Graduate Council Curriculum Committee
February 19, 2020
2:30 p.m., HPA1 room 304

<u>Agenda</u>

1. Welcome and call to order

2. Review of minutes from February 5, 2020

3. General business

4. Course and Fee 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

Graduate Council Curriculum Committee
February 19, 2020
2:30 p.m., HPA1 room 304

1. Nicholson School of Communication and Media

Nicholson School of Communication and Media course revisions

1. DIG 5557 Production and Design I
   - Revision from lecture-only course to a lecture & lab format. Revision to course number to add a C suffix.
2. DIG 6099 Media Distribution
   - Revision from lecture-only course to a lecture & lab format. Revision to course number to add a C suffix.

2. College of Community Innovation and Education

College of Community Innovation and Education course revision

1. EDG 6775 Exploring Global Educational Issues in International Contexts
   - Revision to update credit hours from 3 to 1 or 3.

3. College of Sciences

College of Sciences Materials & Supplies fee deletion

1. PHY 5817L Building Physics Apparatus

4. College of Arts and Humanities

College of Arts and Humanities course addition

1. ENC 6253 User-Centered Design for Technical Communication

College of Arts and Humanities course revision

1. ENC 6296 Interactive Design in Technical Communication
   - Revision to course title from "Writing and Designing Online Help Systems" to "Interactivity in Technical Communication".

Nicholson School of Communication and Media - Grad Course Revision - DIG 5557 Production and Design I

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

Proposal Type:*	Grad Course Revision

College:*	Nicholson School of Communication and Media

Unit / Department / College:*	Florida Interactive Entertainment Academy (FIEA)

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:*	DIG	Code:*	~~5557~~ 5557C

Course Title:*	Production and Design I

30 Character Abbreviation:*	Production and Design I

Full Title:*	DIG 5557 Production and Design I

Course Instructor (Must be Approved Graduate Faculty/Scholars):	Richard Hall

Department Chair Phone Number:*	407-235-3612	**Dept Chair Email***	benjamin.noel@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 FIEA MS in Interactive Entertainment program or C. I.~~ Theory and methodology for creation and communication of videogame designs.

Prerequisite(s):	**Admission to FIEA MS in Interactive Entertainment program or C. I.**

Corequisite(s):	~~None~~

Does this proposal include revisions to prerequisites?*	⦿ Yes ◯ No

Grading Scheme:	ABCDF

Credit Hour Information

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

Credit Hour Design Options

Credit Hour	1	1	1
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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

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3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

Repeat for credit?

> **Activity Log**
>
> **Kim Tuorto**
>
> **+** **No**

◯ Yes ⦿ No

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

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

Split-Level Class:* ◯ Yes ⦿ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

> **Activity Log**
>
> **Kim Tuorto**
>
> **+** **Odd Fall**

Odd Fall

+ **Even Fall**

☑ Odd Fall   ☑ Even Fall   ☐ Odd Spring   ☐ Even Spring   ☐ Odd Summer
☐ Even Summer   ☐ Every Semester   ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:	Activity Log
	Kim Tuorto
	+ **Required Course**

◉ Required Course   ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	FIEA seeks to change DIG 5557 Production and Design I from lecture-only course to a lecture& lab format. That requires a change in the course number to add a C suffix.
	The course has already been taught informally in a LEC/ LAB format. Making this small change will formalize the arrangement, making registration more streamlined for students and staff and allow proper credit to be given to faculty for their workloads.
	Each of FIEA's producer students will take the lecture and one three-hour lab section. The lab sections will focus more directly on their chosen technical specialities.
	Prerequisite remains the same, we are correcting the format-in the catalog the prerequiste and description are currently displayed together as below:
	Admission to FIEA MS in Interactive Entertainment program or C. I. Theory and methodology for creation and communication of videogame designs.
What grad programs/tracks require or recommend this course for graduation?	**Florida Interactive Entertainment Academy-Production Specialization**
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	**30**

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

Detail Discussion	**Because FIEA is a self-contained program with a lock-step cohort, this will**

not affect other programs at UCF.

Course Syllabus Policy

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

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

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

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

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

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

Attachment List

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

Check	Activity Log
	Kim Tuorto
	+ **I have completed all relevant parts of the form.**
	☑ I have completed all relevant parts of the form.

Attached	Activity Log

Activity Log

Kim Tuorto

➕ **I have attached a course syllabus and rationale.**

☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:	
Course OID	67950
Course Type	Digital Media
Status	⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Organization	
Academic Group	Nicholson School of Communication and Media
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	046245

Nicholson School of Communication and Media

DIG5557C – Game Design (Fall 2019)			
Instructor:	Richard Hall	Section Number:	1
Office:	115I	Credit Hours:	3
Phone:	407-235-3614	Meeting Days:	Mon & Wed
E-Mail:	rmhall@ucf.edu	Class Meeting Hours:	3:00pm – 4:15pm
Office Hours:	Mon-Fri 10:00am – 2:00pm	Class Location:	Rm:127 (The Bridge)
GTA(s): (if applicable)		GTA(s) Email: (if applicable)	

I. Course Description (including enrollment requirements prerequisites and co-requisites)

This will be an experiential learning class. While learning methodologies for design, brainstorming, communication, scoping, and presentation, students will hone their creative skills through multiple targeted exercises.

II. Course Objectives or Student Learning Outcomes

The primary objective of the course is to teach a methodology for creative thinking, as it applies to videogame design. This will be accomplished by studying the basic building blocks, techniques, and methods of thinking that will enable students to methodologically approach game design. The class will focus on isolating various specific facets of games, designing towards those facets, and applying these skills in a series of formally documented game pitches.

Goals

A. Learn to use constraints to foster creativity, as well as provide an overall methodology and framework for creative thinking
B. Ability to present ideas clearly and effectively
C. Fundamental understanding of the various major game genres
D. Use of methodological approach to creative thinking

Outcomes

A. Class lectures 1-5, 7, 13, 15, and 20, as well as assignments 1-4, will provide a base understanding of fundamental design constraints.

B. Class lecture 4, and assignments 5 and 7-10, will require the student to understand and master presentation in a clear and effective manner that is consistent with the intended design.
C. Class lectures 6, 8, 12, 16, and 22 will provide an overview of a variety of game genres, and demonstrate how each of these genres interacts differently with the constraints learned in lectures 1-5.

Class lectures 2, 18, 19, and 21, as well as assignments 6 and 11, will instill and reinforce basic competence in methodological approaches to creative thinking.

