submitted by the dates indicated on the course schedule below. Each assignment will provide specific instructions for completion and submission.

Late Submissions: All late assignments will receive a 10 percent deduction per day late (except University holidays). For assignments submitted more than 5 days late, the instructor will offer each student one opportunity to submit the assignment for half-credit. All assignments must be submitted no later than **Thursday, December 12 at 11:59PM** to receive a grade, unless other arrangements have been made with the instructor. Contact the instructor as soon as possible if you miss an assignment or have questions or concerns about an assignment.

Grading Policy

The instructor strives to, but cannot guarantee, release grades for all assignment within 7 days of timely submission. Review papers will be graded prior to case exercises to facilitate edits of the final group paper. Any late submissions will be graded once pending assignments are completed.

COURSE SCHEDULE

This schedule is subject to change.

MODULE	MTG DATES	TOPICS	READINGS	EXERCISE	DUE
0 Course Orientation	8/26		Syllabus	Syllabus quiz and online introduction (if 8/26 class not attended) (I) Group formation (G)	8/30 9/9
1 Budgeting Basics	9/9	<ul style="list-style-type: none"> Budget elements Public aspects 	R: p. 1-29 SR: p. 18-26, 56-85 Mitchell & Thurmaier	Personal budget (I)	9/16
2 Budgeting and Decision-making	9/16	<ul style="list-style-type: none"> Rationality Politics Process 	B: p. 171-192 R: p. 81-110, 197-242, 305-328 SR: p. 145-165 Wildavsky Rubin	Case exercise (I)	9/23
3 Budgeting and Accountability	9/23 9/30	<ul style="list-style-type: none"> Communication Implementation Financial controls 	B: p. 153-161, 192-227, 231-253 R: p. 243-304	Review checklist (I/G) Review paper (G) Case exercise (I)	9/30 10/7 10/7
4 Budgeting and Management	10/7 10/14 (No class 10/21)	<ul style="list-style-type: none"> Performance Evaluation Collaboration 	B: p. 281-300 Melkers & Willoughby Mitchell & Thurmaier Rubin	Review checklist (I/G) Case exercise (I) Review paper (G)	10/14 10/28 10/28
5 Budgeting and Policy	10/28 11/4	<ul style="list-style-type: none"> Fiscal policy Environmental factors 	B: p. 1-52, skim p. 53-62, 73-114, (p. 63-72, 115-150 optional) R: p. 39-66, 159-196 SR: p. 191-197 (p. 34-55 optional)	Review checklist (I/G) Case exercise (I) Review paper (G)	11/4 11/11 11/11
WITHDRAWAL DEADLINE – FRIDAY, NOVEMBER 1					
6 Budgeting and Planning	11/11 11/18 (No class 11/25) 12/2	<ul style="list-style-type: none"> Strategy Capital & debt Financial 	B: p. 255-277 Rubin & Willoughby White	Review checklist (I/G) Review paper (G) Case exercise (I)	11/18 11/25 11/25
7 Conclusion	12/9 @ 7:00pm		None	Final presentation (G) Final paper (G)	12/9 12/9

(I)=Individual, (I/G)=Individual work as part of group project, (G)=Group

B=Bland, R=Rubin, SR=Swain & Reed, Other readings found in Webcourses

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 - Graduate Program Addition-New - Conflict Resolution and Analysis 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*: Department of Legal Studies

Primary Unit Legal Studies
 Housing
 Program*: *

Type of Action*: ☐ Track
☒ Certificate

name or new track or certificate:* Conflict Resolution and Analysis 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: Community Innovation and Education	Degree: CRT
Department: https://ccie.ucf.edu/legalstudies/	
Program Website: https://ccie.ucf.edu/legalstudies/programs/	

Rationale:* Conflict is rampant in society, ranging from personal and workplace conflicts to global conflicts. Students who earn a conflict analysis and resolution certificate will have a deeper understanding of the origins and root causes of conflicts, and they will learn strategies for resolving interpersonal and community conflicts. The certificate will be attractive to students, who are interested in attending law school, practicing in the legal field, working in the business world, or becoming involved in law enforcement and many other fields (outlined above). The Center for Community Schools and the ACE K-8 program are supportive of providing our students with the opportunity to engage with students, teachers, and families in assisting to resolve conflict. (See letter of support). Both recognize the need for training in this area. Finally, this certificate supports the University's mission of interdisciplinary collaboration to find solution to modern day issues and problems. It


provides a gateway to students considering many fields as well as providing skills for individuals already in careers.

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



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

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

Step 1

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

Step 2

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

Prospective Curriculum*

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

numbers.

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

☒ Yes ☐ No

Future Students

Indicate likely career or student outcomes upon completion:

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.

Effective conflict management is essential to leaders in the workplace and community. An understanding of the root causes of conflict and strategies to resolve conflict will benefit many professionals, including counselors, lawyers, law enforcement officers, teachers, social workers, human resources administrators, business and government leaders. These professionals work in and around the downtown area, and our graduate certificate, offered at the downtown campus, will be an attractive option. This certificate is open to graduate students (those possessing a bachelor's degree).

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

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*	<input checked="" type="checkbox"/> Attached
Support from involved units that no duplication exists*	<input checked="" type="checkbox"/> Attached <input type="checkbox"/> Not Applicable
Library Assessment of Resources*	<input checked="" type="checkbox"/> Attached

Administration Use Only

Program Type	<input type="text" value="Certificate"/>
Degree Type	<input type="text" value="Certificate"/>
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden

College of Community Innovation and Education - Graduate Program Addition-New - Conflict Resolution and Analysis Certificate

Program Description

The certificate provides the interdisciplinary academic study of and the practical tools to analyze and resolve conflicts by offering a foundation in the theoretical understanding of conflict as well as the skills necessary to address local, regional, national, and global conflicts. This Certificate will benefit those in the following professions: counseling, law, law enforcement, teaching, social work, human resources, business, and government.

Curriculum

The graduate certificate in Conflict Resolution and Analysis Certificate requires 15 credit hours of courses selected from a list of approved courses.

Total Credit Hours Required: 15 Credit Hours

Required Courses—6 Credit Hours

Students must satisfy the prerequisites, if any, for each course before enrolling in the class.

PLA 6242 Understanding Human Behavior and
Conflict
PLA 6240 Conflict Resolution Theory

Required Practicum Experience - 3 Credit Hours

Students must complete the two core courses (listed above) before enrolling in the practicum experience.

PLA 6246 Advanced Mediation and Conflict Resolution
Practicum

Electives - 6 Credit Hours

- Students must satisfy the prerequisites, if any, for each course before enrolling in the class.

COM 6046 Interpersonal Communication
[After] or
COM 6145 Organizational Communication
[After] or
COM 6425 Symbolism in Terrorism

[After] or
COM 6463 Studies in Intercultural Communication
[After] or
COM 6467 Studies in Persuasion
[After] or
COM 6468 Communication and Conflict
[After] or
MAN 6448 Conflict Resolution and Negotiation
[After] or
PAD 6397 Managing Emergencies and Crises
[After] or
PAD 6439 Leadership in Public Service
[After] or
PAD 6705 Public Sector Communications
[After] or
PLA 6244 Advanced Applied Negotiation and Conflict Resolution
[After] or
PLA 6486 Administrative Law

Application Requirements

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

Application Deadlines

CONFLICT RESOLUTION AND ANALYSIS CERTIFICATE	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	-	Jul 1	Dec 1	Apr 1
International Applicants	-	-	-	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Contact Info

Graduate Program

Alisa Smith, J.D., Ph.D.

Associate Professor and Chair

Legal Studies Department

Office: DPAC 430N

Phone: 407-823-1670

alisa.smith@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

College of Community Innovation and Education - Conflict Resolution and Analysis Certificate

Faculty List

1. Alisa Smith, J.D., Ph.D. Associate Professor and Chair, Legal Studies
2. Carlton Patrick, J.D., Ph.D. Assistant Professor, Legal Studies
3. Marc Anthony Consalo, J.D., LL.M. - Associate Lecturer, Legal Studies and Director of the Center for Law and Policy
4. Elizabeth Gillham, J.D. is a Florida Supreme Court certified Circuit Civil Mediator, a Florida Supreme Court qualified arbitrator, and a member of the Florida Bar.
5. Kristin K. Grossman, J.D., LL.M.

Memo

To: Dr. Alisa Smith, Chair, Legal Studies Department
Dr. Robert Littlefield, Director, Nicholson School of Communication & Media
Mr. Barry Baker, Director of Libraries
Ms. Selma Jaskowski, Associate Director, Technology Services and Resource Management
Ms. Ying Zhang, Department Head, Acquisitions and Collections, University Libraries
Dr. Liz Klonoff, Dean, College of Graduate Studies
Dr. Devon Jensen, Associate Dean, College of Graduate Studies

From: Rich Gause, University Librarian, Research & Information Services

Subject: Library Assessment for the Proposed Conflict Resolution & Analysis graduate certificate in the College of Community Innovation & Education

Date: January 14, 2020

Projected Costs for New Library Resources

Existing resources are adequate for this new graduate certificate and no new funds are requested. If the program grows beyond a certificate a new analysis should be done. In particular, the monograph portion of this assessment is heavily dependent on print books available at the main campus; an analysis focused on ebooks might be needed if the certificate expands and moves to an emphasis online or at the downtown campus. The library's current document delivery service should meet the needs for moving books between campuses at the certificate level.

Research Guide

An online library guide for Conflict Resolution & Analysis describes specific online and print resources and provides links to electronic materials. <https://guides.ucf.edu/conflictresolution>

Program Description and Relevant Subject Areas

The proposed graduate certificate in conflict resolution and analysis "provides the interdisciplinary academic study of and the practical tools to analyze and resolve conflicts by offering a foundation in the theoretical understanding of conflict as well as the skills necessary to address local, regional, national, and global conflicts. This Certificate will benefit those in the following professions: counseling, law, law enforcement, teaching, social work, human resources, business, and government."

The Legal Studies Department and the School of Communication are jointly proposing the certificate. The interdisciplinary nature extends into multiple other programs and departments, including business, criminal justice, education, political science, psychology, and social work. As the program progresses it might develop a focus in one or more areas and the library will need to keep abreast so that appropriate purchases are selected by the relevant subject librarians in the various disciplines.

Library Acquisitions

All else being equal, electronic format with multiple simultaneous access is preferred for library resources to reach more users. Physical format will be selected if no viable electronic equivalent is available and will default to one copy per title due to budgetary restraints. Duplicate copies may be considered on a case by case basis. The physical copy (occasionally copies) will be housed at the locations chosen by the UCF Libraries to serve the needs of relevant programs.

UCF Libraries offers a robust document delivery system and interlibrary loan service to ensure UCF users at all locations have access to library resources at all locations and beyond.

To achieve best cost efficiency within the library's budget limits and to serve as many users as possible, most library collections, including books, serve multiple UCF programs. Decisions for how library resources are acquired and where the resources are housed are made by the UCF Libraries. The decisions on location are also driven by the integrity of intended use of the body of publications, and therefore typically physical resources on the same topic are kept at one location, rather than split between multiple locations. The shelving capacity and other aspects of a library's physical space may also influence location decisions.

Comparison Institutions

In coordination with the Department Chair for Legal Studies the UCF Libraries selected three institutions with similar graduate certificate programs to benchmark for comparison of library resources:

- Florida International University, Graduate Certificate in Conflict Resolution & Consensus Building
- George Mason University, Conflict Analysis & Resolution Graduate Certificate
- Washington University, St. Louis, Post-Master's Certificate in Mediation & Conflict Resolution

Journals & Law Reviews:

Because the program is interdisciplinary there are many potential journals which might be used. A representative sampling of journals is identified for comparison purposes.

JOURNAL TITLE	UCF	FIU	GMU	WU-SL
African Conflict & Peacebuilding Review	X	X	X	X
American Review of International Arbitration	X	X	X	X
Aggressive Behavior	X	X	X	X
Cardoza Journal of Conflict Resolution	X	X	X	X
Conflict & Communication	X	X	X	X
Conflict & Society	X	X	X	X
Conflict Management & Peace Science	X	X	X	X
Conflict Resolution Quarterly	X	X	X	X
Cooperation & Conflict	X	X	X	X
Dispute Resolution International	X	X	X	X
Dispute Resolution Journal	X	X	X	X
Harvard Negotiation Law Review	X	X	X	X
International Journal of Conflict Management	X	X	X	X
International Journal of Peace Studies	X	X	X	X
International Journal on World Peace	X	X	X	X
Journal for the Study of Peace & Conflict	X	X	X	X
Journal of Aggression, Conflict & Peace Research	X	X	X	X
Journal of Conflict Resolution	X	X	X	X
Journal of Conflict & Security Law	X	X	X	X
Journal of Dispute Resolution	X	X	X	X
Journal of Law & Conflict Resolution	X	X	X	X
Journal of Organizational Culture, Communications & Conflict	X	X	X	-
Journal of Peace Research	X	X	X	X
Journal of Peacebuilding & Development	X	X	X	-
Negotiation Journal	X	X	X	X
Negotiation & Conflict Management Research	X	X	X	X
Ohio State Journal on Dispute Resolution	X	X	X	X
Peace & Change	X	X	X	X
Peace & Conflict: Journal of Peace Psychology	X	X	X	X
Peace & Conflict Review	X	X	X	-
Peace & Conflict Studies	X	X	X	X
Peace Research	X	X	X	X
Peace Review	X	X	X	X
Penn State Arbitration Law Review	X	X	-	-
Pepperdine Dispute Resolution Law Journal	X	X	X	X
Willamette Journal of International Law & Dispute Resolution	X	X	X	X

The UCF Libraries journal holdings compare favorably with the benchmark institutions. There are no key journals which need to be purchased.

Databases

Because the program is interdisciplinary there are many potential databases which might be used. A representative sampling of databases from various disciplines is identified for comparison purposes.

Comparison of database holdings with other institutions:

DATABASE	UCF	FIU	GMU	WU-SL
ComAbstracts	-	X	X	-
Communication & Mass Media Complete (EBSCOhost)	X	X	X	-
Communications & Mass Media (Gale)	X	X	-	-
ERIC	X	X	X	X
HeinOnline	-	X	X	X
Human Resources Abstracts	X	X	X	-
JSTOR	X	X	X	-
LegalTrac	X	X	-	-
Nexis Uni	X	X	X	X
Peace Research Abstracts	-	-	X	-
Political Science Database (ProQuest)	X	X	-	-
PsycArticles	X	X	X	X
PsycINFO	X	X	X	X
Social Science Database (ProQuest)	X	X	X	X
Social Sciences & Humanities (SAGE Journals)	X	X	X	-

No additional databases are needed to support the certificate, but there are three databases for the library to consider in the future if the budget situation improves. Each of these three databases would significantly support research in several other disciplines beyond this certificate.

- ComAbstracts is a database of article abstracts, books, bibliographic records, and other sources of relevance to researchers, scholars, and students interested in fields related to human communication studies (mass communication, human interaction, rhetoric, health communication, communication & new media, journalism, communication theory, etc.). The UCF Libraries subscription to ComAbstracts was cancelled due to budget cuts and there are no funds currently available to resubscribe.
- HeinOnline provides broad and deep coverage beginning with the first issue of more than 2,700 law and law-related periodicals covering more than 100 subject areas and from 60 different countries.
- Peace Research Abstracts indexes thousands of journal articles and other sources covering peace-related topics, including nonviolence, conflict resolution, war, international affairs and peace psychology.

In the unfortunate event library budget shortfalls occur, some existing resource subscriptions may be cut or scaled back.

Monographs/Books

This interdisciplinary program has the potential of covering a very large number of subject areas, including human resources management, interpersonal communications, counseling, teaching, law enforcement, personal or commercial legal disputes, and international relations. The UCF Libraries already provides strong support for many of those individual disciplines, so a relatively small number of relevant subject headings was selected for this analysis for comparison of holdings with other institutions.

Comparison of book title counts with other institutions:

Subject headings	UCF	FIU	GMU	WU-SL
conflict management	1,672	1,724	1,391	1,346
discourse analysis	1,174	1,250	966	1,190
dispute resolution (law)	615	721	411	916
interpersonal conflict	227	175	210	165
mediation	336	400	376	432
peace building	1,033	1,319	814	1,007
reconciliation	314	451	309	338

UCF Libraries has adequate monograph collections to support the proposed certificate. The holdings of the UCF Libraries compare favorably to those at the benchmark institutions; the chart provides details regarding how the collections compare for title count using selected Library of Congress Subject Headings.

NOTE: The monograph portion of this assessment is heavily dependent on print books available at the main campus; an analysis focused on ebooks might be needed if the certificate expands and moves to an emphasis online or at the downtown campus. The library's current document delivery service should meet the needs for moving books between campuses at the certificate level.

APPENDIX

Signature of the Library Director.

Signature of Equal Opportunity Officer



Date

01/17/2020

Signature of Library Director

Date

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.

College of Community Innovation and Education - Graduate Program Revision - Curriculum and Instruction EdD

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:* **Learning Sciences & Educational Research**

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:*	Curriculum and Instruction EdD
Are you revising the name of the program, track, or certificate?*	<input type="radio"/> Yes <input checked="" type="radio"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please provide the new CIP code:	
Rationale for revision:	Based on our Institutional Effectiveness data and reports, we have found that our EdD students need additional courses in research design and analysis. Further, not all students need to take a program evaluation class as many are not conducting program evaluations for their dissertation research. Thus, we have added a research seminar to the core curriculum to teach students research design, and we have moved program evaluation to one of the options for students' restricted research electives. We have added other possible research electives, based on the students' dissertation research design, as options for their additional research class, including qualitative and advanced quantitative methods. To accommodate the research seminar, we have reduced the amount of dissertation hours from 18 to 15.


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: EDD
	Department: Learning Sciences and Educational Research	
	Program Website: https://ccie.ucf.edu/lser/curriculum-and-instruction/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?

Current students will not be impacted by these changes. These changes will only affect new students.

no 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.

Applicants are usually from K16 education, human resources, instructional design, and military training. There are no licensure or certification requirements depending on this program.

Year 1

Headcount: 10

SCHs:

Year 2

Headcount: 20

SCHs:

Year 3

Headcount: 20

SCHs:

Indicate likely career or student outcomes upon completion:

With this degree, graduates usually either advance to positions of greater responsibility in their current jobs, or transfer to teaching at a four year or state college.

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 1

Source of funds: Department

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 1

Source of funds: Department

Year 2

Number of assistantship students: 0

Source of funds:

Number of fellowship: 0

students (specify
fellowship):

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:

Program OID 7655

Program Type **Doctoral**

Degree Type **Doctor of Education**

Status* ☒ Active-Visible ☐ Inactive-Hidden

College of Community Innovation and Education - Graduate Program Revision - Curriculum and Instruction EdD

Program Description

The Curriculum and Instruction EdD program is intended for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry. The program prepares students for engaging in the study of practice based problems in education and data driven decision making, to generate real world solutions.