III. Required and Optional Texts and Materials
N/A

IV. Labs
In addition to this class, which meets twice per weeks, all students are required to take ONE of the following three labs:

Project Management 1: Mon & Wed: 4:30pm – 5:45 PM – Zelda classroom
Tech Design 1: Tuesdays & Thursdays: 10:30am – 11:45 AM – The Bridge
Level Design 1: Mondays & Wednesdays: 9:00am – 10:15am – Zelda Classroom

V. Method of Evaluation
Assignment Descriptions

1. Audience Identification (100pts): This assignment teaches students how to identify and assess audiences through the use of psychographic profiles. The importance of a thorough understanding of audience will become apparent in assignments 5-11
2. Creative Hooks (100pts): This assignment teaches students to quickly create a short-but-powerful central thesis for design, which will subsequently be used to fuel creativity through focused associative concepts.
3. Production Value (100pts): In this assignment, students are instructed in the importance of tangential audio, visual, and behavioral qualities of videogames that, while not traditionally thought of as 'features', drive the tone and style of the game in powerful ways.
4. Mechanical System (100pts): This assignment teaches students to differentiate and categories a variety of mechanical systems, and associate them with audience psychographic profiles. The importance of this assignment is that it shows a cause-and-effect relationship between categories of mechanical features and audience types, further reinforcing the notion that creative thought can be driven by procedure and method.
5. - 10. Game Designs (100pts each): This series of assignments provides repetitive practice for the implementation of the methodology of constraints-driven creative thought, as well as driving home the importance of presentation quality
11. Edit Assignment (100pts): This assignment involves providing editing and critical feedback to another student's previously submitted game design. This particularly reinforces the methodological approach to design by freeing the student from the burden of concepting the creative hook, allowing them to focus on structure and presentation.
12. Shootout Design (100pts): A special, competitive design assignment, where students have two weeks to conceive of, and document, a design. These designs will then be presented to a panel of industry judges, who will stack rank them in order from best to worst. The

resultant ranking will dictate the grading curve, where the top design will receive a 100%, and each subsequent design will receive 2% lower. For this assignment, non-producers may also participate, although their ranking will not count towards the grading curve.

Rubrics

There are five major categories of assignments that will be used in this course. Each category will be evaluated according to the rubrics below:

Audience Identification

This assignment will be graded according to the following rubric:

Personality traits (20%): Provide information on the audience's lifestyle, personality, and attitude towards games and other subject matter. Create a composite character that represents a variety of personality traits, even if any given individual doesn't exemplify all of them.

Identification of actionable mechanical preferences (20%): Provide information and assumptions about all assumed appropriate mechanical types that would apply to this audience. For instance, an adrenaline junkie would prefer twitch based mechanics, while a casual gamer prefers more puzzle oriented mechanics. Justify your choices.

Identification of appropriate genre preferences (20%): Provide information and assumptions about all assumed appropriate game genres that would apply to this audience.

Production value preferences (20%): This includes such details as the audience's preferred styles of fiction, theme, and music.

Sources and validation (20%): Psychographic profiles shouldn't involve excessive guesswork. To receive full credit, the assignment must identify plausible sources where the information was obtained to justify the above assumptions. In addition, a representative of the target audience should be identified and the above assumptions should be vetted against them to ensure a level of accuracy in the assumptions

Creative Hooks

This assignment will be graded according to the following rubric:

Originality (25%): This element of the rubric reflects that trait of a hook that is uncommon in some way. While uniqueness is not necessarily required, the hook should at least be a spin on an idea that is not common in movies, games, or literature.

Usefulness (25%): The primary trait of a good hook is its ability to generate ideas in the reader. Your hook should be something that you can put in front of

others, and they will immediately see a variety of ways in which it can be used (as a driver of story, mechanics, theme, etc)

Plausibility (25%): Creative hooks must make sense. This can often be measured by comparing the start point with the end point, without viewing the intervening logical steps. If the resultant hook's relationship with the starting point cannot be discerned, it won't be plausible.

Strength of associative chain (25%): There should be a strong, clear chain of associative logic that connects the central idea with the hook. This train of logic should be shown, and each connecting link should be a clear and obvious extension of the idea that precedes it.

Production Value

This assignment entails the creation of text description and video assets. It will be graded according to the following rubric:

Set design text description:

Use of only static objects (30%): do not include sensory details, prose, narrative, or dialogue. Tell your story ONLY with objects. Additionally, you should only use objects that a videogame player could see out on plain sight (ie. Don't tell your story with objects hidden in drawers or under the rug, etc)

Past, Present, and future (40%): The collection of objects must suggest a character arc, which includes some of the character's history, his/her current condition, and his/her plans for the future.

Trait reflection (30%): Your objects should combine to reflect the traits of the character that lives in that environment. An uninformed viewer should be able to guess the occupation and attitude of the occupant.

Mechanical Systems

This assignment will be graded according to the following rubric:

Identification of the 'ideal' game genre for each target profile (20%)

Breakdown of genre into the typical mechanical systems (50%): This will amount to a main system (physical, mental, entertainment, or luck), as well as ancillary systems. Provide a few examples of specific skills within that system, and perhaps a secondary system and its accompanying skills. If other skills occur to you beyond those presented in this PowerPoint, include them, give them a name, and explain what they are and how they operate.

Justification (30%): Why do these systems and skills appeal to your target audience?

Game Designs

Assignments 5-11 are game design pitches, and will be graded according to the following criteria:

Creativity (20%): For this aspect of the design, the idea must be 1) unusual, or at least a different spin on an existing subject, and 2) when your audience reads about your idea/hook, it should inspire them with their own ideas, which should, ideally, be consistent with your intended theme. Designs that demonstrate creativity have a clear theme or creative hook, and readers should be able to easily conceive their own mechanical systems that fit into the design as a result of this hook. The mechanical details of the remainder of the design must reflect and reinforce this theme. The hook must also clearly reflect the needs of the target psychographic. Iterative mechanics that have been seen in other games are fine, but points will be deducted if at least the core mechanical interactions don't contain some level of innovation.

Documentation (20%): Design documents should look professional, thematically consistent with the theme, visually interesting, and should convey some sense of the intended tone and visual style of the game itself. Use of one-page designs as feature explanations, appropriate fonts and color schemes, use of images to reinforce the hook and theme, should all be considered when creating a proper document.

Tone and Style (20%): Your idea should include a target emotional response. What do you want your players to experience? It has to be more than the generic "I want my players to have fun." Your game should have a specific tone and style, which will drive the features. The tone and style should be complementary to the creative hook. In addition, it is expected that the tone and style will also be reflected in the documentation.

Communication (20%): Long, drawn out explanations, overly complicated descriptions, excessive amounts of fiction, confusing terminology, these are the death knells to Game Pitch documentation. Your document should communicate clearly, concisely, not only the functionality of the mechanical features, but also the intended feel of the game. Egregious spelling and grammar errors are also distracting, and will take away from the pitch if noticeable.

Organization (20%): A good Game Design Pitch has a pyramidal structure. It begins with a specific driver of features and flows down through large systems to individual features. When structured properly, one system leads to another. Included in the organization is the inclusion of the major sections (such as target audience, game genre and objective, and explicit descriptions of the intended tone). Additional sections will be required depending on the needs of the game. A final part of organization deals with dependencies. Avoid using undefined terms or concepts. If it's not defined at or prior to the point of its use, then it will lessen the effectiveness of the document. Points will be deducted from this element of the rubric for unclear mechanics, obvious imbalances and incompletely designed major mechanical systems. (In this instance, 'complete' refers to providing enough features to adequately convey each feature category.

VI. Make-Up Exam Policy

Make-up work for full credit will only be accepted with prior permission from the course instructor. Work that is submitted late without approval at least 24 hours prior to the deadline will be reduced at a rate of 5% per day late.

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

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

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

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

XI. Final Exam Date and Time
There will be no final Exam for this class

XII. Course Schedule

	Date	Lecture Topic
Class 1	26-Aug-19	Audience Identification
Class 2	28-Aug-19	The Roots of Creativity
No Class	2-Sep-19	Labor Day
Class 3	4-Sep-19	Immersion
Class 4	9-Sep-19	Documentation
Class 5	11-Sep-19	Mechanical Principles
Class 6	16-Sep-19	Genre: Action Games
Class 7	18-Sep-19	Emergent Gameplay
Class 8	23-Sep-19	Genre: Casual Games
Class 9	25-Sep-19	Rapid Design
Class 10	30-Sep-19	Genre: Role Playing Games
Class 11	2-Oct-19	Genre: Strategy Games
Class 12	7-Oct-19	Character: Form vs Function
Class 13	9-Oct-19	Video Game Story Structure
Class 14	14-Oct-19	Genre: Mobile Games
Class 15	16-Oct-19	Social Games
Class 16	21-Oct-19	Crafting Environments
Class 17	23-Oct-19	Design Within an Existing IP
Class 18	28-Oct-19	Genre: Puzzle Games
Class 19	30-Oct-19	Providing Critiques
Class 20	4-Nov-19	Brainstorming Practice
Class 21	6-Nov-19	Communicating the Vison
No Class	11-Nov-19	Veteran's Day
Class 22	13-Nov-19	Design vs Constraints
Class 23	18-Nov-19	Designing for Capstone
Class 24	20-Nov-19	Serious Games/Simulations
Class 25	25-Nov-19	Focus Groups
No Class	27-Nov-19	Thanksgiving
Class 26	2-Dec-19	UI, UX, Feedback Systems
Class 27	4-Dec-19	Strategic Brainstorming

XIII. Important Dates

Class #1: Monday, 26 August, 2019
Academic Activity Confirmation Deadline: Friday, 30 August, 2019
Withdrawal Deadline: Friday, 1 November, 2019
Holidays (No class on these days):
      Labor Day: Monday, 2 September, 2019
      Veteran's Day: Monday, 11 November, 2019
      Thanksgiving: Wednesday 27 November, 2019 & Thursday 28 November, 2019
Final Game Design Class: Wednesday, 4 December, 2019
Final Exam Period: Thursday, 5 December, 2019 – Wednesday, 11 December, 2019

Nicholson School of Communication and Media - Grad Course Revision - DIG 6099 Media Distribution

2020-2021 Graduate Course Revision

General Catalog Information

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

Proposal Type:* Grad Course Revision

College:* Nicholson School of Communication and Media

Unit / Department / College:* Florida Interactive Entertainment Academy (FIEA)

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:* DIG

Code:* ~~6099~~ **6099C**

Course Title:* Media Distribution

30 Character Abbreviation:* Media Distribution

Full Title:* DIG 6099 Media Distribution

Course Instructor (Must be Approved Graduate Faculty/Scholars):	Ronald Weaver

Department Chair Phone Number:*	407-235-3612	Dept Chair Email*	benjamin.noel@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:*	~~DIG 6558 or C. I.~~ Theory and practical application of videogame messaging, advertisement and distribution.

Prerequisite(s):	DIG 6558 or C. I.

Corequisite(s):	~~None~~

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

Grading Scheme:	ABCDF

Credit Hour Information

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

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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
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Lab/Studio/Field Work Hours:*	3
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

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

Repeat for credit?

> **Activity Log**
>
> **Kim Tuorto**
> ✚ **No**

⚪ Yes ⦿ No

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

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

Split-Level Class:* ⚪ Yes ⦿ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

> **Activity Log**
>
> **Kim Tuorto**
> ✚ **Odd Summer**

+ **Odd Summer**

+ **Even Summer**

☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☑ Odd Summer
☑ Even Summer ☐ Every Semester ☐ Occasional

Intended Utilization of Course

The course will be used primarily as:	Activity Log
	Kim Tuorto
	+ **Required Course**

◉ Required Course   ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	FIEA seeks to change DIG 6099 Media Distribution from lecture-only course to a lecture & lab format. That requires a change in the course number to add a C suffix.
	The course is already been taught informally in a LEC / LAB format. Making this small change will formalize the arrangement, making registration more streamlined for students and staff and allow proper credit to be given to faculty for their workloads.
	Each of FIEA's producer students will take the lecture and one three-hour lab section. The lab sections will focus more directly on their chosen technical specialities.
	Prerequisite remains the same, we are correcting the format - in the catalog the prerequiste and description are currently displayed together as below:
	DIG 6558 or C.I. Theory and practical application of videogame messaging, advertisement and distribution.

What grad programs/tracks require or recommend this course for graduation?	**Florida Interactive Entertainment Academy-Production Specialization**

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

What is the estimated annual enrollment?	**30**

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

Detail Discussion	**Because FIEA is a self-contained program with a lock-step cohort, this will**

not affect other programs at UCF.

Course Syllabus Policy

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

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

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

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

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

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

Attachment List

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

Check	Activity Log
	Kim Tuorto
	✚ **I have completed all relevant parts of the form.**
	☑ I have completed all relevant parts of the form.

Attached	Activity Log

Activity Log

Kim Tuorto

✚ **I have attached a course syllabus and rationale.**

☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:	
Course OID	67957
Course Type	Digital Media
Status	⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Organization	
Academic Group	Nicholson School of Communication and Media
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	046249

Syllabus
Media Distribution – SUMMER 2020

COURSE TITLE AND NUMBER
Media Distribution - DIG 6099C
CREDIT HOURS: 3

INSTRUCTOR
Ron Weaver

Office Location:	FIEA Building 500 W. Livingston, Room #115H
Phone:	407-235-3590
Fax:	407-317-7094
Email:	ron.weaver@ucf.edu

OFFICE LOCATION
FIEA Building 500 W. Livingston, Room #115H

OFFICE HOURS
TUE and THU: 12:00 pm – 1:30 pm

CLASS DAY/TIME & LOCATION
TUE and THU: 3:30 pm – 5:20 pm
CMB 127 – "The Bridge "

LAB DAY/TIME
Project Management III - TUE and THU 10:00AM pm – 11:50 AM
Level Design III - MON and WED 1:30 PM – 3:20 PM
Tech Design III - TUE and THU 1:30 PM – 3:20 PM

(All students are required to take one lab section (based on their technical specialty) in addition to the primary Media Design class. LAB locations will be announced).

COURSE OBJECTIVE
Building upon the foundation of game design concepts and methodologies from Game Design 1, this course reaches into system design and game balance challenges. Game designers must not only be capable of envisioning creative worlds and adapting existing mechanics, but also constructing their own gameplay systems that can stand the test of time. Systemic thinking drives not only drives lecture material but also assignments such as building mathematical/predictive models for gameplay systems. In addition, students in this class must learn to not only create but present game pitches in a compelling fashion.

Syllabus
Media Distribution – SUMMER 2020

COURSE DESCRIPTION
You will create multiple small design projects, primarily solo efforts but also an option for a longer team project. This work stresses requires a deeper understanding of underlying game systems and a higher bar for presenting the material. Portfolio growth and breadth is also a primary focus, partially achieved via student choice on key assignments.