The Curriculum and Instruction EdD program is designed for experienced practicing educators and practitioners who wish to gain advanced skills in:

1. Evaluating the effectiveness of educational and clinical programs and identifying impediments to effective practice and program improvement;
2. Analyzing and synthesizing educational and clinical research and scholarship to identify research-based practices and solutions to complex problems of the practice;
3. Leading the change process through the implementation of data and evidence-based decisions and solutions.

The Doctor of Education program culminates with the Dissertation in Practice.

Curriculum

The Doctor of Education (EdD) program is a professional practice doctorate. It is problem-based and designed for practitioners who aspire to positions of influence through their engagement in the development of others. The program builds that expertise from a core of courses in learning, development and motivation; data, accountability and leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisers who will support their specialization area.

This program is intended for professionals who are interested in teaching in a college, university, or community college, or leading program improvement in a school or school district, higher education, social service agencies, military or business settings.

The EdD in Curriculum and Instruction consists of three distinct program areas, all with emphasis on professional practice: core, concentration, and capstone. The program requires 21 credit hours of core courses, 15 credit hours within the chosen concentration area, **3 credit hours of a restricted research elective**, and ~~18~~ **15** credit hours of dissertation in practice, including proposal, defense, and final submission of a dissertation in practice.

Total Credit Hours Required: 54 Credit Hours Minimum beyond the Master's Degree

Required Courses—54 Credit Hours

Core—21 Credit Hours

The Core courses include 12 credit hours covering what all graduates of a professional practice doctoral program should know and be able to do and 9 credit hours of research continuum designed to identify, analyze and evaluate complex problems of practice.

EDP 7517 Facilitating Learning, Development and Motivation

EDF 7457 Data, Assessment, and Accountability

EDA 7101 Organizational Theory in Education

EDF 7494 Identifying Complex Problems of Practice

EDF 7478 Analysis of Data for Complex Problems of Practice

EDF 7468 Evaluation of Complex Problems of Practice

EDG 7985 Proposing and Implementing Data-Driven Decisions

IDS 7500 Seminar in Educational Research

Area of ~~Specialization—15~~ **Specialization—15-18** Credit Hours

The area of specialization is comprised of 12 to 15 credit hours of specialization courses and 3 credit hours of "Laboratory of Practice."

Students must select an area of area of specialization. These courses are designed to enhance the student's professional practice by extending the knowledge base earned through the master's degree and work experience. Specialization areas are subject to the discretion of the College based on course and faculty availability. Applicants are advised to contact the Program Director regarding specializations.

Students must complete one 3-credit-hour "Laboratory of Practice" experience. The Laboratory of Practice is a field-based experience. This is not a "work for credit" experience; rather, it places the student in a professional setting for the purpose of gaining practical leadership experience. Students may also enroll in an internship designated by the concentration area as an alternative to the Laboratory of Practice.

- [EDG 7947 - Laboratory of Practice](#) (3 credit hours; may be repeated for a total of 6 credit hours) Examples of concentration areas are provided below; however, these are **only examples** and do not represent specific requirements.

Students should be aware that not every specialization course is offered every semester and concessions will need to be considered based on the availability of coursework, faculty, course prerequisites, and other institutional factors.

Example I: Curriculum and Instruction

The Curriculum and Instruction option provides students with a broad understanding of the factors affecting education and approaches to addressing systemic problems. For example, a student interested in curriculum design and

development and contemporary instructional practice may select the following specialization to include:

[Before]	EDG 7692 Issues in Curriculum 3 Credit Hours
	EDG 7221 Advanced Curriculum Theory
[After]	EDF 7232 Analysis of Learning Theories in Instruction 3 Credit Hours
	EDG 7325 Models of Teaching and Instructional Theory

Example II: Instructional Design and Technology

EME 6055 Current Trends in Instructional Technology
 EME 6507 Multimedia for Education and Training
 EME 6417 Interactive Online and Virtual Teaching Environments
 EME 6458 Virtual Teaching and the Digital Educator

Program Milestones

Program milestones are observable demonstrations of competency administered in place of comprehensive exams. Milestones are designed to monitor student progress and clear the student for continuation to the next program level.

- Milestone 1 - Gap Analysis
- Milestone 2 - Prospectus
- Milestone 3 - Dissertation in Practice Proposal and Proposal Defense

To enter [EDG 7987 - Dissertation in Practice](#) for the EdD, students must have an overall 3.0 GPA on all graduate work in the program and successfully complete the three required program milestones.

Dissertation in Practice—18 Credit Hours

The dissertation in practice is the culmination of coursework and field experience as it relates to complex problems of education practice. The dissertation is the final demonstration of competency in the Curriculum and Instruction EdD. It is a rigorous academic project and is expected to demonstrate the skills and knowledge the student has acquired throughout the program as applied in an authentic professional environment. The dissertation is completed in partnership with the student, university faculty, and the **student's student's** mentor/client. It may be a group or team project.

The dissertation in practice is presented in a thorough and comprehensive written report. ~~**It must be appropriately formatted according to APA 6th edition citation guidelines.**~~ The student must present findings to both university faculty and the

~~student's~~ **student's** client. The dissertation in practice will be evaluated on the thoroughness, applicability and appropriateness of the work.

EDG 7987 Dissertation in Practice

~~New Core~~ **Restricted Research Elective**

Upon completion of the three research continuum courses, students, with the guidance of their dissertation chairs, will select a fourth research course that will best support their dissertation research. Options include ONE of the following courses:

EDG 6285 Evaluation of School Programs
EDF 7463 Analysis of Survey, Record, and Other Qualitative Data
EDF 7403 Quantitative Foundations of Educational Research
EDF 7475 Qualitative Research in Education

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:

- **Official transcript**

One official transcript (in a sealed envelope) from each college/university attended.

- **Master's degree in a closely related field.**
- **Graduate Record Examination scores and transcripts**

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

- **The goal statement**

The goal statement is a critical element of your application materials to the Ed. D. program. It should clearly convey the applicant's intended Area of Specialization (see below), professional experience, and professional goals after completion of the program. The admissions committee will review the goal statement to determine whether the EdD program is the right match for the applicant. In addition, as a sample of the applicant's writing ability, the goal statement should be clear and concise.

- **Area of Specialization**

The applicant will be asked to indicate a preferred Area of Specialization in the Goal Statement. Areas of Specialization may be found [here](#). Applicants are required to meet or speak with the Specialization Area Advisor about their interests prior to submitting an application. Please contact the [Program Coordinator](#) to discuss options for Areas of Specialization not included in our current program offerings.

- **Resume**

The applicant should include his/her most recent professional resume or curriculum vitae. The EdD in Curriculum and Instruction is a doctorate in the professional practice of education and as such emphasizes a minimum of three (3) years' experience in the field.

- **Three letters of reference**

Three letters of reference will be read by the admissions committee to determine whether the applicant has the academic ability to succeed in the program. As such, these letters should be written by graduate faculty who are able to judge the applicant's abilities in a doctoral program, including their research and writing skills. One of the letters may be from the applicant's employer/supervisor. This letter will support the applicant's professional experience and commitment to the program.

- **Interview**

The applicant ~~may be requested~~ **should make an appointment to interview meet** with **EdD the program faculty coordinator and the specialization area adviser before the final admission deadline. These appointments may be conducted in person or over the telephone.** The interview is an important way for faculty to attach faces to names and draw distinctions among applicants. Students in the EdD in Curriculum and Instruction program will spend three full years working closely with faculty and colleagues in both individual and group settings. The interview allows faculty to meet potential students to begin the process of forming a cohesive and dynamic cohort.

Application Deadlines

Curriculum and Instruction EdD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	May 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

Michele Gill PhD

Professor

eddcurriculum@ucf.edu

Telephone: 407-823-1771

ED 223J

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>

Specialization Areas for Curriculum & Instruction Ed.D.

As of 11.22.17

* indicates faculty are willing and able to chair dissertations

Curriculum & Instruction

Program Area Advisor	Contact
David Boote*	david.boote@ucf.edu

Additional Program Faculty	Contact
Karen Biraimah*	karen.biraimah@ucf.edu
Randy Hewitt*	randall.hewitt@ucf.edu
Gillian Eriksson*	gillian.eriksson@ucf.edu
Thomas Vitale*	thomas.vitale@ucf.edu
Edmund Short	edmund.short@ucf.edu
Constance Goodman	Constance.goodman@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
ESE 6217	Curriculum Design
ESE 6416	Curriculum Evaluation
EDG 7221	Advanced Curriculum Theory
EDG 7234	Models of Teaching and Instructional Theory

Students must choose at least two of the courses listed above. Students may also work with an adviser to choose at least two additional 6000 or 7000 level courses with the following prefixes: EDF, EDG, EDP, EEX, EGI, EME, LAE, MAE, RED, SCE, SSE, or TSL.

Alternatively, the following certificates may also be obtained under the Curriculum & Instruction specialization area:

<i>Gifted Education Certificate (all courses listed are required)</i>	
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 6417	Guidance and Counseling Strategies for Teachers of Gifted and Talented Individuals
EGI 6305	Theory and Development of Creativity

Instructional Design and Technology

Program Area Advisor	Contact
Glenda Gunter*	glenda.gunter@ucf.edu

Additional Program Faculty	Contact
Richard Hartshorne*	richard.hartshorne@ucf.edu
Laurie Campbell*	locampbell@ucf.edu
Atsusi Hirumi*	atsusi.hirumi@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
<i>E-Learning Professional Development Certificate Courses (all courses listed are required)</i>	
EME 6613	Instructional System Design
EME 6507	Multimedia in Education and Training
EME 6457	Distance Education
EME 6417	Interactive Online and Virtual Teaching Environments
EME 6458	Virtual Teaching and the Digital Educator
<i>Educational Technology Certificate Courses (Choose EME 6417 OR EME 6209 OR EME 6613 plus 12 other credits from the courses listed)</i>	
EME 6417	Interactive Online and Virtual Teaching Environments
EME 6209	Multimedia Instructional Systems II
EME 6613	Instructional Systems Design
EME 6053	Teaching & Learning with Emerging Technologies
EME 6405	Adapting & Integrating Innovative Technologies in Education
EME 6507	Multimedia in Education and Training
EME 6602	Integration of Technology into Learning Environments

Educational Psychology

Program Area Advisor	Contact
Michele Gill *	michele.gill@ucf.edu

Additional Program Faculty	Contact
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Shane Trenta	shane.trenta@ucf.edu
Taylor Wenzel	taylor.wenzel@ucf.edu
Laurie Campbell*	locampbell@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
EDF 6155	Lifespan Human Development
EDP 6213	Applied Learning and Instruction Seminar I
EDP 6217	Applied Learning and Instruction Seminar II
EDF 6216	Motivation in Learning and Performance
IDS 6504	Adult Learning
EDF 6259	Learning Theories Applied to Classroom Instruction and Management
EDF 6141	Human Intelligence

Advanced Quantitative Methodologies in Educational and Human Sciences

Program Area Advisor	Contact
Stephen Sivo*	stephen.sivo@ucf.edu

Additional Program Faculty	Contact
Debbie Hahs-Vaughn*	debbie.hahs-vaughn@ucf.edu
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MH Clark	m.h.clark@ucf.edu
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Bonnie Swan	Bonnie.Swan@ucf.edu
Joshua Guillemette (possible external member)	joshua.guillemette@knights.ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
<i>Advanced Quantitative Methodologies Certificate (select 4 courses from the list)</i>	
EDF 7405	Quantitative Methods II
EDF 7406	Multivariate Statistics in Education
EDF 7410	Application of Nonparametric and Categorical Data Analysis in Education
EDF 7415	Latent Variable Modeling in Education
EDF 7427	Psychometrics
EDF 7474	Multilevel Data Analysis in Education
EDF 7488	Monte Carlo Simulation Research in Education

Global, International, and Comparative Education

Program Area Advisor	Contact
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Additional Program Faculty	Contact
Randy Hewitt*	randall.hewitt@ucf.edu
Gillian Eriksson*	gillian.eriksson@ucf.edu
Anna Wolford	anna.wolford@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
EDF 6809	Introduction to Comparative and International Education
SSE 5391	Global Education: Theory and Practice
EDF 6855	Equitable Educational Opportunity and Life Chances: A Cross-National Analysis
EDS 6365	Education and National Development
EDF 6886	Multicultural Education

Social Science Education

Program Area Advisor	Contact
William Russell*	russell@ucf.edu

Additional Program Faculty	Contact
Scott Waring*	scott.waring@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
SSE 6348	Foundations and Fundamentals of Teaching History in the K-12 Classroom
SSE 6396	Teaching with Primary Sources in the History Classroom
SSE 6387	Teaching with Film
SSE 6636	Contemporary Social Science Education

English Language Arts

Program Area Advisor	Contact
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Additional Program Faculty	Contact
Nicole Damico*	nicole.damico@ucf.edu
Jeffrey Kaplan	jeffrey.kaplan@ucf.edu

Recommended specialization courses	
Course Prefix and Number	Course Name
LAE 6296	Advanced Writing Workshop
LAE 6366	Advanced Studies in Adolescent Literature
LAE 6616	Trends in Language Arts Education
LAE 6637	Research in Teaching English
LAE 6936	Seminar in Language Arts Education

Reading Education

Program Area Advisor	Contact
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Additional Program Faculty	Contact
Michelle Kelley*	michelle.kelley@ucf.edu
Karri Williams*	karri.williams@ucf.edu
Andrea Gelfuso	andrea.gelfuso@ucf.edu

Recommended specialization courses	
Before taking these courses, students must complete M.Ed. Reading Education or the equivalent (to be determined by program area advisor).	
Course Prefix and Number	Course Name
RED 7797	Theoretical Processes of Reading Comprehension
RED 7743	Reading and Writing Processes
RED 7648	Analysis and Evaluation of Trends and Issues in Literacy Education
RED 7745	Research in Reading Education Seminar
RED 7697	Literacy for the Twenty-First Century

Science Education—ON HOLD

Program Area Advisor	Contact

Additional Program Faculty	Contact
Su Gao*	su.gao@ucf.edu
Tonjua Freeman*	tonjua.freeman@ucf.edu

Recommended specialization courses	
<i>Course Prefix and Number</i>	<i>Course Name</i>
SCE 5836	Space and Physical Science
ISC 6146	Environmental Education for Educators
SCE 7145	Design of Science Curriculum
SCE 7242	Assessment in Science Teaching
SCE 7935	Seminar in Professional Writing in Science Ed

ESOL

Program Area Advisor	Contact
Joyce Nutta* (co-advisor)	joyce.nutta@ucf.edu
Donita Grissom* (co-advisor)	donita.grissom@ucf.edu

Additional Program Faculty	Contact
Michele Regalla*	michele.regalla@ucf.edu

Recommended specialization courses	
<i>Course Prefix and Number</i>	<i>Course Name</i>
TSL 6643	Dichronic Analysis of Second Language Acquisition Processes
TSL 6379	Second Language Literacy
TSL 6600	Second Language Vocabulary Acquisition
TSL 6252	Sociolinguistics for ESOL
TSL 7006	Second Language Teacher Education

Exceptional Student Education

Program Area Advisor	Contact
Mary Little*	mary.little@ucf.edu

Additional Program Faculty	Contact
Martha Lue-Stewart *	martha.stewart@ucf.edu
Suzanne Martin*	suzanne.martin@ucf.edu

Recommended specialization courses	
<i>Intervention Specialist Certificate (all courses listed are required)</i>	
Course Prefix and Number	Course Name
EEX 6218	Diagnostic Assessment and Intervention Planning in Exceptional Education
MAE 6517	Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher
RED 5517	Classroom Diagnosis and Development of Reading Proficiencies
SPS 6700	Advanced Psychoeducation and Data-based Decision Making



<i>Supporting High Needs Populations Certificate (EDF 6725 and EDF 6155 are required, select two additional courses)</i>	
EDF 6725	Critical Issues in Study of High-Needs Populations
EDF 6155	Lifespan Human Development
EDF 6206	Challenges of Classroom Diversity
EDF 6855	Factors Affecting Equitable Educational Opportunity and Life Chances: A Cross-National Analysis
EDF 6886	Multicultural Education
EDG 6636	Impact of Social Contexts in Special Education
EEX 6342	Seminar: Critical Issues in Special Education
EGI 6246	Education of Special Populations of Gifted Students

College of Health Professions and Sciences - Grad Course Addition - IDS 6657 Professional Collaboration in Language and Literacy

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 Health Professions and Sciences

Unit / Department
/ College:*

Department of Communication Sciences and Disorders

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

Full Title: * IDS 6657 Professional Collaboration in Language and Literacy

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Linda Rosa-Lugo

Department Chair Phone Number:* 407-823-4800

Dept Chair Email* jkentwalsh@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

The **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:* <input type="text" value="IDS"/>	Number:* 6657
Course Title:* Professional Collaboration in Language and Literacy	
30 Character Abbreviation:* Prof Collaboration Lang & Lit	
Course Type:* <input checked="" type="radio"/> Graduate Course <input type="radio"/> Medicine (MD) Course	
Course Description (25 word limit):* Interdisciplinary approach to exploring issues in language and literacy for struggling children and adolescents and development of collaboration competencies for professionals from different disciplines.	
Grading Scheme:* <input type="text" value="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:* 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 course is an interdisciplinary course focused on the development of language and literacy intervention knowledge and skills to meet the course proposal of a newly-funded grant through the Office of Special Education Programs.

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

New proposed Intervention in Language and Literacy Graduate Certificate

What will be the source of students?*

M.Ed. in ESE and Com. Dis.

What is the estimated annual enrollment?*

35

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 appear to be no duplications, as this course is an interdisciplinary course across three programs. The content of this proposed course was developed and viewed by faculty in all three of the areas (communication disorders, reading, and exceptional student education.) Faculty from both CCIE and CHPS are collaborating on the Certificate for Intervention in Language and Literacy Graduate Certificate which was approved by and will be housed in CCIE. See attached Grant Abstract.

Course Syllabus Policy

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

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

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

Academic integrity statement including definition(s) of and consequences

for academic misconduct

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities


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

Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check* ☒ I have completed all relevant parts of the form.

Attached* ☒ I have attached a course syllabus and rationale.

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

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Organization

Academic Group

Career

Print in Catalog

IDS 6657
Course Syllabus
Professional Collaboration in Language and Literacy
Section XXX: Mixed Mode

Instructor:	Linda I. Rosa-Lugo	Term:	TBD
Office:	HPA 1-0365	Day/Time	TBD
Office Phone:	407-823-4805	Location	TBD
Email:	lrosalugo@ucf.edu	Credit	3.0
Office hours:	To be scheduled	Hours:	
Course hours and location	This "M" course will use UCF-Web courses, an online course management system as a medium for the delivery of this course. This class will meet face-to-face and online as noted on course schedule. Zoom will be used for on-line when noted.		
Withdrawal	Withdrawal: Please consult academic calendar at http://calendar.ucf.edu/2020/fall .		
NOTE: ASHA Standards: For students in Communication Sciences and Disorders Master's Program	Please see the ASHA 2020 Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) in effect January 1, 2020, for all who apply for the CCC-SLP. https://www.asha.org/Certification/2020-SLP-Certification-Standards/ . <i>Citation: Council for Clinical Certification in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. (2018). 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. Retrieved from https://www.asha.org/certification/2020-SLP-Certification-Standards (Links to an external site.).</i>		

Catalog Course Description

Interdisciplinary approach to exploring issues in language and literacy for struggling children and adolescents and development of collaboration competencies for professionals from different disciplines.

This course is an interdisciplinary collaboration with faculty from Exceptional Student Education, Reading, Teaching English as a Second Language, and Communication Sciences and Disorders (Speech-Language Pathology).

Course Outcomes

A shared knowledge base and experience in collaborating with colleagues who have interest and expertise in language and literacy for children and adolescents.

Course Goals

1. Develop collaborative competencies for professionals from varied disciplines focused on assessment, instruction, and intervention in language and literacy.
2. Demonstrate the oral and written communication skills required for the professional practice as it relates to interdisciplinary language and literacy intervention with children and adolescents with high intensity needs.
3. Demonstrate professional and ethical conduct within professional practices.

4. Demonstrate knowledge and skills in the nature and needs of children and adolescents with language and literacy disorders.
5. Incorporate advanced, specialized preparation in intensive interventions including collaborative field-based internships/practicum within high-need school settings.
6. Identify the unique contributions of reading specialists, ESOL teachers and speech-language pathologists to school-wide literacy and explore collaborative roles of professionals in Multi-Tier Systems of Support.
7. Demonstrate proficiency in collaborating with colleagues from other disciplines.
8. Explain language development from various discipline perspectives (CSD, ExEd, TESOL, Reading).

Role of the Course within the master's Programs

This is an interdisciplinary course geared toward students enrolled in a master's program, primarily in the following tracks: Communication Science and Disorders (CSD) and Exceptional Student Education (ExED). It is a required course in the **Interdisciplinary Language and Literacy Intervention Graduate Certificate**.

<u>Learner Outcomes</u>	<u>CEC/ASHA Standard/ILA Standards</u>
<i>Professional and Ethical Conduct</i> Demonstrate professional and ethical conduct: <ul style="list-style-type: none"> • Work cooperatively with other class members on assigned tasks. • Exert effort in mastery of knowledge and skills. • Demonstrate ethical conduct by adhering to UCF's honesty policy, known as "The Golden Rule." 	ACC5 K1 Legal rights and responsibilities of individuals, staff, and parents/guardians ACC5 K2 Moral and ethical responsibilities of educators SEAIS5 K2 Culture biases and differences that affect one's practice ACC5 S1 Model ethical behavior and promote professional standards ACC5 S2 Implement practices that promote success for individuals with exceptionalities ASHA Standards ASHA Standard V-A Adhere to Code of Ethics and behave professionally. ILA Standard 1: Foundational Knowledge Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
<i>Communication</i> <ul style="list-style-type: none"> • Speak and write professionally using Standard American English. 	ASHA Standard V-A The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English. ILA Standard 6: Professional Learning and Leadership

	<p>Element 6.2</p> <p>Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.</p>
<p>Identify the unique contributions of reading specialists, ESOL teachers, special education teachers and speech-language pathologists to school wide literacy.</p>	<p>ASHA Standard V-A, V-B</p> <p>Provide counseling/consultation regarding communication disorder (e.g., speech; language; literacy to students, family, and relevant others.</p> <p>ILA Standard 1: Foundational Knowledge</p> <p>Element 1.2</p> <p>Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p> <p>ILA Standard 6: Professional Learning and Leadership</p> <p>Element 6.3</p> <p>Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>
<p>Explore collaborative roles of professionals in Multi-Tier Systems of Support and/or Response to Intervention.</p>	<p>SEAIS6 S5 Use interagency collaboration in planning interventions</p> <p>SEAIS6 K3 Models of teaming to provide services that meet the academic support needs of learners with exceptionalities</p> <p>ILA Standard 3: Assessment and Evaluation</p> <p>Element 3.3</p> <p>Candidates use assessment information to plan and evaluate instruction.</p> <p>Element 3.4</p> <p>Candidates communicate assessment results and implications to a variety of audiences.</p>
<p>Discuss the roles of parents/families in language and literacy from varying perspectives.</p>	<p>SEAIS5 S4 Foster the use of culturally responsive content and pedagogical practices to meet the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>SEAIS6 K2 Strategies for integrating services for individuals with exceptionalities and families</p> <p>ASHA Standard V-A</p> <p>Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the students/client/patient, family, caregivers, and relevant others.</p> <p>ILA Standard 3: Assessment and Evaluation</p> <p>Element 3.4</p> <p>Candidates communicate assessment results and implications to a variety of audiences.</p>
<p>Collaboration</p>	<p>ASHA Standard V-A</p>

Explain the SLP's roles and responsibilities in relationship to others.	Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the students/client/patient, family, caregivers, and relevant others.
Explain the principles and models of effective collaboration.	<p>SEAIS6 K3 Models of teaming to provide services that meet the academic support needs of learners with exceptionalities.</p> <p>SEAIS6 K4 Theories, models, and research that support instructional coaching and collaborative relationships.</p> <p>ILA Standard 6: Professional Learning and Leadership Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>
Demonstrate proficiency in collaborating with colleagues from other disciplines.	<p>ACC6 S1 Collaborate to enhance opportunities for learners with exceptionalities</p> <p>SEAIS6 S1 Identify and address barriers to collaboration SEAIS6 S2 Collaborate with stakeholders to review the needs of individuals with exceptionalities</p> <p>SEAIS6 S3 Use culturally responsive practices to facilitate collaboration among individuals' diverse backgrounds</p> <p>SEAIS6 S4 Provide training to promote shared decision-making among stakeholders</p> <p>SEAIS6 S6 Refer team members and families to relevant resources that address identified learner needs</p> <p>ASHA Standard, V-A, V-B Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.</p> <p>ILA Standard 6: Professional Learning and Leadership Element 6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>
Explain the roles and responsibilities of those responsible for the evaluation, intervention, and service delivery as it relates to a student with speech and language and literacy needs.	<p>ACC6 S1 Collaborate to enhance opportunities for learners with exceptionalities</p> <p>SEAIS6 S4 Provide training to promote shared decision-making among stakeholders</p> <p>SEAIS6 S5 Use interagency collaboration in planning interventions</p>

	<p>ASHA Standard V-A, V-B Provide counseling/consultation regarding communication disorder (e.g., speech; language; literacy to students, family, and relevant others</p> <p>ILA Standard 1: Foundational Knowledge Element 1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p> <p>ILA Standard 3: Assessment and Evaluation Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.</p> <p>Element 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</p>
Lenses of Language and Literacy	
<p>Explain language development from various discipline perspectives (CSD, ExEd, TESOL, Reading).</p> <p>Explore the vocabulary used in various disciplines to explain share knowledge across disciplines regarding language issues.</p>	<p>ACC2 S1 Develop programs, including the integration of related services based upon a thorough understanding of individual differences</p> <p>ILA Standard 1: Foundational Knowledge Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p> <p>ILA Standard 4: Diversity Element 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p>
<p>Explain the reciprocity across the language processes of listening, speaking, reading and writing.</p> <p>Describe language issues affecting literacy acquisition.</p> <p>Describe language differences and disorders in students across the age span.</p>	<p>ACC3 S3 Use educational research to improve instruction intervention strategies.</p> <p>ACC3 K1 Evidence-based practices validated for specific characteristics of learners and settings.</p> <p>ACC2 S1 Develop programs, including the integration of related services based upon a thorough understanding of individual differences</p> <p>SEAIS6 S3 Use culturally responsive practices to facilitate collaboration among individuals' diverse backgrounds</p>

<p>Compare and contrast 1st and 2nd language acquisition and how either may be affected by communication disorders and other disabilities.</p> <ul style="list-style-type: none"> • Explain the role of syntactic development in reading/writing for 1st and 2nd language learners. • Contrast the syntax patterns of ELLs and students with disabilities. • Explain the fossilization of syntactic and morphological development and methods for addressing it. • Describe phonetic/phonological interference from L1, how it affects reading, writing, and speaking, and how and when (or if) to address it. 	<p>ASHA Standard IV-C Demonstrate knowledge of communication and disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing.</p> <p>ILA Standard 1: Foundational Knowledge Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>
<p>Analyze the language underpinnings of curriculum standards.</p>	<p>ACC2 S2 Connect educational standards to specialized instructional services.</p> <p>SEAIS2 K2 Domain-specific knowledge of academic content and associated pedagogical practices</p> <p>ACC2 S3 Improve instructional programs using principles of curriculum development and learning theory</p> <p>SEAIS1 K4 Instructional significance of developing depth in academic content knowledge and using evidence-based interventions</p> <p>SEAIS1 S3 Promote evidence-based practices and accountability for individualized learning in the context of standards-based reforms</p> <p>ASHA Standard IV-C Demonstrate knowledge of communication and disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Receptive and expressive language, including phonology, morphology, syntax,</p>

	<p>semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing.</p> <p>ASHA Standard IV-D For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.</p> <p>ILA Standard 1: Foundational Knowledge Element 1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>
Analyze academic content standards for language and literacy requirements.	<p>ACC2 S4 Incorporate essential components into individualized education plans</p> <p>SEAIS2 K2 Domain-specific knowledge of academic content and associated pedagogical practices</p> <p>ACC2 S2 Connect educational standards to specialized instructional services</p> <p>SEAIS2 S2 Promote the implementation of evidence-based practices</p> <p>SEAIS2 S7 Support others in using evidence-based practices in teaching academic content</p> <p>SEAIS3 S2 Assist stakeholders in selecting, implementing with fidelity, and evaluating academic and behavior intervention research and practices.</p> <p>ASHA Standard V-B Implement intervention plans that involve clients/patients and relevant others in the intervention process. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</p> <p>ILA Standard 2: Curriculum and Instruction Element 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p>

<p>Identify specific assessments and instruction/intervention methods for students struggling with language and literacy.</p>	<p>SEAIS4 S1 Conduct comprehensive evaluations and translate data</p> <p>SEAIS4 S2 Evaluate and adjust intervention plans</p> <p>SEAIS4 S3 Provide data-driven feedback on intervention implementation</p> <p>ACC3 K1 Evidence-based practices validated for specific characteristics of learners and settings.</p> <p>SEAIS3 S2 Assist stakeholders in selecting, implementing with fidelity, and evaluating academic and behavior intervention research and practices</p> <p>ASHA Standard V-A Demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English Conduct screening and prevention procedures (including prevention activities).</p> <p>ASHA Standard V-B Collect case history information and integrate information from students/patients/clients, family, caregivers, teachers, and relevant others, including other professionals.</p> <p>ASHA Standard V-B Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures</p> <p>ASHA Standard V-B1, VB-2 Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.</p> <p>ILA Standard 3: Assessment and Evaluation Element 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.</p> <p>Element 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</p>
<p>Analyze the cultural aspects of discourse and pragmatic competence and differentiate disorder from difference.</p> <p>Discuss data regarding the literacy proficiency of Every</p>	<p>ACC2 K1 Effects of the cultural and environmental background of the child and the family.</p> <p>SEAIS1 K1 Historical and social significance of legislation, litigation, and other influences on accountability for the equitable educational attainment of individuals with exceptionalities.</p> <p>SEAIS2 K5 Culturally responsive content and pedagogical practice</p>

<p>Student Succeeds Act subgroups.</p>	<p>SEAIS1 S2 Provide leadership in recognizing and responding to individual learning differences.</p> <p>ACC2 S1 Develop programs, including the integration of related services based upon a thorough understanding of individual differences</p> <p>SEAIS5 S4 Foster the use of culturally responsive content and pedagogical practices to meet the needs of learners from diverse cultural and linguistic backgrounds</p> <p>ASHA Standard IV-C The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing.</p> <p>ILA Standard 4: Diversity Element 4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p>
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Required Texts

Friend, M., & Cook, L. (2018). *Interactions: Collaboration skills for school professionals* (8th Edition). Enhanced Pearson eText with Loose-Leaf Version -- Access Code Package (8th Edition). Boston, MA: Pearson.

Recommended Text:

Schrage, M. (1995). *No More Teams! Mastering the dynamics of creative collaboration*. New York: Currency Doubleday.

Readings may be assigned from the following professional journals (Possible readings included in references):

- *Intervention in Schools and Clinic*
- *Teacher Education and Special Education*
- *Teaching Exceptional Children*
- *Learning Disabilities: A Contemporary Journal*
- *Remedial and Special Education*
- *The Reading Teacher*
- *Learning Disability Quarterly*

- *Teaching and Teacher Education*
- *Journal of Speech Language and Hearing Research*
- *Language, Speech, and Hearing Services in Schools*
- *American Journal of Speech Language Pathology*
- *Topics in Language Disorders*
- *Communication Disorders Quarterly*

Course Assignments (Mixed Mode of Instruction)

Method of Instruction and Online Requirements

This course is a designated M course. We will be meeting face-to-face per course schedule and will have designated assignments and/or meet as a class during "on-line" course time. Please make sure that you read and adhere to the class schedule.

The overall goal of this course is designed to model the effective elements of collaboration. Therefore, assignments and learning opportunities will vary, to include (but not limited to): discussions, demonstration, video/online learning, interviews, case studies and reflection both in writing and orally.

Login and Password Information

Students must follow UCF's **log-in and password conventions**

Computer System Requirements

- Personal computer or access to public computer (UCF or USF computer labs or public library access)
- High speed internet connection (minimum 56K)
- Competence with Microsoft applications, specifically PowerPoint and Word

Collaborative Face-to-Face Course Sessions:

There will be a total of EIGHT Face-to-Face Class sessions on the dates and times listed on the front of the syllabus. During face-to-face classes you will be expected to come prepared to actively participate in class. You are required to complete specific assignments by deadline dates. These dates can be found in the course schedule.

You are expected to attend **all** the course sessions for 10 pts. EACH (total of 80 points). Your active engagement in the discussions and in class activities are expected.

This is an important part of the class, as discussions among class members over important course topics deepen our learning and understanding of the topics especially as they relate to collaboration.

Weekly Discussions (15 points each, 120 points)

This course is offered as a mixed-mode delivery which offers opportunities for face-to-face discussions and online discussion. For each weekly module, students will engage in an online discussion about the weekly topic. There are great benefits to engaging in both face-to-face discussions as well as online. Face-to-face discussions allows students to engage in ways that facilitates deeper conversations. Similarly, online discussions allow students to share information, elicit advice, share resources, ask questions, and provide well thought out responses.

Textbook Quizzes (10 points each, 80 total points)

There are 8 weekly quizzes based on the weekly reading from the required textbook.

Article Reviews and Critique (50 points each, 150 total points)

Students will complete THREE articles reviews. Students will select an article from a list of peer-reviewed journal articles written about collaboration between speech-language pathologists and special education teachers and provide review. The review is more than a summary and requires reflection. Completing an article review will allow students to extend their learning and create connections between research and practice.

To complete this assignment, students may submit their response in any of the following ways:

- 3-5 Page Paper
- 8-12 Slide PowerPoint
- 3-4 Minute Video

Collaboration Interview (75 points)

Write a 4-5-page paper (APA style) discussing the impact of collaboration on the roles and responsibilities of educators as they relate to the implementation of intensive intervention and assessment/evaluation for students who struggle academically, their teachers, and families. Research specific strategies and community/agency resources to address the needs and impact.

Students will develop interview protocol using skills and knowledge gained in this course related to collaboration and interview at least THREE different people from diverse expertise who are involved in the intervention/instruction/evaluation of students (e.g., school psychologist, special education teacher, general education teacher, curriculum coach, administrator, speech-language pathologist, parent, student, administrator, etc.) to learn about the impact of collaboration on their roles and responsibilities.

Conflict Resolution Paper (35 points)

Students will complete an essay in conflict resolution. This 3-5-page paper will be designed around the major points of conflict and strategies to address them. Students will identify one specific conflict they have had to manage in the past. List the sequence of events and make specific text connections to support their reflection about what happened and why. Students will also include which aspects of the conflict were easiest/hardest to resolve and why.

Co-Teaching/Demonstration: Final Project (100 points)

Using principles of collaboration learned in this course, students will co-plan, co-design, and co-teach a lesson. This performance-based assessment is multilayered and will involve a minimum of two individuals. Paired participants will design a co-teaching episode, submit lesson plans outlining the shared responsibilities and conduct a micro-teaching demonstration during the final class. Further, each participant will evaluate the contribution of their peer and the overall demonstration will be evaluated by the instructor.

Course Requirements

PLEASE NOTE: No late online assignments will be accepted, and all assignments must be completed to pass the course.

Missed Assignments/Make-Ups

Late Work Policy: There are no make-ups for assignments. Points will be deducted for all assignments turned in late (See rubrics in web course.). Any late work will not be accepted if overdue by more than seven days. Please see the instructor immediately if there are serious issues affecting timely submission of learning for this semester. **All assignments must be completed in order to pass 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.

Evaluation and Grading

Letter Grade	Percentage
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	59 and below

All written assignments must be word-processed. Points will be deducted for grievous writing errors such as spelling, capitalization, punctuation, grammar, syntax, run-on sentences, etc. All out of class written assignments must be typed using 7th Edition APA guidelines.

Attendance Policy

It is expected that each of you will demonstrate interest, enthusiasm, and professionalism in the course. Active engagement in role-plays, case studies, data-based assessment discussions, and intervention planning are critical components of this course. Therefore, your active engagement and attendance at each class session is required. Students must contact the instructor to discuss any absences from class. Given that this course focuses on collaboration, your participation/attendance/professional preparations are very important.

Academic Honesty

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

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 connect 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.

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 received 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>](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see [<http://www.ehs.ucf.edu/AEDlocations-UCF>](http://www.ehs.ucf.edu/AEDlocations-UCF) (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [<https://my.ucf.edu>](https://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([<https://youtu.be/NIKYajEx4pk>](https://youtu.be/NIKYajEx4pk)).

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

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

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.

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.

Religious Observances

Faculty should include in their syllabi procedures for resolving conflicts between the normal class schedule and major 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. Click [here](#) for a list of the major religious holidays in a number of faiths. For more details about these and other holidays, go to <http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/> or contact the Office of Diversity and Inclusion at 407-823-6479.

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If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

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

Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu

Ombuds Office - <http://www.ombuds.ucf.edu>

Phone: 407-823-2371; Location: Ferrell Commons 7F, Room 185

CAVEAT:

The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. Any changes will be announced to the class with sufficient notice to prepare for the changes. It is your responsibility to keep informed about changes.