For solo assignments in the class, you are permitted to explore mature themes and illicit content provided that such material is lawful and shows respect for the university and its ideals. But within assignments that involve multiple team members, you are encouraged to maintain a respectful "PG-13 rating" so as not to inhibit other students' comfort level when working on the project and ability to showcase the work in a portfolio.

The projects themselves can involve any content that you choose and should utilize unique game interactions. The platform of this course is much more open to taking risks and experimentation than the industry. Take advantage of this opportunity to attempt projects others can only dream about.

GOALS

- Expand familiarity with system design implementation
- Confront game balance challenges and mathematical models
- Present compelling designs convincingly
- Grow beyond video game design into tabletop gaming
- Take risks and explore creative ideas and experiments

COURSE ASSIGNMENT DESCRIPTIONS

Team project: Students will retain complete agency to divide into self-formed teams and create game projects over a longer time frame. The instructor reserves the right to rearrange teams at any point, if need be, but this is not intended. It is possible, though not preferred, for students to change teams during development, or potentially even make contributions on more than one project. Students are expected to evaluate their own career goals and select assignments which expand key skills they wish to polish.

Mathematical Model: This assignment reinforces the system design and game balance portions of the curriculum. Students must create and calculate a living mathematical model for a game design concept. They will use Excel to create balanced gameplay formulas and compare/contrasts entities to prove out the mathematical foundation of their system design.

Tabletop Game: Remove the fancy graphics and established video game conventions and a designer is forced to create interesting systems that stand on their own. This assignment involves the design and presentation of a tabletop experience (ala board/card/dice games). Students may still in fact choose to use digital technologies provided they are enhancements rather than the primary tool to manifest gameplay.

Pitch Presentation: Students must pitch a game design concept live in class in front of an audience of their peers. Creativity, production quality, and clear communication are key factors in the success of this assignment.

Card Game Exam: This is an untraditional test conducted through the form of a trivia card game in class. Students will be placed on teams and have the chance to draw, trade, and answer cards with questions from the lecture material, for variable points based on difficulty.

Design review: Each student must meet with the instructor once during the semester for a one-on-one design review. This session reinforces sound system design and affords students the opportunity to gain clarity on how to best handle constraints, tradeoffs, and game imbalances. To promote transparency and focus on trouble spots, this assignment is pass/fail so students need not present their best designs but rather concentrate on areas in need of improvement.

COURSE SCHEDULE

WK	ASSIGNMENT DUE	LECTURE(S)
01	NONE (first week)	System Design 1 & 2
02	First interim team game	Game Economies 1
03	NONE *(continue team game)*	Game Economies 2 & 3
04	Second interim team game	Python & Game Balance 1
05	NONE *(continue team game)*	Game Balance 2 & Emergence
06	Final team game	Guest speaker on Game Balance
07	Mathematical model	Tabletop games 1 & 2
08	NONE (start Tabletop game)	Pitches & Presentations
09	Tabletop game	Cont'd Tabletop game
10	NONE (start Pitch presentation)	Storytelling & Interactivity
11	Card game exam	Game Design Research
12	Pitch presentation	Cont'd Pitch presentation

COURSE REQUIREMENTS

Several texts/articles are optionally recommended for the course. These are listed as encountered within the course materials.

All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of financial aid. Academic Activity: Take the "Academic Engagement Quiz" in Canvas (https://webcourses.ucf.edu/).

CLASS PARTICIPATION

You will be encouraged to provide feedback in class on other student's work. You must also explain why you made particular choices in your own work and be prepared to defend those choices. There will also be periods of formal and informal class discussion.

METHODS OF EVALUATION

The nature of the work implies subjective grading. Particular assignments can have unique criteria for attaining/losing percentage points, to be covered as assigned. However, here is a rubric which forms the default foundation under which assignments will be evaluated:

- ✓ **Creativity**: unique concepts, clever solutions, and innovative thinking
- ✓ **Viability**: promising premise with expansive potential, enticing to players
- ✓ **Efficacy**: achieving your intended purpose for participants in the experience
- ✓ **Playability**: intuitive usability, stable gameplay, no showstopper bugs
- ✓ **Showmanship**: panache, compelling moments, entertainment value
- ✓ **Craftsmanship**: production quality, attention to detail, and overall excellence

For team projects, all team members will start with the same grade by default. Then individual grades will be modified if a team member demonstrates a clearly higher (or lower) investment of time/energy. Unless otherwise specified, an interim deliverable accounts for 40% of the total grade for that assignment. Percentages breakdown as follows:

First interim team project	10%
Second interim team project	15%
Final team project	20%
Mathematical model	10%
Tabletop game	15%
Pitch presentation	20%
Card Game Exam	05%
Design review (pass/fail)	05%

There is one opportunity for extra credit of three total grade points. The assignment is to make significant enhancements to previous work in the class, such as adding a key new feature, additional artwork, fixing complex bugs, etc. For team projects, you can work in conjunction with other students to incorporate the work or do so yourself. The instructor reserves the right to award these points based on the quality of the work and level of effort required.

Grading scale:

A	93 - 100
A-	90 - 92.9
B+	87 - 89.9
B	83 - 86.9
B-	80 - 82.9
C+	77 - 79.9

C 73 - 76.9
C- 70 - 72.9
FAIL Below 70

INCOMPLETE GRADE REQUESTS

Incomplete grades will only be given in situations of duress or extreme circumstance. In order to complete the grade, all work must be finished within one month of the end of the semester.

REQUIRED TEXTBOOKS AND MATERIALS

All text will be online, handouts, or optional (see course outline above for specific texts). Required hardware and software will also be provided except when students chose tools outside of those commonly supported by the school. In this case, every effort will be made for reasonable purchases on behalf of the students.

ATTENDANCE, LATE POLICY & SCHEDULING MAKEUP WORK

Students are expected to attend class and be on time. Excused absences must be for significant medical reasons or other genuine emergencies with the student sending notification prior to the class or event. Exceptions may include leaving town for family concerns or conducting official school business on behalf of FIEA. Picking up friends at the airport, job interviews, etc. will not be considered but note that there is no grade penalty for having only one unexcused absence. Absences do not relieve the student from meeting all requirements of the course. Attendance and tardiness factor into the course grade as follows:

- Each *unexcused* tardy lowers the total course grade by 1/3 of a point (out of 100).
- *Unexcused* absences: 0 = +1, 1 = 0, 2 = -2, 3 = -5, 4 = -9, 5 = -14, 6 = -20, etc.

FINAL EXAM DATE AND TIME

The pitch presentation assignment serves as the final exam for the course.

MAKEUP EXAM POLICY

Late assignments accrue a 10% grade penalty for each day late (including weekends). It is not the instructor's responsibility to remind students about late assignments.