Course Topics

- Complementary roles of professionals in literacy assessment and instruction/ intervention
- Research-based principles of effective collaboration
- Opportunities and obstacles for collaboration
- Effective models of collaboration
- What are the different degrees of intensity in collaborative practices (or working together practices)
- Collaborating in Response to Intervention/Multi-Tiered System of Supports initiatives
- Collaborating around the State Standards and other curricular standards
- Roles of leaders in promoting literacy achievement in schools
- Partnerships with families/parents/students
- Practical Matters that Impact Collaboration (e.g., stress, time, schedules, shared planning, etc.)
- Interpersonal Communication
- Listening, Responding, and Giving Feedback
- Integrating Skills in Formal and Informal Interviews
- Group Problem Solving and Teaming

- Co-Teaching and Models of Co-Teaching
- Consultation, Coaching, and Mentoring
- Managing Difficult Interactions
- Working with Paraeducators, General Education, Administrators, Professionals from Other Disciplines
- Ethics in Collaborative Practice
- Culturally and Linguistically responsive practices
- Culturally Responsive Leadership and Collaboration
- Role specific considerations in collaboration
- Research on literacy proficiency with ESEA subgroups
- Language and literacy development from multiple discipline perspectives, including L1 and L2 factors
- Language and literacy underpinnings of curriculum standards
- Language differences versus language disorders
- Evidence-based practice in literacy intervention with students who struggle
- Language differences and the impact on literacy acquisition
- Reciprocity across the language processes of listening, speaking, reading and writing
- Analyze academic content standards for language and literacy requirements
- Language differences and disorders in students across the age span
- Assessments and instruction/intervention methods for students struggling with language and literacy.

Course Weekly Overview

Week	Topic
#1	<p>Course Overview, Requirements, Policies</p> <p>Community Building</p> <ul style="list-style-type: none"> • Organizational Collaboration • Collaboration within schools • Collaboration in special education <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • Organizational impact on the vocabulary used in various disciplines to explain shared knowledge across disciplines regarding language issues. • The unique contributions of reading specialists, ESOL teachers, special education teachers and speech-language pathologists to school wide literacy.
#2	<ul style="list-style-type: none"> • Research based principles of effective collaboration <ul style="list-style-type: none"> • A case for collaboration • Problem Solving Framework <ul style="list-style-type: none"> • Reactive and proactive • Identifying the problem • Generating potential solutions • Evaluating and selecting a solution • Implementing and assessing a solution • Evaluating outcomes <p>Language and Literacy Focus:</p>

	<ul style="list-style-type: none"> • Language differences and teaming to address the language differences from various perspectives (CSD, ExED, TESOL, Reading). • Understanding and implementing a teamed approach to problem solving within language and literacy context.
#3	<ul style="list-style-type: none"> • Looking at Friend and Cook through a Schrage lens <ul style="list-style-type: none"> • Team approach vs. shared creation • Effective collaboration and the degrees of collaboration (intensity) <ul style="list-style-type: none"> • Collaborative teaming, consultation, co-teaching and models of co-teaching, mentoring • Teaming <ul style="list-style-type: none"> • Characteristics of teams • Stages for teams • Benefits of teaming • Effectiveness of teams • Interpersonal problem solving <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • The impact of collaborative teaming, consultation, co-teaching and models of co-teaching, mentoring on the language and literacy outcomes of children across the lifespan. • Selecting assessment, instruction, and intervention for language and literacy within collaborative teaming, consultation, co-teaching and models of co-teaching, and mentoring structures.
#4	<ul style="list-style-type: none"> • Logistics of collaboration <ul style="list-style-type: none"> • Group problem solving and teaming • Practical matters that impact collaboration • Interpersonal communication • Opportunities and obstacles for collaboration <p>Conducting Effective Meetings</p> <ul style="list-style-type: none"> • Prior, during, and after meeting • Teaming resources and guides <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • The roles of parents/families in language and literacy from varying perspectives. • The roles and responsibilities of those responsible for the evaluation, intervention, and service delivery as it relates to a student with speech and language and literacy needs and how those impact the logistics of collaboration and impact effective team meetings.
#5	<ul style="list-style-type: none"> • Collaborative Structures within MTSS and RTI <ul style="list-style-type: none"> • Role definition in MTSS/RTI – implications for collaboration • MTSS RTI literacy initiatives and impact on collaboration across stakeholders <ul style="list-style-type: none"> ○ Preschool, elementary, secondary <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • The unique roles of the SLP and ESE teacher within the MTSS/RTI framework

	<ul style="list-style-type: none"> • The collaborative roles of professionals in Multi-Tier Systems of Support and/or Response to Intervention as they relate to supporting language and literacy outcomes for students with high-intensity needs. • Understanding the reciprocity across the language processes of listening, speaking, reading and writing and how to address them collaboratively within MTSS/RTI. • The language differences and disorders in students across the age span and the MTSS/RTI framework. • Assessing and intervening while considering first and second language acquisition and how either may be affected by communication disorders and other disabilities. • Addressing fossilization of syntactic and morphological development and methods within the MTSS/RTI framework for students who are struggling. • How and when (or if) to address phonetic/phonological interference from L1, how it affects reading, writing, and speaking, and to address it.
#6	<ul style="list-style-type: none"> • Consultation and Collaboration <ul style="list-style-type: none"> • Behavioral, clinical, and other consultation models • Selecting the appropriate model • Collaborative programs or service delivery • Complimentary roles of professionals in literacy assessment and instruction/intervention • Role specific considerations in collaboration <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • Identify specific assessments and instruction/intervention methods for students struggling with language and literacy.
#7	<ul style="list-style-type: none"> • Co-teaching vs. Consultation <ul style="list-style-type: none"> • Types of co-teaching models, defining characteristics • Building relationships • Technology and collaboration <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> • Co-teaching/consultation and instruction responsive to the language underpinnings of curriculum standards.
#8	<ul style="list-style-type: none"> • Communication skills and collaboration <ul style="list-style-type: none"> • Prerequisites for effective communication • Suggestions for improving communication skills
#9	<ul style="list-style-type: none"> • Making statements (types of statements) • Giving feedback (effective feedback) • Asking questions (to seek or provide information, to clarify or confirm) • Conducting interviews
#10	<ul style="list-style-type: none"> • Partnerships – working with paraeducators, general education, administrators and professionals from other disciplines • Partnerships with families /parents/students <ul style="list-style-type: none"> • Cultural influences • Family cycles • Facilitating family participation in decision making • Unique barriers to collaboration
	<ul style="list-style-type: none"> • Ethics in collaborative practice

#11	<ul style="list-style-type: none"> Managing Difficult Interactions <ul style="list-style-type: none"> Understanding conflict Conflict response styles Negotiation and mediation Conflict and diversity Resistance Administrative and organizational variables
#12	<ul style="list-style-type: none"> Context considerations for collaboration <ul style="list-style-type: none"> Interagency Early intervention and preschool Vocational and community based Multi-cultural contexts Student to student collaboration
#13	<ul style="list-style-type: none"> Evidence-based practices in collaboration High-Leverage Practices in collaboration
#14	<ul style="list-style-type: none"> Collaborating around the CCSS Collaborating around language for SWD in inclusive environments <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> Academic content standards for language and literacy requirements. Language underpinnings of curriculum standards.
#15	<ul style="list-style-type: none"> Culturally responsive collaborative practices <p>Language and Literacy Focus:</p> <ul style="list-style-type: none"> The cultural aspects of discourse and pragmatic competence and differentiate disorder from difference.
	Final project

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College of Health Professions and Sciences - Grad Course Addition - SPA 6498 Assessment of Language Disorders in Children and Adolescents

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 Health Professions and Sciences

Unit / Department
/ College:*

Department of Communication Sciences and Disorders

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 - SPA 6498 Assessment of Language Disorders in Children and Adolescents

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

**Department Chair
Phone Number:*** 4078234798

Dept Chair Email* jkentwalsh@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:*	SPA	Number:*	6498
Course Title:* Assessment of Language Disorders in Children and Adolescents			
30 Character Abbreviation:* Assessment of Lang Disorders			
Course Type:* <input checked="" type="radio"/> Graduate Course <input type="radio"/> Medicine (MD) Course			
Course Description (25 word limit):* The assessment of spoken and written language disorders in children and adolescents.			
Grading Scheme:* ABCDF			
Prerequisite(s): Admission to M.A. in Communication Sciences and Disorders 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 rationale for adding this course?*	The CSD Graduate Program has previously offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommends this content be split into these two content areas and two new courses created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. This course will focus specifically on the nature of the language disorders as it related to assessment.
What grad programs/tracks require or recommend this course for graduation?	Communication Sciences and Disorders, MA
What will be the source of students?*	Communication Sciences and Disorders, MA
What is the estimated annual enrollment?*	105

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

Detail Discussion	No conflicts or duplication with other departments or colleges.
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Course Syllabus Policy

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

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

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

Course Materials and Resources**Core policy statements**

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

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities


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

Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check* ☒ I have completed all relevant parts of the form.

Attached* ☒ I have attached a course syllabus and rationale.

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

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Organization

Academic Group

SPA 6498
Assessment of Language Disorders
in Children and Adolescents
Proposed Course Syllabus

Instructor:		Term:	
Office:		Day/Time	
Office Phone:		Location	
Email:		Credit Hours:	3.0
Office Hours:			

YOU ARE RESPONSIBLE FOR THE CONTENTS OF THIS SYLLABUS.
PLEASE READ IT CAREFULLY.

Course Description: (Catalog) *“The assessment of spoken and written language disorders in children and adolescents.”*

This course addresses the assessment of linguistic, metalinguistic, cognitive, metacognitive, social, emotional and academic correlates of language disorders in listening, speaking, reading, and writing, in the preschool and school-age populations. It focuses on a range of assessment practices, formal and informal, to identify oral and written language disorders in children and adolescents. A variety of roles and responsibilities of the speech language pathologist related to assessment and in collaboration with relevant providers in the assessment process will be explored.

Course Outcome: A working knowledge of assessing and identifying language disorders in the preschool and school-age populations that will enable the practitioner to serve as a productive collaborator in a variety of settings.

Course Goals:

1. Activate prior knowledge regarding the nature of language and language development as it relates to assessment and identification.
2. Demonstrate the oral and written communication skills required for the practice of speech-language pathologists as it relates to assessment and identification.
3. Demonstrate professional and ethical conduct as it relates to assessment and identification.
4. Demonstrate knowledge and skills in the nature and needs of children and adolescents with language disorders.

5. Demonstrate knowledge and skills in the assessment of children and adolescents with language disorders, specifically in instruments and procedures, administration of instruments/procedures and interpretation of results.
6. Demonstrate knowledge and skills in determining for eligibility for children and adolescents with language disorders across a variety of settings.
7. Demonstrate knowledge about collaboration with others on behalf of children and adolescents with language disorders as it relates to assessment and identification.

Learning Outcomes:

Prior Knowledge

- Activate prior knowledge regarding the nature of language.
- Activate prior knowledge regarding language development.

Professional and Ethical Conduct

Demonstrate professional and ethical conduct:

- Work cooperatively with other class members on assigned tasks.
- Exert effort in mastery of knowledge and skills.
- Demonstrate ethical conduct by adhering to UCF's honesty policy, known as "The Golden Rule."

Communication

- Speak and write professionally using Standard American English.

Nature and Needs

1. Explain the various definitions related to language problems (e.g., language disorder, language impairment, language learning disabilities).
2. Differentiate language disorders from language differences, language delay from language disorder.
3. Explain reciprocity issues in language disorders.
4. Describe the oral and written language characteristics (including form, content, and use) associated with various disorders, including genetic syndromes.
5. Explain factors which impact oral and written language development to include sensory, cognitive and social/emotional factors.
6. Explain the changing symptomatology of language across the age span in children and adolescents.
7. Describe the following causal or comorbid conditions in language disorder: autism, intellectual disabilities, emotional disabilities, learning disabilities, attention deficit disorder, hearing impairment, physical impairment, visual impairment, traumatic brain injury/closed head injury, multiple disabilities.
8. Name genetic syndromes that involve language disorder.
9. Recognize signs that indicate that a child or adolescent is not achieving milestones in spoken written language acquisition.

Assessment

Instruments/Procedures

10. Explain the purposes of language assessments (e.g., identifying language disorders, measuring progress).
11. Identify specific language and related sensory and cognitive demands in assessment instruments and procedures.

12. Identify important elements of a case history on a child or adolescent with suspected language disorders.
13. Identify sources of key information on students (e.g., caregivers, teachers).
14. Identify formal and informal assessment procedures and instruments for oral and written language, appropriate to age and purpose.
15. Analyze key language tests to ascertain what they actually assess.
16. Evaluate the psychometric properties of tests (e.g., validity, reliability).
17. Analyze the language requirements of specific settings: play, classroom, home/community.
18. Link appropriate assessment procedures and instruments to specific assessment purposes.
19. Design a comprehensive evaluation to include listening, speaking, reading and writing, based on age, presenting problems and cultural/linguistic diversity.
19. Gauge developmental or academic progress to delineate the need for assessment.

Administration

20. Describe/demonstrate how to administer a language test.
21. Know how to conduct other language assessment procedures (oral and written language).
27. Calculate standard scores, etc. on standardized tests.
22. Calculate MLU, T-Units, C-Units, and etc.
23. List modifications of assessment procedures according to the individual needs of children and adolescents (e.g., physical, cognitive, and sensory differences).

Interpretation

24. Articulate the relationship between assessment and evaluation, specific to language.
25. Identify signs of problems in language functioning from a variety of data sources (e.g., social, academic, psychological).
26. Analyze a variety of scores/data for language implications.
27. Analyze oral and written language samples at word, sentences, and discourse levels.
28. Determine language strengths, differences and weaknesses from observation.
29. Identify specific linguistic, metalinguistic and metacognitive factors in performance.
30. Explain criteria for diagnosing language disorders in culturally & linguistically diverse students.
31. Generate a diagnostic hypothesis with regard to language disorder.
32. Synthesize evaluation data to create a profile of strengths and weaknesses in spoken and written language.
33. Identify the components of a language evaluation report.
34. Explain when to make referrals to other professionals for further assessment.
35. Explain what “eligibility” for school programs means.

Collaboration

36. Explain the SLP’s roles and responsibilities in relationship to others.
37. Explain the principles of effective collaboration.

Texts:

Paul, R., Norbury, C. F., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). St. Louis, MO: Elsevier.

Common Core State Standards Initiative [CCDSI]. (2010). *The standards*. Retrieved from www.corestandards.org/the-standards. (also available in Webcourses)

Other Readings:

As assigned on the Course Schedule or in other course resources, such as Webcourses and email.

Requirements	Point Value	Weight Towards Final Semester Grade
<u>Pretest</u> <ul style="list-style-type: none">• This course builds on your prior knowledge of communication, language and its development. You need to have a solid knowledge foundation in these areas.• You will take a pretest during the first week of class to assess your knowledge base. Anyone who adds the class must have the pretest completed by the second week of class.• You will be directed toward resources to review deficient areas of knowledge. Your success in this class will depend on it.	To be determined	0%
<u>Contact Information</u> <ul style="list-style-type: none">• Basic information about you.• Submit in Webcourses.	Required by the UCF to document enrollment.	0%
<u>Attendance/Active Participation</u> <ul style="list-style-type: none">• In order to maintain a productive community of learners, all participants need to make ongoing contributions to the community. Therefore, full participation in all classes is required. Full participation includes on-time and full-period attendance, as well as engagement in class activities.• Excused absences are at the discretion of the instructor and require advance notice and written documentation.• You must download all handouts and other material posted to Webcourses prior to each class session. Bring them to class either electronically or in paper form, whichever you prefer.• Bring your textbook with you to each class session.• Complete group success reflections as indicated on the Course Schedule.	75 points <ul style="list-style-type: none">• 10 points are deducted for each absence up to 3 absences. Beginning with the 4th absence, your letter grade for the course is reduced by one grade.• 5 points are deducted for each late arrival or early departure.• Points at the discretion of the instructor may be deducted for lack of preparation or participation; e.g. failure to bring required	5%

	materials/assignments to class, failure to engage in group work	
<u>Learning Tasks</u> <ul style="list-style-type: none"> Specific in-class or “homework” tasks will be given at the discretion of the professor to support course learning. Graded for completion only. 	5 points each	Combined with above 5%
<u>Personal Journal</u> <ul style="list-style-type: none"> Response to a query posed by the instructor after selected classes. Submit via Webcourses. 	3 points for each entry	5%
<u>Assessment Test Analysis*</u> <ul style="list-style-type: none"> This is a partner assignment, <u>NOT</u> an individual assignment. You and your partner will select from an approved list a standardized and/or norm-referenced language assessment measure for thorough analysis. Following the rubric provided in Webcourses your group will create a PPT to present the information. 	30 points (PPT)	15%
<u>Assessment Test Analysis PPT In-Class Presentation*</u> <ul style="list-style-type: none"> This is a partner assignment, <u>NOT</u> an individual assignment. It is done in conjunction with the “Assessment Test Analysis” assignment. You will stay in the same group that you formed for the “Assessment Test Analysis”. You will present in class from the Assessment Test Analysis assignment (above). 	20 points	15%
<u>Assessment Log*</u> <ul style="list-style-type: none"> This assignment is accomplished in collaboration with a selected partner but will be graded individually. Techniques – The group will submit an annotated log of different assessment measures for each of the areas and ages assigned in the format provided. 	30 points	15%
<u>Language/Literacy Profile*</u> <ul style="list-style-type: none"> This is a group assignment, completed after collaborating within a group. Write a profile for a student in the format provided from the data provided. 	40 points	15%

Examinations	150 points (Total)	30%
<ul style="list-style-type: none"> • Course Examination #1 • Course Examination #2 		

**A rubric will be given for these assignments.*

Policies
<u>Attendance</u> <ul style="list-style-type: none"> • As stated in the requirements, I expect you to attend all classes. Our community of learners is not the same without you. More than many other university courses, this one requires your presence and active participation in all classroom activities and discussions. In an emergency that precludes your attendance, please notify the instructor in advance. All students are responsible for class outcomes when absence is necessary. However, a late penalty may be assessed for work submitted after it is due, regardless of absence. • Points are deducted for absences and incomplete attendance. Documentation of emergencies that interfere with attendance will be required for an absence or incomplete attendance to be excused. However, “excused absences or incomplete attendance” are at the discretion of the instructors. • Four or more absences will result in the lowering of your final semester grade by a minimum of one letter grade (e.g., With four absences, an “A” will become a “B”). More than 15 minutes late for a class session will be considered as an absence. Additionally, leaving a class session early will be considered as an absence. • You must schedule, or reschedule, vacations, retreats, trips, and etc. around class meeting dates, exams, deadlines, and etc. If NOT, you might want to enroll in this course when you are able to fulfill all requirements. • Any student using technology for other than class work will be asked to leave the class and will be marked absent for the class.
<u>Financial Aid Requirement (a.k.a “Academic Activity”)</u> <ul style="list-style-type: none"> • 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. Failure to do so may result in a delay in the disbursement of your financial aid. • To fulfill this requirement in this course, you must complete the course pretest and contact information in Webcourses by ****
<u>Communication</u> <ul style="list-style-type: none"> • All email communication should be completed via Webcourses (Not UCF Outlook). Do not expect email responses over the weekend and please allow 48 hours for emails sent Monday-Friday. Students are required to use Knights email accounts for communication in this course, consistent with department policy. • All office hours are by appointment. • There may be times when you will be asked to access websites to obtain information or complete tasks.