UNIVERSITY GUIDELINES

ACADEMIC INTEGRITY

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless

specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. Falsifying or misrepresenting the student's own academic work. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.
To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
Students with special needs related to emergency situations should speak with their instructors outside of class.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students

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

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

College of Community Innovation and Education - Grad Course Revision - EDG 6775 Exploring Global Educational Issues in International Contexts

2020-2021 Graduate Course Revision

General Catalog Information

Read before you begin

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

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

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

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

College:*	College of Community Innovation and Education

Unit / Department / College:*	Learning Sciences & Educational Research

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

Prefix:*	EDG	Code:*	6775

Course Title:*	Exploring Global Educational Issues in International Contexts

30 Character Abbreviation:*	Explore Global Ed Issues

Full Title:*	Grad Course Revision - EDG 6775 Exploring Global Educational Issues in International Contexts

Course Instructor	Karen Biraimah

(Must be Approved Graduate Faculty/Scholars):	

Department Chair Phone Number:*	3-1861	Dept Chair Email*	Richard.Hartshorne@ucf.edu

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

Course Description:*	Guided field experience in global issues challenging the educational community worldwide, from both academic and experiential perspectives. In conjunction with international field experience/study abroad. May be used in the degree program a maximum of 2 times only when course content is different.

Prerequisite(s):	Graduate standing.

Corequisite(s):	

Does this proposal include revisions to prerequisites?*	◯ Yes ⦿ No

Grading Scheme:	ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	1-3	Current: Credit Hours: 3
Instruction Time:*	1-3	Instruction Time: 3
Lab/Studio/Field Work Hours:*	0	Lab/Studio/Field Work Hours: 0
Out-of-Class Hours:*	0-2	
Total Engagement Hours:*	3-9	Contact Hours: 3

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

Repeat for credit?	○ Yes ● No

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

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

Split-Level Class:*	○ Yes ● No

List undergraduate split-level course:	

Term of Offering

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

Intended Utilization of Course

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

Justification for Course Revision

What is the rationale for revising this course?*	Provide option for study abroad students and professors to have a one or three hour course.

What grad programs/tracks require or recommend this course for graduation?	C&I M.Ed Global Track

If not a major requirement, what will be the source of students?	CCIE students participating in a UCF study abroad program

What is the estimated annual enrollment?	25

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

Detail Discussion	None

Course Syllabus Policy

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Attachment List

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

Attached	**Activity Log**
	Andrea Withington
	➕ **I have attached a course syllabus and rationale.**
	☑ I have attached a course syllabus and rationale.

Proposal Type:	Grad Course Revision

Administration Use Only

Catalog Ownership:	

Course OID	

Course Type	Education: General

Status	⦿ Active-Visible ◯ Inactive-Hidden

PeopleSoft

Academic Organization	

Academic Group	College of Community Innovation and Education

Career	

Print in Catalog	

Effective Date	

Department:	**Learning Sciences and Educational Research**
Course Title:	**Exploring Global Educational Issues in International Contexts**
Course Number:	**EDG 6775.0001**
Course Credit:	**1 - 3 semester hours, variable credit**
Semester:	**Fall 2019**
Instructor:	**Dr. Karen L. Biraimah**
Email:	**Karen.Biraimah@ucf.edu**
Phone:	**407-823-2428**
Office:	**ED 320H**

Course Description

EDG 6775, Exploring Global Educational Issues in International Contexts is a guided field experience designed to immerse students in global issues challenging the educational community worldwide, from both academic and experiential perspectives. Through guided studies and field experiences within these schools abroad students will gain a greater appreciation of the challenges faced by educators in other countries that include the effects of poverty, exceptionality, race, ethnicity, language and gender on access to quality education. By studying and completing field experiences in schools abroad, students will gain insights into global and local educational issues, as well as the effects of national, multinational, NGO organizations and global civic responsibility on educational outcomes.

Statement of Course Goals and Objectives

1. Reflect upon global learning through appropriate educational field experiences in schools abroad.
2. Demonstrate an understanding of the shared human condition, commonalities and unique, diverse cultures beyond the US by field experiences in schools abroad.
3. Analyze global issues and the interdependence of cultures and nations through field experience in schools abroad.
4. Examine the current structure of education in the country of the chosen international context
5. Survey current key issues with the schools of this context (such as local control, funding, the role of examinations etc.)
6. Analyze the relationships between education, poverty, inequality, and social equity within these schools.
7. Examine how gender affects students' educational opportunities and life chances in these schools.
8. Analyze how students' class (socioeconomic status) can provide opportunities or barriers to quality schooling and social equity in these schools

9.   Analyze how race and/or ethnicity can affect children's access to quality
         education in these schools
10.   Describe how language and/or dialect can affect students' educational and life
         chances within and beyond this international context.
11.   Identify national and multinational policy interventions designed to overcome
         challenges to equitable education in this international context.
12.   Examine how education within this international context is promoting the positive
         development of poor and excluded students.
13.   Analyze the relationship between education, social change and school
         transformation.
14.   Participate in, and reflect upon field experiences within your study abroad
         country's school (including changes in attitudes, perceptions, and your
         knowledge base regarding selected school and key national social and
         educational factors).

Course Requirements

1. "In-Country" Analysis of Topical Questions (75 points)
*S*elect and respond to five (5) *Focus Questions* while you are ***still living in*** your study abroad
   country. These will be submitted to the course instructor at least seven (7) days before
   leaving your study abroad country. These questions will focus on key issues such as the
   effects of poverty, race, ethnicity, gender and language on equitable access to schooling
   and life chances, and how your study abroad country is addressing these issues. Answers
   will be based primarily on your experiences, observations, and conversations with the
   citizens of your study abroad country.

2. Post-Project Analysis of Topical Questions (75 points)
Select and respond to five (5) *Focus Questions* ***after your return to the US from*** your study
   abroad country. Email or hand-deliver these responses to your instructor on or before the
   last day of Fall 2019 classes. These questions will focus on key issues such as the effects
   of poverty, race, ethnicity, gender and language on equitable access to schooling and life
   chances, and how your study abroad country is addressing these issues. Answers will be
   based primarily on your experiences, observations, and conversations with Host country
   nationals. Do not answer the same questions as those selected for Course Requirement #
   1 above.

3. Research Paper (100 points)
Based on your study abroad experience, prepare a research paper that focuses on one
   challenge (such as the impact of poverty, or the urban/rural divide) on the quality of life
   and educational opportunities within your study abroad country, and how the country is
   addressing this challenge. This paper should outline the challenge in general, while
   addressing the perceived impact of field experiences in ameliorating and/or better
   comprehending the scope of the problem, as well as current/future actions by your study
   abroad country to ameliorate the problem's effects on the country's inhabitants. **This
   paper should be from 4 to 8 pages in length (double-spaced, 12 font).   Be sure to list**

at least three sources, and cite them (APA) in your paper. This paper must be done individually, and is due no later than the last day of the Semester classes.

4. PowerPoint/Video Presentation. (75 points)
Each student will produce a PowerPoint and/or video presentation of their experiences in your study abroad country. The PowerPoint/video should focus on overarching themes related to the shared human condition, educational, social, and/or economic challenges that extend beyond national boundaries. It may also include personal reflections, if you wish. **You may be asked to present this PowerPoint during UCF's International Week (or at another similar function – mutually selected by you and the course instructor). Your presentation should last about 15 to 20 minutes. Please submit this PowerPoint/Video by the last day of classes.**

****

<u>Focus Questions:</u>

Focus on relationship between socioeconomic/cultural/educational issues:
 1. How does poverty and socioeconomic class affect educational/economic opportunities in your study abroad country? What policies/practices within your study abroad country provide positive opportunities for the youth of this country?
 2. Determine how class (socioeconomic status) can provide opportunities or barriers to a quality education in your study abroad country.
 3. How might religion and/or religious affiliation affect the educational and life chances of children in your study abroad country?
 4. Did you observe a gap between the educationally and economically privileged and the educationally and economically poor in your study abroad country? Identify factors that may have contributed to this situation, as well as factors that ameliorate and improve life chances for all children.
 5. Compare the concepts of educational inequality, equality, equity, access and outputs found in the US and in your study abroad country.
 6. Describe the causes and effects of educational/social inequality within your study abroad country, as well as factors working to ameliorate these inequalities.

Focus on relationship between gender/language/race/ethnicity/educational issues:
 7. Identify and examine how gender affects educational/economic opportunities and life chances in your study abroad country. What is occurring within your study abroad country to provide greater and more equitable opportunities for all students, regardless of gender or sexual orientation?
 8. Determine how race and/or ethnicity can affect children's access to quality education/economic life chances in your study abroad country. Examine policies/practices within your study abroad country designed to improve equity without regard to race/ethnicity.
   9. Analyze how issues related to a student's language ability/mother tongue can affect their educational and life chances in your study abroad country. Review and

critique current language policies and practices within your study abroad country, as well as any anticipated revisions to these policies.

Focus on educational issues:

10. How might factors such as culture, poverty, race, ethnicity, gender, and language impact education in your study abroad country? How is your study abroad country dealing with these factors?
11. Analyze how national and NGO policy and programs affects the quality of education and life chances in your study abroad country.
12. Identify politically viable, cost-effective solutions for any observed inequity of educational achievement in your study abroad country. Are these, or other approaches, currently being implemented within your study abroad country?
13. How can/is educational opportunity and social equity fostered in your study abroad country?
14. Reflect on how equitable and quality education might become (or are currently becoming) the keys to empowerment, security and a means of improving the quality of life for all citizens of your study abroad country.
15. Analyze on-going national educational/social policy interventions being implemented to overcome past inequities experienced by historically discriminated populations within your study abroad country?
16. How and under what circumstances can (is) education promote positive development for the poor and historically excluded populations within your study abroad country?
17. What is the relationship between education, social change and school transformation within your study abroad country?
18. How do current educational practices and policies within your study abroad country foster equitable opportunities, while preventing/reducing inequities within the country's schools?

Focus on study abroad/service-learning impact:

19. Identify the contributions of this field experience to your future educational and career goals.
20. What is the impact of field experiences like yours on your study abroad country's education, social, and/or economic institutions?
21. What were your perceptions of your study abroad country before arrival? Have these perspectives changed? Why or why not?
22. Reflect upon the factors that provided challenges/rewards for your field   experience within a school in your study abroad country.
23. Examine how your assigned school within your study abroad country worked to reduce/eliminate the impact of prejudice, racism and/or discrimination on its teachers/students.

Focus on other issues (develop questions which align with your academic/career interests – please obtain approval from course instructor before beginning)

****

Evaluation and Grading System	Points
1. In-country Analysis of Topical Questions…..……	75
2. Post-Project Analysis of Topical Questions……..	75
3. Research Paper …………………………………..	100
4. PowerPoint/Video …………………………………..	75
TOTAL…………………………………………	**325 Points**

Grading Scale:
A = (93%-100%) *302-325 pts.*
A- = (90%-92%) *293-301 pts.*
B+ = (87% -89%) *283-292 pts.*
B = (83%-86%) *270-282 pts.*
B- = (80%-82%) *260-269 pts.*
C+ = (77%-79%) *250-259 pts.*
C = (73%-76%) *237-249 pts.*
C- = (70%-72%) *228-236 pts.*
D+ = (67%-69%) *218-227 pts.*
D = (63%-66%) *205-217 pts.*
D- = (60%-62%) *195-204 pts.*
F = (59%-) *194 & below pts.*

****

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

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

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators:

Plagiarism: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material

without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

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

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

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

Unauthorized Use of Class Notes: Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus: "Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk."

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

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

sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement: Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED   (Automated External Defibrillator).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e- mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FNIK YajEx4pk&data=02%7C01%7C%7C0003aaf996d04b224a0108d602f119fd%7Cbb9 32f15ef3842ba91fcf3c59d5dd1f1%7C0%7C0%7C636699631867313959&sdata=N 0%2BxrL5ZqK2uelUQhQ9n4wiYi4yTj%2Bf2madLMCLDqio%3D&reserved=0) about how to manage an active shooter situation on campus or elsewhere.

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

UCF Golden Rule, www.goldenrule.sdes.ucf.edu/, guidelines on academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Such behavior is also a violation of the College of Education and Human Performance's Professional Code of Conduct.

Students with Disabilities: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Student who need accommodations must be registered with Student Disability Services, Student

Resources Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.

Title IX: Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may be subject to criminal penalties.

Special Accommodations: Students with documented disabilities are entitled to reasonable modification, special assistance, and/or accommodations and accessibility in terms of materials, seating, and access to the classroom. Students having such needs should promptly direct their request/needs to the course instructor, preferably during the first week of classes. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the staff of Student Services.

Websites:

- Comparative Education Resource Centre: Hong Kong (Indexes, publications, newsletters, and conferences on comparative education, especially for Hong Kong)

http://www.hku.hk/cerc/index.htm

- OECD Education Page (Links to statistics, country profiles and publications and reports on education)
http://www.oecd.org/topic/0,2686,en_2649_37455_1_1_1_1_37455,00.html

- World Bank Topics in Development (Select Education and then a country – World Bank Development projects around the world)

http://www.worldbank.org/html/extdr/thematic.htm

C: EDG 6775 Syllabus

Department of Physics - Fee deletion - PHY 5817L Building Physics Apparatus

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 deletion

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: 10/18/19

College / Department:* Department of Physics

Course Prefix:* PHY

Course Number:* 5817L

Course Title:* Building Physics Apparatus

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:* PHY 5817L Building Physics Apparatus

Fee Information

One course per form. Round fee to the nearest dollar.

Current Fee Per Student:	$45	**Requested Fee Per Student**	$0
Estimated Annual Enrollment:	8	**Revenue from Enrollment:**	

Provide justification for the request: Please cancel/delete the materials fee for this course as per previous course instructor: "We don't really need it any more".

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	Estimated Cost

Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

Number of Units	Estimated Cost

Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

Number of Units	Estimated Cost

Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

Number of Units	Estimated Cost

Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

Number of Units	Estimated Cost

Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

Total Cost of Items Per Student:	$0

Payment Details

Account Number to Deposit Fees:	
Item Type:	
Contact Person:	
Phone Number:	

Attachments

Attached*	☑ I have attached a Plan of Study showing all program fees.

Administrative use only

Catalog Course Description	Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work.