<p><u>Webcourses</u></p> <ul style="list-style-type: none"> • If you are unfamiliar with Webcourses, locate information about it at http://learn.ucf.edu/support/ or contact Online Support at 407-823-3808 or at onlinesupport@ucf.edu. • Consider using the Canvas app for faster communication and course access. • Ensure your settings and notifications in Webcourses are updated. You are solely responsible for checking Webcourses – whether you are alerted by Webcourses of an update or not.
<p><u>Class Preparation</u></p> <ul style="list-style-type: none"> • Course materials are posted in Webcourses for each class. YOU MUST BE SURE TO DOWNLOAD THEM AND BRING THEM TO EACH CLASS electronically or in paper form, whichever you prefer. • As you are downloading materials for classes and assignments, be sure to access these ONLY through Modules and Assignments (NOT FILES). This will ensure you have the most updated materials for the current semester. • Please be sure to check Webcourses the day before and the day of each class for class materials and important announcements. • A notetaking format is provided for you to use in reading the textbook and other assigned reading. Bring your notes to class so that you can add to them as appropriate. • Bring your textbook to each class.
<p><u>Laptop Computers</u></p> <ul style="list-style-type: none"> • You may bring your laptop to class to access resource materials and take notes, only if this use of technology is productive and permits our community of learners to learn effectively. If laptops and other handheld devices (e.g., iPad, Kindle), when approved by the instructor, thwart interaction or in any other way disrupt the learning environment, he/she reserves the right to discontinue their use in class.
<p><u>Cell Phone & Etc.</u></p> <ul style="list-style-type: none"> • I realize that some students use smart phones to access Canvas. No other cell phone use is permitted. If you need to text or make a call, please do so on the break outside the classroom. If you have a specific need to be on the alert for a call, please discuss this situation with the instructor. • Cell phones, beepers, and pagers must be turned to silent during class sessions.
<p><u>Lectures & Examination</u></p> <ul style="list-style-type: none"> • Some assigned readings, materials, and other course-related content may not be discussed in class. However, unless stated otherwise by the instructor, you must know that content for examinations, quizzes, assignments, discussions, and etc. • Examinations and quizzes MUST BE taken on the day assigned. Makeup examinations, quizzes, and assignments are <u>NOT</u> given unless stated otherwise by the instructor. All assignments MUST be completed by the end of the semester, regardless of point value awarded at that time. Failure to complete all assignments will result in your final course grade being lowered by one letter grade.
<p><u>Recordings</u></p> <ul style="list-style-type: none"> • Recording class sessions (e.g., audio, video) is prohibited, unless you (1) have gotten the instructor's prior consent and/or (2) provide the course instructor with a documentation from the University's Office of Student Accessibility Services that recording is an appropriate accommodation. Contact the instructor if further information is needed.
<p><u>Readings as Assigned</u></p>

<ul style="list-style-type: none"> • Read textbook chapters and journal articles as indicated on the course schedule or as announced via email and/or class.
<u>Access to ASHA Resources for CSD Majors</u> <ul style="list-style-type: none"> • CSD majors are expected to have access to ASHA member resources for use in this class, consistent with Department policy. (NOTE: This requires NSSLHA membership.)
<u>Standards Mastery</u> <ul style="list-style-type: none"> • This is a core course within the Master's Program. Therefore, I have to document your progress toward the knowledge and skill competencies (KASA) of the American Speech-Language-Hearing Association (ASHA), our national accrediting body. The applicable KASA standards are provided in a separate document in Webcourses. You must meet the threshold of competency for an academic course for each applicable standard. <i>Failure to do so, regardless of the grade earned in the course, may result in a remediation plan to help you achieve the competency in question.</i> See the Department's graduate handbook for remediation plan policy and procedures.
<u>Academic Integrity</u> <ul style="list-style-type: none"> • 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, cheating, and other forms of academic dishonesty contradict these values, and so are very serious academic offenses. Do not cheat by giving answers to others or taking them from anyone else. Do not collaborate on tasks unless specifically asked to do so. Please familiarize yourself with and follow the University's Rules of Conduct (The Golden Rule). See http://www.goldenrule.sdes.ucf.edu/. • Although recycling is good for the environment, it is not acceptable in this course. You are expected to generate <i>original work</i> from the beginning, whether you are (1) taking this course for the first time or (2) retaking some or all of it in fulfillment of a remediation plan. • <i>Original work</i> is required on all assignments, examinations, and elsewhere and must be done specifically for this course (unless an exception is approved in advance.). • When you make legitimate use of the work of others, be sure to follow APA standards for citation of sources. • Penalties for academic dishonesty can include a failing grade in an assignment or in the course, dismissal from the course, dismissal from the Department of Communication Sciences and Disorders (DCSD) Master's Program, or suspension or expulsion from the university.
<u>Academic Conduct</u> <ul style="list-style-type: none"> • See the university policy regarding students' rights and responsibilities and The Golden Rule (http://www.goldenrule.sdes.ucf.edu/).
<u>Grading Procedures</u> <ul style="list-style-type: none"> • Assignments will be graded based on the criteria and format stated, with a rubric given for the specific assignments noted above. Each assignment is worth the number of points designated. • Late assignments will be deducted 20% for each day late. • Examinations MUST BE taken on the day assigned. • All assignments MUST BE COMPLETED. <i>If you are missing any assignment, your final course grade will be lowered by one letter grade.</i>

<ul style="list-style-type: none"> • The grading system is as follows: <ul style="list-style-type: none"> ○ A = 94-100% ○ A- = <94-90% ○ B+ = <90 – 87% ○ B = <87 – 84% ○ B- = <84 – 80% ○ C+ = <80 – 77% ○ C = <77 – 74% ○ C- = <74 – 70% ○ D = <70-60% ○ F = 59 & below
<p><u>Group/Partner Assignments</u></p> <ul style="list-style-type: none"> • Through group projects and other coursework, you will develop conceptual and interaction skills that will be critical to your future success. Therefore, group projects will require the participation of each group member. Individual projects will NOT be accepted unless deemed necessary by the instructor. • In situations where the instructor determines that the student did not meet/comply with course requirements for project assignments and related work, this will result immediately in, but not necessarily limited to, a failing grade on that course evaluation procedure(s).
<p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> • It is a university policy to provide reasonable accommodations to students who have disabilities that may affect their ability to participate in class activities and assignments. Students with disabilities should contact Student Accessibility Services at (407) 823-2371 to obtain assistance with arranging the necessary accommodations. • The professor will be more than happy to assist with accommodations that are established through the University’s prescribed process.
<p><u>Technology/Software Requirements</u></p> <ul style="list-style-type: none"> • You are expected to have frequent access to a computer, as all writing assignments must be typed out and not handwritten. You are required to have access to Microsoft Word for your assignments for this course. • If you do not own a computer, there are computers accessible to you in all of UCF's computer labs. For further information on UCF technology policy, see the following website: http://registrar.sdes.ucf.edu/weg/policy_statements/use_of_technology/. • Make certain that you utilize a consistently reliable internet service to complete the online assessments in this course. Under no circumstances will you be permitted another attempt at an examination, assignment, and etc. due to computer “glitches”, network “glitches”, or other electronic “glitches” that prevent you from submitting your work on time. Please do not contact your instructor to reopen, reset, or accept an assignment because you did not allow sufficient time for the system to process your work before the deadline.
<p><u>Campus Safety</u></p> <p>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.</p>

- 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](#).

Deployed Active Duty Military Status

- 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.

Community Principles

- As a productive learning community, it is important for us all to abide by the community principles that we co-construct during the first class. Please write these on your Course Organizer. They will in effect become part of the syllabus.

University Writing Center

- 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. <http://uwc.cah.ucf.edu/>

Colbourn 105

Satellite Locations: Main Library, Rosen Library & Online

407-823-2197

Syllabus Changes

- Many factors can influence the development and implementation of a course. The instructor, therefore, reserves the right to alter this syllabus when necessary to facilitate the attainment of course learning outcomes and objectives, address academic honesty and integrity, and accommodate accessibility or extenuating circumstances. Any changes will be announced in class or in Webcourses. You are responsible for adapting to such changes. Examples of changes include lecture dates, readings, examinations, assignments, activities, and policies.

The 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.

Proposed Course Schedule

* NOTE: It is possible that some required readings do NOT appear on this schedule.

The instructor reserves the right to change the schedule should that be necessary at any point in the semester.

Date(s)	Topic	Assignments Due
Class 1	Course Overview and Requirements Community Principles Language Disorder Definitions Reciprocity and Language Disorders	<ul style="list-style-type: none"> Complete pretest in Webcourses Complete Contact Information in Webcourses
Class 2	Nature & Needs Disorders – Assessment Principles	<ul style="list-style-type: none"> Journal Entry 1 due in Webcourses
Class 3	Nature and Needs-Disorders - Assessment Principles	
Class 4	Nature and Needs-Disorders- Assessment Principles	<ul style="list-style-type: none"> Journal Entry 2 due in Webcourses
Class 5	Nature and Needs-Disorders - Assessment Principles	<ul style="list-style-type: none"> Journal Entry 3 due in Webcourses
Class 6	Key Assessments Analysis of Test Components	<ul style="list-style-type: none"> Partners for Assessment Test Analysis Selected and Assessment Selected – Due in Class
Class 7	Purposes and Types of Assessment Gathering Information for Assessment Planning	
Class 8	Creating a Programming Profile Key Standardized NR Assessments Analysis of Test Components	
Class 9	MIDTERM EXAMINATION	



Class 10	Alternatives to Standardized Assessments (e.g., Play, Language Sampling, and Rubric/portfolios/checklists) Assessment in prelinguistic populations Integrating Data in Evaluation & Assessment	<ul style="list-style-type: none"> • Assessment Test Analysis due in Webcourses • Assessment Test Presentations Part 1
Class 11	Assessment in Emergent and Developing Language Populations Designing a Comprehensive Evaluation	<ul style="list-style-type: none"> • Assessment Test Presentations Part 2
Class 12	Assessment in School-Aged Populations (Language for Learning) Assessment in Adolescent Populations Integrating Assessment with Curriculum Review Selected Assessments	<ul style="list-style-type: none"> • Assessment Test Presentations Part 3
Class 13	Language Sample Analysis	<ul style="list-style-type: none"> • Journal Entry 4 due in Webcourses • Assessment Test Presentations Part 4
Class 14	Language Sample Analysis Continued	<ul style="list-style-type: none"> • Assessment Log is due in Webcourses
Class 15	Accounting for CLD Language Evaluation Reports Various assessment considerations	<ul style="list-style-type: none"> • Journal Entry 5 due in Webcourses
Class 16	Integrating Data in Evaluation & Assessment Ongoing assessment to inform intervention (Data Collection)	<ul style="list-style-type: none"> • Language-Literacy Profile due in Webcourses • Journal Entry 6 due in Webcourses
	FINAL COURSE EXAMINATION	

College of Health Professions and Sciences - Grad Course Addition - SPA 6499 Intervention of Language Disorders in Children and Adolescents

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 Health Professions and Sciences

Unit / Department
/ College:*

Department of Communication Sciences and Disorders

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:* SPA 6499 Intervention of Language Disorders in Children and Adolescents

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

Department Chair Phone Number:* 4078234798

Dept Chair Email* jkentwalsh@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/> in 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:*	SPA	Number:*	6499
Course Title:* Intervention of Language Disorders in Children and Adolescents			
30 Character Abbreviation:* Intervention Lang Disorders			
Course Type:* <input checked="" type="radio"/> Graduate Course <input type="radio"/> Medicine (MD) Course			
Course Description (25 word limit):* The nature and treatment of spoken and written language disorders in children and adolescents.			
Grading Scheme:* ABCDF			
Prerequisite(s): Admission to M.A. in Communication Sciences and Disorders 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 rationale for adding this course?*	The CSD Graduate Program has previously offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommends this content be split into these two content areas and two new courses created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. This course will focus specifically on the nature of the language disorders as it related to treatment.
What grad programs/tracks require or recommend this course for graduation?	Communication Sciences and Disorders MA
What will be the source of students?*	Communication Sciences and Disorders MA
What is the estimated annual enrollment?*	105

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

Detail Discussion	No conflicts of duplications with other departments or colleges.
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Course Syllabus Policy

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

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

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

Assessment and grading procedures

Course Materials and Resources

Core policy statements

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

Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities


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

Statement regarding accommodations for active duty military students

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

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

Attachment List

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

Check* ☒ I have completed all relevant parts of the form.

Attached* ☒ I have attached a course syllabus and rationale.

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

Administration Use Only

Catalog Ownership:

Course Type

Status ☐ Inactive-Hidden ☐ Active-Visible

PeopleSoft

Academic Organization

SPA6499

Intervention of Language Disorders in Children and Adolescents

Proposed Course Syllabus

Instructor:		Term:	
Office:		Day/Time	
Office Phone:		Location	
Email:		Credit Hours:	3.0
Office Hours:			

**YOU ARE RESPONSIBLE FOR THE CONTENTS OF THIS SYLLABUS.
PLEASE READ IT CAREFULLY.**

Course Description: (Catalog) *“The nature and treatment of spoken and written language disorders in children and adolescents.”*

This course addresses the linguistic, metalinguistic, cognitive, metacognitive, social, emotional and academic correlates of language disorders in listening, speaking, reading, and writing, in the preschool and school-age populations. It focuses on a range of appropriate intervention practices to meet the personal, social, academic, and vocational needs of these children and adolescents. A variety of roles and responsibilities of the speech language pathologist related to intervention and in collaboration with others in different practice settings will be explored.

Course Outcome: A working knowledge of intervention practices for language disorders in the preschool and school-age populations that will enable the practitioner to serve as a productive collaborator in delivering appropriate services in a variety of settings.

Course Goals:

1. Activate prior knowledge regarding the nature of language and language development as it relates to intervention practices.
2. Demonstrate the oral and written communication skills required for the practice of speech-language pathologists as it relates to intervention practices.
3. Demonstrate professional and ethical conduct as it relates to intervention practices.
4. Demonstrate knowledge and skills in the nature and needs of children and adolescents with language disorders as it relates to intervention practices.

5. Demonstrate knowledge and skills in prevention of language disorders and the negative consequences of language disorders in children and adolescents.
6. Demonstrate knowledge and skills in intervention with children and adolescents with language disorders, specifically in intervention planning and implementation.
7. Demonstrate knowledge about collaboration with others on behalf of children and adolescents with language disorders as it relates to intervention practices.

Learning Outcomes:

Prior Knowledge

- Activate prior knowledge regarding the nature of language.
- Activate prior knowledge regarding language development.

Professional and Ethical Conduct

Demonstrate professional and ethical conduct:

- Work cooperatively with other class members on assigned tasks.
- Exert effort in mastery of knowledge and skills.
- Demonstrate ethical conduct by adhering to UCF's honesty policy, known as "The Golden Rule."

Communication

- Speak and write professionally using Standard American English.

Nature and Needs

1. Explain the various definitions related to language problems (e.g., language disorder, language impairment, language learning disabilities).
2. Explain reciprocity issues in language disorders.
3. Describe the oral and written language characteristics (including form, content, and use) associated with various disorders, including genetic syndromes.
4. Explain factors which impact oral and written language development to include sensory, cognitive and social/emotional factors.
5. Explain the changing symptomatology of language across the age span in children and adolescents.
6. Describe the following causal or comorbid conditions in language disorder: autism, intellectual disabilities, emotional disabilities, learning disabilities, attention deficit disorder, hearing impairment, physical impairment, visual impairment, traumatic brain injury/closed head injury, multiple disabilities.
7. Name genetic syndromes that involve language disorder.

Prevention

8. Explain levels of prevention from a language perspective.
9. Explain the relationship between language difficulties and literacy acquisition.
10. Describe approaches to preventing problems in literacy.
11. Explain Response to Intervention (RTI) and possible roles of SLPs within RTI.

Intervention

Planning

12. Identify critical information needed for intervention planning.
13. Describe various types of goals and objectives.
14. Explain the use of backward design in intervention planning.
15. Identify factors influencing goal setting.
16. Utilize a language/literacy profile to draft appropriate goals.

17. Write language goals appropriate to specific ages and needs.
18. Articulate the rationale for selection of a goal.
19. Break language goals down into component parts.
20. Select appropriate methods for evaluating a variety of language/literacy goals.
21. Explain how to change objectives, based on data.
22. Name the components of a treatment plan.
23. Develop a treatment plan based on a language/literacy profile that is appropriate for specific students at different ages, functioning in different environments.
24. Explain integration of goals and continuity of treatment from goals to activities.
25. Explain the process of engaging students in goal setting and goal refinement.
26. Explain principles of counseling with students with language disorders and their family members.

Implementation

27. State important principles of intervention.
28. Differentiate knowledge, skills and strategies in intervention.
29. Describe types of intervention approaches.
30. Employ evidence-based practice decision-making in selecting intervention approaches.
31. Analyze the relationships among listening, speaking, reading and writing processes in intervention.
32. Identify language and literacy intervention techniques for a variety of disorder types, ages and conditions.
33. Describe techniques for addressing the language underpinnings of curriculum.
34. Modify intervention procedures according to needs of student (e.g., physical, cognitive, and sensory differences).
35. Select implementation activities tied to an intervention approach.
36. Explain explicit/direct teaching and scaffolding.
37. Explain the use of technology in intervention.
38. Discuss the roles of families and teachers in delivering intervention.
39. List criteria for effective an intervention program.
40. Describe individualized intervention program (IEP) and components and processes.
41. Identify issues in literacy interventions with special populations.

Collaboration

42. Explain the SLP's roles and responsibilities in relationship to others.
43. Describe how to work with others to ensure opportunities in emergent language acquisition in young children.
44. Explain collaboration with teachers, parents, and other service providers to promote generalization of language and literacy goals.
45. Explain the principles of effective collaboration.

Texts:

Paul, R., Norbury, C. F., & Gosse, C. (2018). *Language disorders from infancy through adolescence: Listening, speaking, reading, writing, and communicating* (5th ed.). St. Louis, MO: Elsevier.

Common Core State Standards Initiative [CCDSI]. (2010). *The standards*. Retrieved from www.corestandards.org/the-standards. (also available in Webcourses)

Other Readings:

As assigned on the Course Schedule or in other course resources, such as Webcourses and email.