UCF

Search for Classes

Class Detail

PHY 5817L - A001   Building Physics Apparatus
University of Central Florida | Summer 2019 | Laboratory

Class Details

Status	Closed		**Course ID**	043601
Class Number	56032		**Offer Nbr**	1
Session	A - First Six Weeks		**Career**	Graduate
Units	1 units		**Dates**	5/13/2019 - 6/21/2019
Instruction Mode	Face to Face Instruction (P)		**Grading**	ABCDF
Class Components	Laboratory Required		**Location**	Main Campus (Orlando)
			Campus	Main Campus

Meeting Information

Days & Times	Room	Instructor	Meeting Dates
MoTuWeTh 9:00AM - 10:50AM	TBA	Robert Peale	05/13/2019 - 06/21/2019

Class Availability

Class Capacity	8	**Wait List Capacity**	0
Enrollment Total	8	**Wait List Total**	0
Available Seats	0		

Notes

Class Notes   This course will meet in the physics machine shop.

Description

"PHY 5817L COS-PHYS 1(0,3)
Building Physics Apparatus: PR: Graduate standing or senior standing and C.I. Hands-on shop course. Focus will be machine shop practice with possible extension to printed circuit boards and glass work. Occasional. M&S fee $45.00"

Textbook/Other Materials

Textbook Assignment Pending (assignments not shown to students)

View Search Results

Sample Plan of Study with Relevant Fees

Program: *Physics PhD*

Equipment Fee: $0 (Eff. FA19 Students is no longer required to pay a materials fee for this course.)

Plan of Study	Fee:	Fee Type:
Year 1		
Fall: 9 Credit Hours		
PHY 5606 - Quantum Mech I		
PHY 5346 - Electrodynamics I		
PHY 6246 - Classical Mechanics		
Spring: 9 Credit Hours		
PHY 6624 - Quantum Mech II		
PHY 6347 - Electrodynamics II		
PHY 5524 - Statistical Physics		
Summer: 6 Credit Hours		
PHY 5817L - Building Physics Apparatus	*$ 45.00*	*Material & Supply Fee (Current Fee)*
PHY 6918 - Directed Research		
Year 2		
Fall: 9 Credit Hours		
PHZ 5156 - Computational Physics		
Other electives		
Spring: 9 Credit Hours		
PHY 6918 - Directed Research		
Other electives		
Summer: 6 Credit Hours		
PHY 6918 - Directed Research		
Year 3		
Fall: 9 Credit Hours		
PHY 6918 - Directed Research or PHY 7919 Doctoral Research		
Spring: 9 Credit Hours		
PHY 6918 - Directed Research or PHY 7919 Doctoral Research		
Summer: 6 Credit Hours		
PHY 6918 - Directed Research or PHY 7919 Doctoral Research		
Year 4		
Fall: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		
Spring: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		
Summer: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		
Year 5		
Fall: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		
Spring: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		
Summer: 3 Credit Hours		
PHY 7980 - Doctoral Dissertation		

CURRENT TOTAL FEES PAID FOR PROGRAM COMPLETION	**$45.00**	
New Fee proposed	*$0.00*	(Requesting to delete/cancel the fee)
NEW TOTAL FEES PAID FOR PROGRAM COMPLETION	**$0.00**	

College of Arts and Humanities - Grad Course Addition - ENC 6253 User-Centered Design for Technical Communication

2020-2021 Graduate Course New

General Catalog Information

Read before you begin

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

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

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

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

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

Proposal Type:	Grad Course Addition

College:*	College of Arts and Humanities

Unit / Department / College:*	Department of English

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

Full Title:*	Grad Course Addition - ENC 6253 User-Centered Design for Technical Communication

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

Department Chair Phone Number:*	823-5596	**Dept Chair Email***	Trey.Philpotts@ucf.edu

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

Prefix:*	Number:*
ENC	6253

Course Title:*	User-Centered Design for Technical Communication

30 Character Abbreviation:*	User-Centered Design for TC

Course Type:*	⦿ Graduate Course ◯ Medicine (MD) Course

Course Description (25 word limit)*	Covers multiple user-centered design methods, including usability testing; prototyping; and user research. Applies methods to a technical communication design problem.

Grading Scheme:*	ABCDF

Prerequisite(s):	Admission to English MA 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

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?*	ENC 6xxx User-Centered Design will introduce Technical Communication graduate students to user-centered design (UCD) in the field of technical communication. UCD is an approach to design and development that centers the needs and desires of users as they pertain to a document or tool. Students will learn rhetorical theories of UCD as they apply to technical communication; user-centered assessment methods (e.g., surveys, user interviews, persona development, ethnography); techniques for iterative project development; and how to conduct summative evaluation of a design project with users and clients. In this course, students will have an opportunity to practice UCD techniques through developing a design and evaluation project. This would be the only graduate course in the curriculum that focuses on the topics of UCD theories, technologies, and execution.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	English MA Technical Communication track
What is the estimated annual enrollment?*	15

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

Detail Discussion	Attached e-mail thread from Industrial Engineering and Management Systems. Attached e-mail thread from Nicholson School of Communication, including commentary on the first draft of the sample syllabus.

Course Syllabus Policy

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

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

Information from the official Schedule of Classes

Instructor and/or GTA contact information

Explicit, public description of the course

Student learning outcomes

Sequence of course activity

Assessment and grading procedures

Course Materials and Resources

Core policy statements

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

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

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

Statement regarding accommodations for active duty military students

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

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

Attachment List

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

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

Attached*	☑ I have attached a course syllabus and rationale.

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

Administration Use Only

Catalog Ownership:	

Course Type	

Status	◯ Inactive-Hidden ◯ Active-Visable

ENC 6xxx, Sec. xxx (xxx)–User-Centered Design for Technical Communication (3 credits)
Fall 2020 Syllabus

Instructor: Sonia Stephens   **Office location:** TCH 256A
E-mail: sonia.stephens@ucf.edu (preferred method)   **Meeting date/time:** WWW
Phone number: (407) 823-5596 (dept. office)
Skype: soniahstephens (by appointment)
Office hours: xxx, or by appointment either in person or via Skype.

Course Description

This course is an introduction to user-centered design, and is oriented toward practical methods for approaching a design problem in technical communication. User-centered design is an approach to design and development that centers the needs and desires of users. It incorporates research to understand the goals and needs of both clients and users, employs techniques and heuristics for task-based usability testing, involves an iterative process of design and development, and concludes with reflective assessment of both process and product. Design problems in technical communication are broad; they can include technical systems like software applications and communication products such as web sites or publications. User-centered design can also address other issues such as community development, architecture, and wayfinding.

The general goals of this course are to help you develop an appreciation for the theory and philosophy of user-centered design as it pertains to technical communication, develop skills in using and applying usability methods that are specifically applicable to user-centered design, and improve individual and collaborative skills in design-based problem solving. This will be a highly interactive course. We will begin by learning about user-centered design theory and techniques through course readings and practice exercises. We will then conduct a user-centered design project that solves a problem for an external client.

Course Objectives:
By the end of this course, you will be able to:
* Demonstrate broad familiarity with theories, practices, challenges, and contexts of user-centered design in technical communication.
* Given a problem setting, critically discuss the appropriateness of usability design methods such as contextual design, prototyping, and ideation, and their application to user-centered projects.
* Describe the issues and challenges involved in achieving a human-centered design process.
* Understand, select from, and deploy a variety of research methods used by technical communicators, including observation, persona development, wireframing, and surveys.
* Design, carry out, and evaluate a user-centered design project for an external client as part of a team.