Requirements	Point Value	Weight Towards Final Semester Grade
<u>Pretest</u> <ul style="list-style-type: none">• This course builds on your prior knowledge of communication, language and its development. You need to have a solid knowledge foundation in these areas.• You will take a pretest during the first week of class to assess your knowledge base. Anyone who adds the class must have the pretest completed by the second week of class.• You will be directed toward resources to review deficient areas of knowledge. Your success in this class will depend on it.	To be determined	0%
<u>Contact Information</u> <ul style="list-style-type: none">• Basic information about you.• Submit in Webcourses.	Required by the UCF to document enrollment.	0%
<u>Attendance/Active Participation</u> <ul style="list-style-type: none">• In order to maintain a productive community of learners, all participants need to make ongoing contributions to the community. Therefore, full participation in all classes is required. Full participation includes on-time and full-period attendance, as well as engagement in class activities.• Excused absences are at the discretion of the instructor and require advance notice and written documentation.• You must download all handouts and other material posted to Webcourses prior to each class session. Bring them to class either electronically or in paper form, whichever you prefer.• Bring your textbook with you to each class session.	75 points <ul style="list-style-type: none">• 10 points are deducted for each absence up to 3 absences. Beginning with the 4th absence, your letter grade for the course is reduced by one grade.• 5 points are deducted for each late arrival or early departure.• Points at the discretion of the instructor may be deducted for lack of preparation or	5%

<ul style="list-style-type: none"> Complete group success reflections as indicated on the Course Schedule. 	participation; e.g. failure to bring required materials/assignments to class, failure to engage in group work	
<u>Learning Tasks</u> <ul style="list-style-type: none"> Specific in-class or “homework” tasks will be given at the discretion of the professor to support course learning. Graded for completion only. Submit via Webcourses as assigned in class. 	5 points each	Combined with above 5%
<u>Personal Journal</u> <ul style="list-style-type: none"> Response to a query posed by the instructor after selected classes. Submit via Webcourses. 	3 points for each entry	5%
<u>Intervention Log*</u> <ul style="list-style-type: none"> This assignment is accomplished in collaboration with an assigned partner but will be graded individually. Techniques – Within your group, submit an annotated log of different intervention techniques for each of the areas assigned in the format provided. 	30 points	20%
<u>Language/Literacy Intervention Plan Parts A and B*</u> <ul style="list-style-type: none"> This is a GROUP assignment. You will be provided with a diagnostic report/student profile. Complete Parts A and B of an intervention plan in the template provided. Group reporter submit the Intervention Plan Parts A and B in Webcourses. 	60 points	20%
<u>Language/Literacy Intervention Plan Part C*</u> <ul style="list-style-type: none"> This is an individual assignment, Based on Parts A and B of the intervention plan (above) plan a lesson in the template provided. 	30 points	20%
<u>Examinations</u> <ul style="list-style-type: none"> Course Examination #1 Course Examination #2 	150 points (Total)	30%

**A rubric will be given for these assignments.*

Policies

Attendance

- As stated in the requirements, I expect you to attend all classes. Our community of learners is not the same without you. More than many other university courses, this one requires your presence and active participation in all classroom activities and discussions. In an emergency that precludes your attendance, please notify the instructor in advance. All students are responsible for class outcomes when absence is necessary. However, a late penalty may be assessed for work submitted after it is due, regardless of absence.
- Points are deducted for absences and incomplete attendance. Documentation of emergencies that interfere with attendance will be required for an absence or incomplete attendance to be excused. However, “excused absences or incomplete attendance” are at the discretion of the instructors.
- Four or more absences will result in the lowering of your final semester grade by a minimum of one letter grade (e.g., With four absences, an “A” will become a “B”). More than 15 minutes late for a class session will be considered as an absence. Additionally, leaving a class session early will be considered as an absence.
- You must schedule, or reschedule, vacations, retreats, trips, and etc. around class meeting dates, exams, deadlines, and etc. If NOT, you might want to enroll in this course when you are able to fulfill all requirements.
- **Any student using technology for other than class work will be asked to leave the class and will be marked absent for the class.**

Financial Aid Requirement (a.k.a “Academic Activity”)

- 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. Failure to do so may result in a delay in the disbursement of your financial aid.
- **To fulfill this requirement in this course, you must complete the course pretest and contact information in Webcourses by ******

Communication

- All email communication should be completed **via Webcourses** (Not UCF Outlook). Do not expect email responses over the weekend and please allow 48 hours for emails sent Monday-Friday. Students are required to use Knights email accounts for communication in this course, consistent with department policy.
- All office hours are by appointment.
- There may be times when you will be asked to access websites to obtain information or complete tasks.

Webcourses

- If you are unfamiliar with Webcourses, locate information about it at <http://learn.ucf.edu/support/> or contact Online Support at 407-823-3808 or at onlinesupport@ucf.edu.
- Consider using the Canvas app for faster communication and course access.
- Ensure your settings and notifications in Webcourses are updated. You are solely responsible for checking Webcourses – whether you are alerted by Webcourses of an update or not.

<p><u>Class Preparation</u></p> <ul style="list-style-type: none"> • Course materials are posted in Webcourses for each class. YOU MUST BE SURE TO DOWNLOAD THEM AND BRING THEM TO EACH CLASS electronically or in paper form, whichever you prefer. • As you are downloading materials for classes and assignments, be sure to access these ONLY through Modules and Assignments (NOT FILES). This will ensure you have the most updated materials for the current semester. • Please be sure to check Webcourses the day before and the day of each class for class materials and important announcements. • A notetaking format is provided for you to use in reading the textbook and other assigned reading. Bring your notes to class so that you can add to them as appropriate. • Bring your textbook to each class.
<p><u>Laptop Computers</u></p> <ul style="list-style-type: none"> • You may bring your laptop to class to access resource materials and take notes, only if this use of technology is productive and permits our community of learners to learn effectively. If laptops and other handheld devices (e.g., iPad, Kindle), when approved by the instructor, thwart interaction or in any other way disrupt the learning environment, he/she reserves the right to discontinue their use in class.
<p><u>Cell Phone & Etc.</u></p> <ul style="list-style-type: none"> • I realize that some students use smart phones to access Canvas. No other cell phone use is permitted. If you need to text or make a call, please do so on the break outside the classroom. If you have a specific need to be on the alert for a call, please discuss this situation with the instructor. • Cell phones, beepers, and pagers must be turned to silent during class sessions.
<p><u>Lectures & Examination</u></p> <ul style="list-style-type: none"> • Some assigned readings, materials, and other course-related content may not be discussed in class. However, unless stated otherwise by the instructor, you must know that content for examinations, quizzes, assignments, discussions, and etc. • Examinations and quizzes MUST BE taken on the day assigned. Makeup examinations, quizzes, and assignments <u>are NOT</u> given unless stated otherwise by the instructor. All assignments MUST be completed by the end of the semester, regardless of point value awarded at that time. Failure to complete all assignments will result in your final course grade being lowered by one letter grade.
<p><u>Recordings</u></p> <ul style="list-style-type: none"> • Recording class sessions (e.g., audio, video) is prohibited, unless you (1) have gotten the instructor's prior consent and/or (2) provide the course instructor with a documentation from the University's Office of Student Accessibility Services that recording is an appropriate accommodation. Contact the instructor if further information is needed.
<p><u>Readings as Assigned</u></p> <ul style="list-style-type: none"> • Read textbook chapters and journal articles as indicated on the course schedule or as announced via email and/or class.
<p><u>Access to ASHA Resources for CSD Majors</u></p> <ul style="list-style-type: none"> • CSD majors are expected to have access to ASHA member resources for use in this class, consistent with Department policy. (NOTE: This requires NSSLHA membership.)

Standards Mastery

- This is a core course within the Master's Program. Therefore, I have to document your progress toward the knowledge and skill competencies (KASA) of the American Speech-Language-Hearing Association (ASHA), our national accrediting body. The applicable KASA standards are provided in a separate document in Webcourses. You must meet the threshold of competency for an academic course for each applicable standard. ***Failure to do so, regardless of the grade earned in the course, may result in a remediation plan to help you achieve the competency in question.*** See the Department's graduate handbook for remediation plan policy and procedures.

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, cheating, and other forms of academic dishonesty contradict these values, and so are very serious academic offenses. Do not cheat by giving answers to others or taking them from anyone else. Do not collaborate on tasks unless specifically asked to do so. Please familiarize yourself with and follow the University's Rules of Conduct (The Golden Rule). See <http://www.goldenrule.sdes.ucf.edu/>.
- Although recycling is good for the environment, it is not acceptable in this course. You are expected to generate ***original work*** from the beginning, whether you are (1) taking this course for the first time or (2) retaking some or all of it in fulfillment of a remediation plan.
- ***Original work*** is required on all assignments, examinations, and elsewhere and must be done specifically for this course (unless an exception is approved in advance.).
- When you make legitimate use of the work of others, be sure to follow APA standards for citation of sources.
- Penalties for academic dishonesty can include a failing grade in an assignment or in the course, dismissal from the course, dismissal from the Department of Communication Sciences and Disorders (DCSD) Master's Program, or suspension or expulsion from the university.

Academic Conduct

- See the university policy regarding students' rights and responsibilities and The Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).

Grading Procedures

- Assignments will be graded based on the criteria and format stated, with a rubric given for the specific assignments noted above. Each assignment is worth the number of points designated.
- Late assignments will be deducted 20% for each day late.
- Examinations MUST BE taken on the day assigned.
- All assignments MUST BE COMPLETED. ***If you are missing any assignment, your final course grade will be lowered by one letter grade.***
- The grading system is as follows:
 - A = 94-100%
 - A- = <94-90%
 - B+ = <90 – 87%
 - B = <87 – 84%
 - B- = <84 – 80%

<ul style="list-style-type: none"> ○ C+ = <80 – 77% ○ C = <77 – 74% ○ C- = <74 – 70% ○ D = <70-60% ○ F = 59 & below
<p><u>Group/Partner Assignments</u></p> <ul style="list-style-type: none"> ● Through group projects and other coursework, you will develop conceptual and interaction skills that will be critical to your future success. Therefore, group projects will require the participation of each group member. Individual projects will NOT be accepted unless deemed necessary by the instructor. ● In situations where the instructor determines that the student did not meet/comply with course requirements for project assignments and related work, this will result immediately in, but not necessarily limited to, a failing grade on that course evaluation procedure(s).
<p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> ● It is a university policy to provide reasonable accommodations to students who have disabilities that may affect their ability to participate in class activities and assignments. Students with disabilities should contact Student Accessibility Services at (407) 823-2371 to obtain assistance with arranging the necessary accommodations. ● The professor will be more than happy to assist with accommodations that are established through the University's prescribed process.
<p><u>Technology/Software Requirements</u></p> <ul style="list-style-type: none"> ● You are expected to have frequent access to a computer, as all writing assignments must be typed out and not handwritten. You are required to have access to Microsoft Word for your assignments for this course. ● If you do not own a computer, there are computers accessible to you in all of UCF's computer labs. For further information on UCF technology policy, see the following website: http://registrar.sdes.ucf.edu/weg/policy_statements/use_of_technology/. ● Make certain that you utilize a consistently reliable internet service to complete the online assessments in this course. Under no circumstances will you be permitted another attempt at an examination, assignment, and etc. due to computer “glitches”, network “glitches”, or other electronic “glitches” that prevent you from submitting your work on time. Please do not contact your instructor to reopen, reset, or accept an assignment because you did not allow sufficient time for the system to process your work before the deadline.
<p><u>Campus Safety</u></p> <p>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.</p> <ul style="list-style-type: none"> ● 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.

<ul style="list-style-type: none"> • 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.
<p><u>Deployed Active Duty Military Status</u></p> <ul style="list-style-type: none"> • 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.
<p><u>Community Principles</u></p> <ul style="list-style-type: none"> • As a productive learning community, it is important for us all to abide by the community principles that we co-construct during the first class. Please write these on your Course Organizer. They will in effect become part of the syllabus.
<p><u>University Writing Center</u></p> <ul style="list-style-type: none"> • 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. http://uwc.cah.ucf.edu/ <p style="text-align: center;">Colbourn 105 Satellite Locations: Main Library, Rosen Library & Online 407-823-2197</p>
<p><u>Syllabus Changes</u></p> <ul style="list-style-type: none"> • Many factors can influence the development and implementation of a course. The instructor, therefore, reserves the right to alter this syllabus when necessary to facilitate the attainment of course learning outcomes and objectives, address academic honesty and integrity, and accommodate accessibility or extenuating circumstances. Any changes will be announced in class or in Webcourses. You are responsible for adapting to such changes. Examples of changes include lecture dates, readings, examinations, assignments, activities, and policies.

The 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.

Proposed Course Schedule

* NOTE: It is possible that some required readings do NOT appear on this schedule.

The instructor reserves the right to change the schedule should that be necessary at any point in the semester.

Date(s)	Topic	Assignments Due
Class 1	Course Overview and Requirements Community Principles Language Disorder Definitions Reciprocity and Language Disorders	<ul style="list-style-type: none"> • Complete pretest in Webcourses • Complete Contact Information in Webcourses
Class 2	Nature & Needs Disorders – Intervention Principles	<ul style="list-style-type: none"> • Journal Entry 1 due in Webcourses
Class 3	Nature and Needs-Disorders– Intervention Principles	
Class 4	Nature and Needs-Disorders– Intervention Principles	Journal Entry 2 due in Webcourses <ul style="list-style-type: none"> •
Class 5	Nature and Needs-Disorders – Intervention Principles	<ul style="list-style-type: none"> • Journal Entry 3 due in Webcourses
Class 6	Intervention Approaches Principles of Intervention EBP - Decision-Making Process EBP Assignment (in class) Intervention Log Assignment	
Class 7	Prelinguistic Interventions Family Engagement Play Interventions	
Class 8	Pragmatic/Social Interventions Backward Design Application to Intervention Planning The Goal Setting Process Developing an Intervention Plan Formulating Targets Minnie's Intervention Plan – Parts A	
Class 9	MIDTERM EXAMINATION	

Class 10	Looking at Language Underpinnings of Curriculum to Target Intervention-School Age Common Core State Standards Vocabulary Intervention Goal Setting and Goal Analysis Based on a Language/Literacy Profile- Daphne's Intervention Plan A	<ul style="list-style-type: none"> • Intervention Log is due in Webcourses • Journal Entry 4 due in Webcourses
Class 11	Phonological and Morphological Awareness Intervention Overview of Reading Interventions Word Recognition and Spelling Intervention Treatment Plan Sequencing Minnie's Intervention Plan – Part B	
Class 12	Main idea and Paraphrasing Interventions Morpho-syntax Interventions Lesson Planning Minnie's Plan C Daphne's Intervention Plan B	<ul style="list-style-type: none"> • Language & Literacy Intervention Plan Parts A and B due in Webcourses • Journal Entry 5 due in Webcourses
Class 13	Inferencing Interventions Discourse Level Interventions Disciplinary Literacy Interventions	
Class 14	Writing Interventions Lesson Planning Delivery of Interventions in a Variety of Settings Counseling with Students and Families	
Class 15	SLP Roles/Responsibilities Collaboration Prevention RTI	<ul style="list-style-type: none"> • Journal Entry 6 due in Webcourses • Language & Literacy Intervention Plan – Part C due in Webcourses
	FINAL COURSE EXAMINATION	

Department of Communication Sciences and Disorders - Fee addition - SPA 6498 Assessment of Language Disorders in Children and Adolescents

2020-2021 Graduate Materials and Supplies Fee

General Catalog Information

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, or maintenance.” (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

Departments propose a new or modified fee. The Provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority. Originating departments proposing a new or reduction of an M&S Fee must complete the “Graduate Materials and Supplies Fee Request” Proposal through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

Department Chair
College Dean
Graduate Council Curriculum Committee (GCCC)
Dean of Graduate Studies
Provost

Each proposal for a new or increased M&S Fee must include the following:

A justification for the imposition of fee for students enrolled in the specified course
Explanation of how expenditures will support student-learning outcomes.
Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.

Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.

Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by GCCC through Curriculog.

All fee changes will go into effect the Fall semester of the year for which the fee is approved.

The same fee will be charged for each semester: Fall, Spring, and Summer. Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.

Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.

The College of Undergraduate Studies will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

Accountability:

Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties,"
<http://www.flbog.edu/board/regulations/regulations.php>

Proposal Type (for
agenda
purposes)*

Fee addition

- Type of Request:** ☒ Fee Addition (new fee)
- ☐ Fee Revision to Increase Fee
- ☐ Fee Revision to Decrease Fee
- ☐ Fee Deletion
- ☐ Fee Continuation (same amount)

This form is to be used for request to add, revise, continue, or delete Materials and Supplies Fees (M&S Fees). All requests for the next graduate catalog must be submitted to Graduate Curriculum Committee. Approved fees become effective in the following Fall semester.

Request Routing: 1) Department Chair to College Dean's Office; 2) Dean's Office approval; 3) graduate committee reviews and College of Graduate Studies submits to Provost; 4) A list of approved requests will be forwarded to the Provost for final approval.

M&S Fees are associated with permanent, individual courses (not special topics). Florida statutes specify this fee is to "offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, **excluding the cost of equipment replacement, repairs, and maintenance.**" Thus, they must be used for expendable or consumable items that are above and beyond the normal M&S Fees used in classroom instruction (labor course supplies, Handouts, examination forms) and cannot be used for personnel services or equipment purchase/rental. Maximum amount is \$70.00.

Date Submitted: 12/10/19

College / Department: * Department of Communication Sciences and Disorders

Course Prefix: * SPA

Course Number: * 6498

Course Title: * Assessment of Language Disorders in Children and Adolescents

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 Course Title: * SPA 6498 Assessment of Language Disorders in Children and Adolescents

Fee Information

One course per form. Round fee to the nearest dollar.

Current Fee Per Student: 0

Requested Fee Per Student: 70

Estimated Annual Enrollment: 105

Revenue from Enrollment: 7350

Provide justification for the request:

The fee of \$70 was associated with the prior course of SPA6496 (6CH), which is now being split into two new 3CH courses (SPA6498, SPA6499). The fees were

only associated prior with the assessment portion of this course, which is now

SPA6498. Therefore, it is requested to keep the fee of \$70 to cover these costs as designated below.

Students in this course learn about a variety of assessment/diagnostic procedures to determine eligibility for language disorders in children and adolescents. In order to address the formal, standardized/norm-referenced assessments, students benefit from hands-on experiences with test batteries and protocols (forms used to complete test for individual clients). As these instruments are updated periodically and the protocols are one-time use, the program will need to purchase updated versions of these every semester.

Attach a Plan of Study for students in the program showing all fees to be charged to the student to complete the program. The Plan of Study must include all courses and the associated Materials and Supplies Fees and the current Equipment fee (if applicable). For a template, please visit the Graduate Council website at: <https://graduatecouncil.ucf.edu/curriculum-committee/> then click on the link for Fee Request- Sample Plan of Study.

Provide detailed cost information (per student) about the expenses for which the fee is to be assessed.

Number of Units 1 unit per item

Estimated Cost 70.00

Description

Description	Cost
Detroit Test of Learning Aptitude - Primary:3	\$0.40
Test of Early Written Language-2	\$7.90
Test of Word Finding in Discourse	\$1.80
Test of Adolescent & Adult Language - 4	\$5.88
Assess of Lang and Literacy	\$2.16
Test of Language Development - Primary:4	\$3.08
Preschool Language Scale-5	\$3.12
Clinical Evaluation of Language Fundamentals Preschool:2	\$2.80
Diagnostic Evaluation of Language Variation - Norm Ref	\$2.40
Woodcock Reading Mastery Test-R	\$2.32
Test of Written Language - 4th Edition	\$3.22
Test of Pragmatic Language	\$4.32
Test of Language Development - Int 4th Edition	\$2.24
Test of Language Competence - Expanded Edition	\$6.51
Oral & Written Language Scales	\$3.16
Gray Oral Reading Test - 5th Edition	\$4.56

Detroit Test of Learning Aptitude - 4th Edition	\$3.64
Diagnostic Assessments of Reading - 2nd Edition	\$5.07
Comprehensive Assessment of Spoken Language CASL	\$5.42

Number of Units

Estimated Cost

Description

Number of Units

Estimated Cost

Description

Number of Units

Estimated Cost

Description

Number of Units

Estimated Cost

Description

Total Cost of Items 70.00
Per Student:

Payment Details

Account Number to 18700803
Deposit Fees:

Item Type:

Contact Person: Amanda Boggs

Phone Number: 407-8234798

Attachments

Attached* ☒ I have attached a Plan of Study showing all program fees.

SPA 6498
Assessment of Language Disorders
in Children and Adolescents

Material and Supply Fee Request: \$70

Justification: The fee of \$70 was associated with the prior course of SPA6496 (6CH), which is now being split into two new 3CH courses (SPA6498, SPA6499. The fees were only associated prior with the assessment portion of this course, which is now SPA6498. Therefore, it is requested to keep the fee of \$70 to cover these costs as designated below.

Students in this course learn about a variety of assessment/diagnostic procedures to determine eligibility for language disorders in children and adolescents. In order to address the formal, standardized/norm-referenced assessments, students benefit from hands-on experiences with test batteries and protocols (forms used to complete test for individual clients). As these instruments are updated periodically and the protocols are one-time use, the program will need to purchase updated versions of these every semester.

Items to support student learning outcomes:

Description	Cost
Detroit Test of Learning Aptitude -Primary:3	\$0.40
Test of Early Written Language-2	\$7.90
Test of Word Finding in Discourse	\$1.80
Test of Adolescent & Adult Language - 4	\$5.88
Assess of Lang and Literacy	\$2.16
Test of Language Development - Primary:4	\$3.08
Preschool Language Scale-5	\$3.12
Clinical Evaluation of Language Fundamentals Preschool:2	\$2.80
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Woodcock Reading Mastery Test-R	\$2.32
Test of Written Language - 4th Edition	\$3.22
Test of Pragmatic Language	\$4.32
Test of Language Development - Int 4th Edition	\$2.24
Test of Language Competence - Expanded Edition	\$6.51
Oral & Written Language Scales	\$3.16
Gray Oral Reading Test - 5th Edition	\$4.56
Detroit Test of Learning Aptitude - 4th Edition	\$3.64
Diagnostic Assesments of Reading - 2nd Edition	\$5.07
Comprehensive Assesment of Spoken Language CASL	\$5.42

Communication Sciences and Disorders Plan of Study with Relevant Fees

Equipment Fee: Students pay a \$90 Equipment Fee each semester they are enrolled

Course Number and Title	Current POS Fees	New POS Fees
Semester 1 (13 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6204 - Articulation/Phonological Dis 3 Credit Hours	\$45.00	\$45.00
SPA 6496 - Language Disorders in Children and Adolescents 6 Credit Hours	\$70.00	
SPA6498 - Assessment of Language Disorders in Children and Adolescents 3 credit hours		\$70.00
SPA 6499 - Interventions of Language Disorders in Children and Adolescents 3 credit hours		\$0.00
SPA 6551 - Foundations of Clinical Practice: Level I 1 Credit Hours		
SPA 6805 - Research in Communicative Disorders 3 Credit Hours		
Semester 2 (13 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6225C - Fluency Disorders 4 Credit Hours		
SPA 6410 - Aphasia and Related Disorders 3 Credit Hours	\$60.00	\$60.00
SPA 6559 - Augmentative and Alternative Communication 3 Credit Hours		
SPA 6503 - Foundations of Clinical Practice Level II 1 Credit Hours		
SPA 6503L - Found Clinic Practice-II APP 1 Credit Hours (X 2) (\$21.00 X 2)	\$42.00	\$42.00
Semester 3 (14 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6211C - Voice Disorders 4 Credit Hours	\$15.00	\$15.00
SPA 6327 - Aural Habilitation Rehab 3 Credit Hours	\$28.00	\$28.00
SPA 6565 - Feeding and Swallowing Disorders 3 Credit Hours		
SPA 6942 - Foundations of Clinical Practice: Level III 1 Credit Hours		
SPA 6942L - Found Clinic Practice-III APP 1 Credit Hours (X 2) (\$20 X 2)	\$40.00	\$40.00
SPA 6553L - Clinical Practice in Differential Diagnosis in SLP 1 Credit Hours	\$44.00	\$44.00
Semester 4 (13 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6236 - Motor Speech Disorders in Adults and Children 3 Credit Hours	\$17.00	\$17.00
SPA 6474 - Assessment and Mgmt of Culturally & Linguistically Diverse Pops 3 Credit Hours	\$60.00	\$60.00
SPA 6943C - Clinical Practice Level I 3 Credit Hours	\$40.00	\$40.00
Elective 3 Credit Hours		
SPA 6553L - Clinical Practice in Differential Diagnosis in SLP 1 Credit Hours	\$44.00	\$44.00
Semester 5 (9 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6946 - Clinical Practice: Level II 3 Credit Hours		
Elective 3 Credit Hours		
Elective 3 Credit Hours		
Semester 6 (10 credit hours) - Equipment Fee	\$90.00	\$90.00
SPA 6946 - Clinical Practice: Level III 10 Credit Hours		
Total Fees Paid for Program Completion	\$1,045.00	\$1,045.00

College of Health Professions and Sciences - Graduate Program Revision - Communication Sciences and Disorders 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 Health Professions and Sciences**

Unit / Department / College:* **Department of Communication Sciences and Disorders**

Unit(s) Housing Program: **School of Communication Sciences and Disorders**

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:* Communication Sciences and Disorders 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: Course addition

Is the CIP code being updated?

Activity Log

Jacqueline Towson

+ No

☐ Yes ☒ No

If yes, please provide the new CIP code:

Rationale for revision:

The CSD Graduate Program has previously offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommends this content be split into these two content areas and two new courses created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. ~~This course~~ These courses will focus specifically on the nature of the language disorders as it related to assessment and intervention separately.

The two new courses will be: SPA 6498 Assessment of Language Disorders in Children and Adolescents and SPA 6499 Intervention of Language Disorders in Children and Adolescents.

This revision applies to program and all tracks: Accelerated BS/MS and Consortium Track.

Complete the remaining required fields and LAUNCH this proposal! Do

Complete the remaining required fields and **launch** the proposal. Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.


**Informational
Description Chart-
this will import.***

College: <u>Health Professions and Sciences</u>	Degree: MA
Department: <u>School of Communication Sciences and Disorders</u>	Option: Thesis, Nonthesis
Program Websites: <u>https://healthprofessions.ucf.edu/csd/masters/</u>	
<u>Graduate Program Handbook</u>	



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.

Students in the Communication Sciences and Disorders, MA program

Year 1

Headcount: 105

SCHs:

Year 2

Headcount: 105

SCHs:

Year 3

Headcount: 105

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:

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 7809

Program Type

Master

College of Health Professions and Sciences - Graduate Program Revision - Communication Sciences and Disorders MA

Program Description

The School of Communication Sciences and Disorders offers three plans of study leading to the Master of Arts degree: the Traditional, Consortium (summers mainly) and Accelerated programs.

Each track is intended for those interested in working with children and adults who have communication disorders and is based on the same curriculum and degree requirements but allows students to follow different plans of study. Students enrolled in each track must follow a prescribed sequence of academic and clinical courses.

Each track provides academic and clinical education experiences necessary for certification by the American Speech-Language-Hearing Association (ASHA) and the Florida Department of Education, and licensure by the state of Florida. For information on how this program may prepare students for professional licensure, please visit <https://healthprofessions.ucf.edu/csd/masters/>. The Council on Academic Accreditation (CAA) of the ASHA has accredited the Master of Arts Degree in Communication Sciences and Disorders since 1986.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the ASHA Code of Ethics is re-enforced throughout the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

The **Traditional** track is a two-year, full-time program (six consecutive semesters, including two summers) for students with undergraduate degrees in communication sciences and disorders or speech-language pathology and audiology. For students with undergraduate degrees in other majors (out-of-field), the program requires additional prerequisite coursework. Students must begin the program in the semester for which they are admitted and must enroll full-time each semester.

The **Consortium** (summers mainly) track is a five-year program, including five consecutive summers of full-time enrollment and occasional enrollment during fall or spring semesters, with prior advisor approval from the master's program coordinator. The goal of this program is to address the critical shortage of public school speech-language pathologists and is a cooperative effort between the UCF School of Communication Sciences and Disorders and the Central Florida Public School Consortium. Participating school districts in the Central Florida Consortium are Brevard, Citrus, Flagler, Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia.

The **Accelerated** track enables highly qualified current UCF undergraduate majors in communication sciences and disorders to achieve a master's degree in the UCF School of Communication Sciences and Disorders graduate program in one less semester than students in the Traditional track. This program is a BA/BS to MA program. Students are able to enroll in 16 credit hours of graduate-level courses while completing the bachelor's degree.

Program Tracks

- [Communication Sciences and Disorders MA, Accelerated BA/BS to MA Track](#)

- [Communication Sciences and Disorders MA, Consortium Track](#)

Curriculum

The Communication Sciences and Disorders MA program consists of a minimum of 72 credit hours, including 38 credit hours of core academic courses, 9 credit hours of electives, and 25 credit hours of clinical practice. Thesis students take 6 credit hours of Thesis and one elective course (3 credit hours).

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites

- To be certified to practice by the American Speech-Language-Hearing Association (ASHA), all students must have undergraduate transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and statistics. Courses may consist of any number of credits and must be taken outside the discipline.
- All students must complete at least 3 credit hours in statistics with a grade of "C" or better. Undergraduate or graduate course work in statistics is a prerequisite to [SPA 6805 - Research in Communicative Disorders](#).
- The program admits qualified in-field applicants, with an undergraduate degree in communication sciences and disorders or speech-language pathology and audiology, and out-of-field applicants, with undergraduate degrees in other majors. Out-of-field students require an additional 32 to 35 credit hours of prerequisite course work that may be completed in approximately two semesters once admitted.

Out-of-field students must complete the following undergraduate prerequisite courses or their equivalents **once admitted**:

- STA 2014C - Principles of Statistics **3 Credit Hours** or
- STA 2023 - Statistical Methods I **3 credit hours**
- LIN 3713 - Language Science **3 Credit Hours**
- LIN 3716/3716L - Language Development **5 Credit Hours**
- SPA 3101 - Physiological Bases of Speech and Hearing **3 Credit Hours**
- SPA 3104 - Neural Bases of Communication **3 Credit Hours**
- SPA 3112/3112L - Basic Phonetics and Lab **4 Credit Hours**
- SPA 3011/3011L - Speech Science I: Production and Lab **4 Credit Hours**
- SPA 3123/3123L - Speech Science II: Perception and Lab **4 Credit Hours**
- SPA 4032 - Audiology **3 Credit Hours**
- SPA 4326 - Hearing Disorders Across the Lifespan **3 credit hours**

Required Courses: 38 Credit Hours

SPA 6204 Articulation/Phonological Dis
SPA 6211C Voice Disorders

SPA 6498 Assessment of Language Disorders in Children and Adolescents

SPA 6225C Fluency Disorders
 SPA 6236 Motor Speech Disorders in Adults and Children
 SPA 6327 Aural Habilitation Rehab
 SPA 6410 Aphasia and Related Disorders
 SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations

SPA 6498 Assessment of Language Disorders in Children and Adolescents

SPA 6499 Intervention of Language Disorders in Children and Adolescents

SPA 6559 Augmentative and Alternative Communication
 SPA 6565 Feeding and Swallowing Disorders
 SPA 6805 Research in Communicative Disorders

Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

SPA 6551 Foundations of Clinical Practice: Level I
 SPA 6503 Foundations of Clinical Practice Level II
 SPA 6503L Found Clinic Practice-II APP
 [Right] (taken twice for 2 credit hours)
 SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology
 [Right] (taken twice for 2 credit hours)
 SPA 6942 Foundations of Clinical Practice: Level III
 SPA 6942L Found Clinic Practice-III APP
 [Right] (taken twice for 2 credit hours)
 SPA 6943C Clinical Practice Level I
 [After] SPA 6946 - Clinical Practice: Level II **3 Credit Hours**
 [After] SPA 6946 - Clinical Practice: Level III **10 Credit Hours**

Thesis Option: 9 Credit Hours

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser..

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

- SPA 6971 - Thesis **6 Credit Hours**
- Elective **3 Credit Hours**

Nonthesis Option: 9 Credit Hours

Students who elect this option must select three electives in consultation with a faculty adviser.

- Electives **9 Credit Hours**

Comprehensive Examination

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.

Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a \$90 equipment fee each semester they are enrolled.

Additional Program Costs

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

Sample Plan of Study for the Traditional Program

The Traditional MA program requires a prescribed sequence of academic and clinical courses which may vary according to the semester of entry. The following is a sample plan of study.

Semester 1

~~SPA 6498 Assessment of Language Disorders in Children and Adolescents~~

SPA 6204 Articulation/Phonological Dis

SPA 6498 Assessment of Language Disorders in Children and Adolescents

SPA 6499 Intervention of Language Disorders in Children and Adolescents

~~SPA 6943C Clinical Practice Level I~~

SPA 6805 Research in Communicative Disorders
SPA 6551 Foundations of Clinical Practice: Level I

Semester 2

SPA 6225C Fluency Disorders
SPA 6410 Aphasia and Related Disorders
SPA 6559 Augmentative and Alternative Communication
SPA 6503 Foundations of Clinical Practice Level II
SPA 6503L Found Clinic Practice-II APP
[Right] (X 2)

Semester 3

SPA 6211C Voice Disorders
SPA 6327 Aural Habilitation Rehab
SPA 6565 Feeding and Swallowing Disorders
SPA 6942 Foundations of Clinical Practice: Level III
SPA 6942L Found Clinic Practice-III APP
[Right] (X 2)
SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology
[Right] * See below

Semester 4

SPA 6236 Motor Speech Disorders in Adults and Children
SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations
SPA 6943C Clinical Practice Level I
[After] Elective **3 Credit Hours**

Semester 5

- SPA 6946 - Clinical Practice: Level II **3 Credit Hours**
- Elective **3 Credit Hours**
- Elective **3 Credit Hours**

Semester 6

- SPA 6946 - Clinical Practice: Level III **10 Credit Hours**

*[SPA 6553L](#) must be taken in two semesters during either the third, fourth or fifth semesters.

Independent Learning

All students in the Master of Arts in Communication Sciences and Disorders program engage in independent learning through inquiry, dialogue, and practice. Experiences such as client case studies, scholarly reviews, research projects, clinical practica and externships provide students independent learning opportunities to attain knowledge, skills, and professional behaviors. In capstone externships, students bridge university classroom and clinic lessons to real-world educational and health-related settings.

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 Master of Arts in Communication Sciences and Disorders program at UCF participates in the Communication Sciences and Disorders Centralized Application Service, known as CSDCAS. Prospective students applying to the Communication Sciences and Disorders MA program at UCF must apply online using the CSDCAS application in addition to the UCF online application. To learn more about the CSDCAS application process, visit <http://www.capcsd.org/csdcas-student-page/>

Entry Terms: The program only accepts one application from each prospective student per application deadline. For the February 1 deadline, applicants must choose to apply for either the Summer or Fall semester. However, applicants may apply for spring (October 1 deadline), regardless if they have applied for admission in other terms.

Step 1: Complete the CSDCAS application for the UCF program

- Completed CSDCAS Application (<https://csdcas.liaisoncas.com/applicant-ux/#/login>)
- One official transcripts (in a sealed envelope) from each college/university attended.
- Official, competitive GRE score (verbal, quantitative, and written) obtained within the last five years. Use GRE CODE for UCF CSDCAS: **7407**. (Do not use the "Institution Code" for GRE listed to the right).
- Three (3) letters of recommendation with CSDCAS recommendation forms, preferably two from former faculty members. Letters of recommendation cannot be dated more than one year prior to the date of the application deadline.
- A letter of intent describing educational background, professional experiences, future goals, and how you will embody and uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) in your professional career
- A current 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.
- All international students must meet university minimum TOEFL score requirements regardless of language in which the undergraduate program was completed.

Incomplete applications will NOT be reviewed.

All application materials **MUST** be sent directly to CSDCAS. Materials sent to the university or program will not be accepted. Application materials must be received by CSDCAS no later than October 1st for Spring admission and February 1st for Summer and Fall admission.

Step 2: Complete University of Central Florida's Graduate School application

In addition to your CSDCAS application, applicants must also submit a UCF application for graduate admission at <https://application.graduate.ucf.edu/>. Supporting documents (i.e. transcripts, test scores, etc.) do not need to be submitted to UCF directly. University applications must also be submitted by the stated application deadlines.

Admission to the Communication Sciences and Disorders program is granted on a competitive basis. Approximately thirty-five (35) students are admitted each semester. Meeting the minimum admission requirements does not guarantee admission to the program. The recent class statistics are listed on the [Graduate Program Profile webpage](#). Additionally, the program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) during coursework and/or practice in the field.

Application Deadlines

The Traditional Track admits students three times per year in the fall, spring, and summer. The Consortium Track admits students once per year in the summer.

Communication Sciences and Disorders MA	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1	Oct 1	Jan 15
International Applicants	Dec 1	Dec 1	Sep 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.

Full-time students are eligible for a limited number of graduate teaching and research assistantships and for positions providing faculty assistance. In addition, there may be

opportunities for funding through faculty grants or special incentives. For additional information, consult the School [website](#).

Contact Info

Graduate Program

Jacqueline Towson

Assistant Professor

csdgraduate@ucf.edu

Telephone: 407-823-4798

HPA2 101

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>

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[Download CV](#)

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[Download CV](#)

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Linda I. Rosa-Lugo, Ed.D., CCC-SLP

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College of Health Professions and Sciences - Graduate Program Revision - Communication Sciences and Disorders MA, Accelerated BA/BS to MA 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 Health Professions and Sciences**

Unit / Department / College:* **Department of Communication Sciences and Disorders**

Unit(s) Housing Program: School of Communications Sciences and Disorders

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: * Communication Sciences and Disorders MA, Accelerated BA/BS to MA 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:

~~course~~ Graduate Program Revision for MS program

Graduate Program Revision for Consortium track

Course addition proposals for SPA 6498 and 6499

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

Rationale for revision:

÷ The CSD Graduate Program has previously offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommends this content be split into these two content areas and two new courses created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. These courses will focus specifically on the nature of the language disorders as it related to assessment and intervention separately.

The two new courses will be: SPA 6498 Assessment of Language Disorders in Children and Adolescents and SPA 6499 Intervention of Language Disorders in Children and Adolescents.

This revision applies to program and all tracks: Accelerated BS/MS and Consortium Track.

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: <u>Health Professions and Sciences</u>	Degree: MA
Department: <u>School of Communication Sciences and Disorders</u>	Option: Thesis, Nonthesis
Program Websites: https://healthprofessions.ucf.edu/csd/masters/	
<u>Graduate Program Handbook</u>	

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*****Track Description**

The School of Communication Sciences and Disorders offers an Accelerated BA/BS to MA Track for highly qualified UCF undergraduate majors in communication sciences and disorders that enables them to complete a master's degree in one less semester than students in the Traditional Track.

The program is intended for those interested in working with children and adults who have communication disorders. Once students complete the BA/BS, they must apply and be admitted to the master's degree program and follow a prescribed sequence of academic and clinical courses.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the American Speech-Language-

Hearing Association (ASHA) Code of Ethics is re-enforced throughout

the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

For information on how this program may prepare students for professional licensure, please visit

<https://healthprofessions.ucf.edu/csd/masters/>.

Curriculum

The School of Communication Sciences and Disorders offers an Accelerated BA/BS to MA program for highly qualified undergraduate majors in communication sciences and disorders. Undergraduate students enroll in 16 credit hours of graduate-level courses while completing the bachelor's degree. This enables students to achieve a master's degree in the UCF School of Communication Sciences and Disorders in one less semester.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Up to 16 credit hours of approved 6000-level courses, with grades of "B" (3.0) or better, may be counted toward the BA/BS and MA degrees.

Additional requirements include:

Adopting the most current catalog for students changing degree programs.

Earning at least a "B" (3.0) in each undergraduate and graduate course to be counted toward the major.

Being assessed tuition and fees at the graduate rate for graduate courses.

Undergraduate Requirements

The Shared Courses below replace:

SPA 4400 Language Disorders Across the Life Span

SPA 4476 Speech Disorders Across the Life Span

SPA 4478 Multicultural Aspects of Communication Disorders and Differences

SPA 4803 Research Methods in Communication Sciences and Disorders

SPA 4870 Capstone Course

one restricted elective in the undergraduate curriculum

Shared Courses

SPA 6204 Articulation/Phonological Dis

SPA 6410 Aphasia and Related Disorders

SPA 6551 Foundations of Clinical Practice: Level I

SPA 6805 Research in Communicative Disorders

SPA 6498 Assesment of Language Disorders in Children and Adolescents

SPA 6499 Intervention of Language Disorders in Children and Adolescents

Required Courses: 38 Credit Hours

SPA 6204 Articulation/Phonological Dis

SPA 6211C Voice Disorders

SPA 6225C Fluency Disorders

SPA 6236 Motor Speech Disorders in Adults and Children

SPA 6327 Aural Habilitation Rehab

SPA 6410 Aphasia and Related Disorders

SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations

SPA 6559 Augmentative and Alternative Communication

SPA 6565 Feeding and Swallowing Disorders

SPA 6805 Research in Communicative Disorders

SPA 6498 Assesment of Language Disorders in Children and Adolescents

SPA 6499 Intervention of Language Disorders in Children and Adolescents

Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an

opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication

disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

SPA 6551 Foundations of Clinical Practice: Level I

SPA 6503 Foundations of Clinical Practice Level II

SPA 6503L Found Clinic Practice-II APP
[Right] (taken twice for 2 credit hours)

SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology
[Right] (taken twice for 2 credit hours)

SPA 6942 Foundations of Clinical Practice: Level III

SPA 6942L Found Clinic Practice-III APP
[Right] (taken twice for 2 credit hours)

SPA 6943C Clinical Practice Level I

[After] SPA 6946 - Clinical Practice: Level II 3 Credit Hours

[After] SPA 6946 - Clinical Practice: Level III 10 Credit Hours

Thesis Option: 9 Credit Hours

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser.

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend their thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

SPA 6971 - Thesis 6 Credit Hours
Elective 3 Credit Hours

Nonthesis Option: 9 Credit Hours

Students who elect this option must select three electives in consultation with a faculty adviser.

Electives 9 Credit Hours

Comprehensive Examination

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.

Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a \$90 equipment fee each semester they are enrolled.

Additional Program Cost

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

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 Accelerated B.A./B.S. to M.A. track in Communication Sciences and Disorders allows highly qualified University of Central Florida undergraduate majors in Communication Sciences and Disorders to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the Accelerated Track either in the last semester of their sophomore year or the first semester of their junior year.

Applicants must submit a hard copy (paper) application for the

bachelor's program directly to the School of Communication Sciences and Disorders. Please contact the school for the appropriate application

form. An electronic application for admission to the graduate program must be submitted during the senior year of the bachelor's program.

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.

3.7 GPA or higher in communication sciences and disorders course work earned at the University of Central Florida.

Official, highly competitive GRE score obtained within the last five years.

Three letters of recommendation from faculty in the school. Résumé.

A letter of intent describing educational background, professional experiences, future goals, and how you will embody and uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) in your professional career.

A formal admission decision for the master's program will be made following receipt of the bachelor's degree. Successful completion of the bachelor's degree does not guarantee admission to the master's program. The Communication Sciences and Disorders program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) in coursework or practice in the field. A background check is required for all new students during their first semester in the master's program.

Application Deadlines

The Traditional Track admits students three times per year in the fall, spring, and summer. The Consortium Track admits students once per year in the summer.

Accelerated BA/BS to MA	* Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1	Oct 1	Feb 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.				

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.

Full-time students are eligible for a limited number of graduate teaching and research assistantships and for positions providing faculty assistance. In addition, there may be opportunities for funding through faculty grants or special incentives. For additional information, consult the school [website](#).

Contact Info

Graduate Program

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Assistant Professor

csdgraduate@ucf.edu

Telephone: 407-823-4798

HPA2 101

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

F 407 823 5244

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: 105

SCHs:

Year 2

Headcount: 105

SCHs:

Year 3

Headcount: 105

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 7810

Program Type

Master

Degree Type

Master of Arts

Status* ☒ Active-Visible ☐ Inactive-Hidden

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College of Health Professions and Sciences - Graduate Program Revision - Communication Sciences and Disorders MA, Consortium 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 Health Professions and Sciences**

Unit / Department / College:* **Department of Communication Sciences and Disorders**

Unit(s) Housing Program: School of Communication Sciences and Disorders

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: * Communication Sciences and Disorders MA, Consortium 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: course addition

Is the CIP code being updated? ☐ Yes ☒ No

If yes, please provide the new CIP code:

Rationale for revision:

The CSD Graduate Program has previously offered a 6CH course SPA6496 Language Disorders in Children and Adolescents that covers the nature of language disorders as well as the assessment and treatment of these disorders. Historically, this course has been co-taught by two faculty members in the program and the content has been divided by aspects of assessment and treatment. The graduate program committee recommends this content be split into these two content areas and two new courses created in order to allow one instructor for each course, as well as the course to focus specifically in either assessment or treatment. These courses will focus specifically on the nature of the language disorders as it related to assessment and intervention seperately.

The two new courses will be: SPA 6498 Assessment of Language Disorders in Children and Adolescents and SPA 6499 Intervention of Language Disorders in Children and Adolescents.

This revision applies to program and all tracks: Accelearted BS/MS and Consortium Track.

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: <u>Health Professions and Sciences</u>	Degree: MA
Department: <u>School of Communication Sciences and Disorders</u>	Option: Thesis, Nonthesis
Program Websites: <u>https://healthprofessions.ucf.edu/csd/masters/</u>	
<u>Graduate Program Handbook</u>	



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 School of Communication Sciences and Disorders offers the Consortium track leading to the Master of Arts in Communication Sciences and Disorders.

The Consortium track is designed specifically for students with a bachelor's degree in communication sciences and disorders or speech-language pathology and audiology who currently work in participating central Florida public school districts and have been providing speech and language services for at least one semester prior to application.

The goal of this program is to address the critical shortage of public school speech-language pathologists. It represents a cooperative effort between the UCF School of Communication Sciences and Disorders and the Central Florida Public School Consortium. Participating school districts in the Central Florida Consortium are: Brevard, Citrus, Flagler,

Lake, Marion, Orange, Osceola, Seminole, Sumter, and Volusia.

The Communication Sciences and Disorders program strives to educate students to become successful practitioners in the field of speech-language pathology. To that end, the American Speech-Language-Hearing Association (ASHA) Code of Ethics is re-enforced throughout the academic curriculum. Students who violate the ASHA Code of Ethics may be subject to academic sanctions or dismissed from the program.

For information on how this program may prepare students for professional licensure, please visit

<https://healthprofessions.ucf.edu/csd/masters/>.

Curriculum

The Consortium track in the Communication Sciences and Disorders MA program consists of a minimum of 72 credit hours, including 38 credit hours of core academic courses, 9 credit hours of thesis or electives, and 25 credit hours of clinical practice. With regard to requirements for clinical practice, Consortium track students typically complete the full-time clinical practice externship prior to the part-time externship. The full-time externship must be completed in a school setting that is different from the practitioner's primary employment setting.

Total Credit Hours Required: 72 Credit Hours Minimum beyond the Bachelor's Degree

Prerequisites

All students must complete at least 3 credit hours in statistics with a grade of "C" or better. Undergraduate course work in statistics is a prerequisite to [SPA 6805 - Research in Communicative Disorders](#).

To be certified to practice by the American Speech-Language-Hearing Association (ASHA), all students must have undergraduate transcript credit, which could include course work, advanced placement, CLEP, or examination equivalency, for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and statistics. Courses may consist of any number of credits and must be taken outside the discipline.

Required Courses: 38 Credit Hours

SPA 6204 Articulation/Phonological Dis
 SPA 6211C Voice Disorders
 SPA 6225C Fluency Disorders
 SPA 6236 Motor Speech Disorders in
 Adults and Children
 SPA 6327 Aural Habilitation Rehab
 SPA 6410 Aphasia and Related
 Disorders
 SPA 6474 Assessment and Management
 of Culturally and Linguistically Diverse
 Populations
 SPA 6559 Augmentative and Alternative
 Communication
 SPA 6565 Feeding and Swallowing
 Disorders
 SPA 6805 Research in Communicative
 Disorders
 SPA 6498 Assessment of Language
 Disorders in Children and Adolescents
 SPA 6499 Intervention of Language
 Disorders in Children and Adolescents

Clinical Practice: 25 Credit Hours

Supervised clinical practice is an integral part of the graduate program in communication sciences and disorders. It provides students with an opportunity to apply classroom knowledge to the evaluation and management of individuals with a wide variety of communication disorders. Students complete three clinical practica at the UCF Communication Disorders Clinic and other affiliated facilities, as well as externships in schools, hospitals, rehabilitation centers, skilled nursing facilities, long-term care facilities, community clinics, and private practices. Through these practica and externships, students obtain a minimum of 400 clock hours of supervised clinical experience in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA). Clinical practica and externships vary in length and do not always coincide with the academic calendar.

SPA 6551 Foundations of Clinical
 Practice: Level I
 SPA 6503 Foundations of Clinical
 Practice Level II
 SPA 6503L Found Clinic Practice-II APP
 [Right] (taken twice for 2 credit hours)
 SPA 6553L Clinical Practice in
 Differential Diagnosis in Speech and
 Language Pathology

Language Pathology**[Right] (taken twice for 2 credit hours)****SPA 6942 Foundations of Clinical****Practice: Level III****SPA 6942L Found Clinic Practice-III APP****[Right] (taken twice for 2 credit hours)****SPA 6943C Clinical Practice Level I****[After]** SPA 6946 - Clinical Practice: Level II **3
Credit Hours****[After]** SPA 6946 - Clinical Practice: Level III **10
Credit Hours****Thesis Option: 9 Credit Hours**

Students who elect this option complete a thesis in Communication Sciences and Disorders for 6 credit hours and select one elective in consultation with a faculty adviser.

Thesis hours cannot be counted toward graduation requirements if students fail to complete or successfully defend the thesis. For additional information, thesis students and their advisory committees should refer to the thesis requirements in the UCF Graduate Catalog.

SPA 6971 - Thesis 6 Credit Hours**Elective 3 Credit Hours****Nonthesis Option: 9 Credit Hours**

Students who elect this option must select three electives in consultation with a faculty adviser.

Electives 9 Credit Hours**Comprehensive Examination**

Passing a School Comprehensive Examination is a requirement for completion of the master's degree in communication sciences and disorders.

Equipment Fee

Equipment Fee

Students in the Communication Sciences and Disorders MA Program pay a \$90 equipment fee each semester that they are enrolled.

Additional Program Costs

The program requires students to pay additional fees for the required background checks, clinic uniform, and registration for the academic/clinical competencies tracking system.

Sample Plan of Study for the Consortium Program with a Nonthesis Option

The Consortium Track requires a prescribed sequence of academic and clinical courses that may vary. Students must meet with the Master's Program Coordinator and Consortium Coordinator to devise a program of study. The following is a sample plan of study.

Summer Semester 1

SPA 6204 Articulation/Phonological Dis

SPA 6498 Assessment of Language Disorders in Children and Adolescents

SPA 6499 Intervention of Language Disorders in Children and Adolescents

SPA 6805 Research in Communicative Disorders

SPA 6551 Foundations of Clinical Practice: Level I

Summer Semester 2

SPA 6225C Fluency Disorders

SPA 6410 Aphasia and Related Disorders

SPA 6559 Augmentative and Alternative Communication

SPA 6503 Foundations of Clinical

Practice Level II**SPA 6503L Found Clinic Practice-II APP****[Right] (X 2)****Summer Semester 3****SPA 6211C Voice Disorders****SPA 6327 Aural Habilitation Rehab****SPA 6565 Feeding and Swallowing Disorders****SPA 6942 Foundations of Clinical Practice: Level III****SPA 6942L Found Clinic Practice-III APP****[Right] (X 2)****SPA 6553L Clinical Practice in Differential Diagnosis in Speech and Language Pathology****[Right] * See below****Summer Semester 4****SPA 6236 Motor Speech Disorders in Adults and Children****SPA 6474 Assessment and Management of Culturally and Linguistically Diverse Populations****SPA 6943C Clinical Practice Level I****Semester 5 (Fall)****SPA 6946 Clinical Practice: Level III 10 Credit Hours****Summer Semester 6**

Students in the Consortium Track complete their full-time clinical practice externship in the fall after the fourth summer semester.

Please direct any questions to Dr. Linda I. Rosa-Lugo, UCF Consortium Faculty Coordinator, at (407) 823-4798 or lrosalugo@ucf.edu.

SPA 6946 Clinical Practice: Level II 3 Credit Hours**Elective 3 Credit Hours**

Elective 3 Credit Hours

*[SPA 6553L](#) must be taken in two semesters during either the third, fourth, or fifth semesters.

Independent Learning

All students in the master of arts in communication sciences and disorders program engage in independent learning through inquiry, dialogue, and practice. Experiences such as client case studies, scholarly reviews, research projects, clinical practica and externships provide students independent learning opportunities to attain knowledge, skills and professional behaviors. In capstone externships, students bridge university classroom and clinic lessons to real-world educational and health-related settings

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 Master of Arts in Communication Sciences and Disorders program at UCF participates in the Communication Sciences and Disorders Centralized Application Service, known as CSDCAS. Prospective students applying to the Communication Sciences and Disorders MA program must apply online using the CSDCAS application in addition to the UCF online application. To learn more about the CSDCAS application process, visit <http://www.capcsd.org/csdcas-student-page/>

Entry Terms: The Consortium track admits for summer term only. Please note that admission is granted for the summer term only and for this specific track only. Applicants may not change start terms or tracks after an admission decision has been made. If the applicant determines that they cannot accept the offer of admission as presented in the admission letter, they must rescind the offer and may apply to the desired track in the next admissions cycle.

Step 1: Complete the CSDCAS application for UCF

Completed CSDCAS Application

(<https://csdcas.liaisoncas.com/applicant-ux/#/login>)

One official transcript (in a sealed envelope) from each college/university attended.

Official, competitive GRE score (verbal, quantitative, and written) obtained within the last five years. Use **GRE CODE for UCF CSDCAS: 7407**. (Do not use the "Institution Code" for GRE listed to the right side of this page).

Three (3) letters of recommendation with CSDCAS recommendation forms. One of the three letters of recommendation must be from the district school administrator or program specialist of the Speech-Language Program of the employing school district, one from the school principal, and one from a former professor. Letters of recommendation cannot be dated more than one year prior to the date of the application deadline.

A letter of intent describing educational background, professional experiences, future goals, and how you will embody and uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) in your professional career

A current resume.

Incomplete applications will NOT be reviewed.

All application materials **MUST** be sent directly to CSDCAS. Materials sent to the university or program will not be accepted. Application materials must be received by CSDCAS no later than February 1st for Summer admission.

Step 2: Complete University of Central Florida's Graduate School application

In addition to the CSDCAS application, applicants must also submit a UCF application for graduate admission at <https://application.graduate.ucf.edu/>. Supporting documents (i.e. transcripts, test scores, etc.) do not need to be submitted to UCF directly. University applications must also be submitted by the stated application deadlines.

Admission to the Communication Sciences and Disorders program is granted on a competitive basis. Approximately thirty-five (35) students are admitted each semester. Meeting the minimum admission requirements does not guarantee admission to the program. The recent class statistics are listed on the [Graduate Program Profile webpage](#). Additionally, the program reserves the right to deny admission or dismiss a student after admission to the program if, in the judgment of the faculty, the student fails to demonstrate and/or uphold the ASHA Code of Ethics (<http://www.asha.org/code-of-ethics/>) during coursework and/or practice in the field. A background check is required for all new students during their first semester in the program. All applicants and admitted students must perform certain Essential Functions in order to participate and complete program requirements.

Application Deadlines

The Traditional Track admits students three times per year in the fall, spring, and summer. The Consortium Track admits students once per year in the summer.

Communication Sciences and Disorders Consortium	*Fall Priority	Fall	Spring	Summer
Domestic Applicants				Feb 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.

Consortium students are not typically eligible for fellowships or graduate assistantship positions since they require full-time enrollment. However, if you would like information about the options available for financial support through the School of Communication Sciences and Disorders, please consult the school [website](#).

Contact Info

Graduate Program

Linda I. Rosa-Lugo, EdD

Associate Professor

csdgraduate@ucf.edu

Telephone: 407-823-4798

HPA2 101

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

graduatefellowship@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.

Students in the Communication Sciences and Disorders, MA program

Year 1

Headcount: 105

SCHs:

Year 2

Headcount: 105

SCHs:

Year 3

Headcount: 105

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:

remissions:


Year 3Number 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 ApplicableSupport from
involved units that
no duplication
exists* ☐ Attached ☒ Not Applicable**Administration Use Only**Catalog
Ownership:

Program OID 7811

Program Type

Master

Degree Type

Master of Arts

Status* ☒ Active-Visible ☐ Inactive-Hidden

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