Required Texts:
* Leah Buley. *The User Experience Team of One: A Research and Design Survival Guide.* Rosenfeld, 2013.
* Brian Still & Kate Crane. *Fundamentals of User-Centered Design: A Practical Approach.* Taylor & Francis, 2017.
* Selected theoretical research papers will be available via the UCF Libraries link on Webcourses.

Course Policies

Participation and late work: I expect regular virtual "attendance." It is very important that you check in several times a week and complete work and respond to messages promptly. Prolonged periods of inactivity on our course website (i.e., not logging in and using the site to access materials, read

modules, or complete assignments) will penalize your final grade. Excessive inactivity may lead to automatic failure. In a web-based course, "attendance" also includes meeting the deadlines for turning in assignments.

I expect professionalism in online discussions. Sexist, racist, homophobic, or other derogatory remarks will not be tolerated. My top priority is to provide a safe environment for learning.

All assignments are due by the announced date and time except in the event of a medical or personal emergency, or for one of the following three reasons, which you should notify me about ahead of time:
- Religious holiday (please notify me during the first week of class)
- Authorized UCF/academic events (e.g., athletics, presenting work at an academic conference)
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If you have a family or other personal emergency, notify me as soon as possible. Notifying me of a situation or problem after the fact prevents me from making alternative arrangements. If you are a deployed active duty military student and will need an accommodation for this, contact me as soon as possible to discuss your circumstances.

For non-excused late work, 10% (one letter grade) will be deducted for each 24-hour period late until a grade of F is reached.

E-mail do's & don'ts: We will primarily be communicating via email. I encourage you to email me with any questions or concerns that you have. Webcourses allows you to select how often you want notifications of communication to be sent to your regular KnightsMail account. I suggest that you set it to send you notifications of Webcourses email and class announcements right away, so you can read and reply to them in a timely fashion.

Use common-sense e-mail etiquette to demonstrate your professionalism: e.g., include a salutation, use full sentences and capitalization, and be sure to sign your name. Any email with an attachment and blank body will be deleted due to security concerns.

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Academic honesty: All work must be original by the student. Undocumented use of another's words, ideas, data, images, or other media is plagiarism, as is allowing someone else to write or edit your work for you. We will spend some time during the course discussing issues of attribution as they relate to being inspired by another designer's style or specific graphical examples.

If you are caught plagiarizing, depending on the severity, you will fail the assignment. You also risk automatically failing the course, disciplinary referral to the appropriate dean, and possible expulsion from UCF. See the UCF Rules of Conduct (osc.sdes.ucf.edu/process/roc) for more information. Material written for this course may be submitted to Turnitin.com at my discretion.

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

University Writing Center: The UWC is available for all students to assist with writing. See http://uwc.ucf.edu for details.

Note: Changes to the syllabus or course schedule will be made at my discretion and will be announced via this site.

Grading

Your grade will be determined by the following (*=Gordon Rule assignment):

- *Participation (5%):* Overall promptness and professionalism in responding to email, participating in class discussions, and participating in the team project
- *Weekly progress log/checklist* (5%):* We will use a weekly progress log/checklist to track internal team progress on the client-based project and ensure that individual team efforts are equitable.
- *Reading reflections* (20%)* We will post several 300-400 word online reflections about the course readings, plus a post introducing everyone to one another.
- *Individual mid-semester project assessment* (5%):* In this mid-semester assessment, you will reflect on your progress and concerns with the ongoing user-centered design project, connecting your practical experience with theory.
- *Group design project (55%)* Design in the real world nearly always takes place with teams of people with diverse backgrounds working together toward a common goal. Developing group work skills, cooperation, and teamwork while communicating with and responding to a client are essential skills. Thus, one component of this course will be to work on a client-based design project as a team involving the class as a whole. The project will consist of five different deliverables for the client (50%), plus a group memo to the instructor (5%). The deliverables for the client are:
  1. Project proposal (11%)
  2. User research report and personas (as applicable) (9%)

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- *Individual course reflection* (10%):* You will reflect on your experience with the user-centered design project, focusing on the issues and challenges that you faced and connecting your practical experience with theory.

Gordon Rule: This course is a Gordon Rule course. It contains 6000 words of evaluated writing as required by the English Department. Assignments which fulfill the Gordon Rule are indicated with an asterisk above. Each has the following characteristics:

1. The writing will have a clearly defined central idea or thesis
2. It will provide adequate support for that idea
3. It will be organized clearly and logically
4. It will show awareness of the conventions of standard written English
5. It will be formatted or presented in an appropriate way.

Grade Scale (%): 94-100 = A   93-90 = A-   89-87 = B+   86-83 = B   82-80 = B-   79-77 = C+ 76-73 = C   72-70 = C-   69-67 = D+   66-63 = D   62-60 = D-   >60 = F

No Incompletes or extra credit will be given in this course.

Group grading policy: Each deliverable is designed to test your achievement against one or more of the learning objectives. Different assignments emphasize different learning objectives. Much of the grading will be subjective in nature, as that is the nature of design work. The assignments for the group project will be assessed and graded based on the team's work. Each member of the project team will receive the same grade for those assignments. We will use a weekly progress log/checklist to help all team members stay on track.

However, in the event of continuing evidence of a team member not fully contributing to the team effort, or being a disruptive influence on group dynamics, or otherwise negatively affecting team efforts, I reserve the right to selectively lower that team member's grade on group assignments.

Written Grading Standards:
- An A text is exceptional. It is professional and reflects the writer's careful consideration of audience and purpose. It contains the required elements of the assignment, is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.
- A B text is strong. It contains all required elements of the assignment and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It has only minor mechanical errors.
- A C text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has a few mechanical errors.
- Low C or D work is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria.

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- F work fails in terms of one or more of these criteria.

Tentative class schedule

Week	Topic/class assignment due	Reading	Client-centered activities
1	• *Introduction to UCD* • Personal introduction discussion post • Reading reflection #1	• Buley Ch. 1; Still & Crane Chs. 1, 14	
2	• *UCD process and introduction to course project* • Reading reflection #2	• Still & Crane Chs. 3-4, 12	• Virtual client kickoff meeting
3	• *Survey of UCD methods 1* • Reading reflection #3	• Buley Chs. 5-7; Still & Crane Ch. 5	
4	• *Survey of UCD methods 2* • Define team roles, set up project checklist • Reading reflection #4	• Buley Ch. 7-8; Still & Crane Ch. 13	
5	• *Tools and technologies*	• Still & Crane Ch. 15	• Project proposal
6	• *Developing an initial design* • Reading reflection #5	• Still & Crane Chs. 6-7	
7	• *Focus on testing* • Reading reflection #6	• Still & Crane Ch. 8	
8	• *Running an iteration process*	• Still & Crane Ch. 9	• User research & personas
9	• *Cross-cultural concerns* • Mid-semester project assessment	• Still & Crane Ch. 10	
10	• *Research perspectives*	• Rose & Tenenberg "Personas in practice"	• Initial ideation & wireframe
11	• *Community perspectives* • Reading reflection #7	• Del Gaudio et al "Sharing agency with users"; Walton "Supporting human dignity"	
12	• *Refining definitions*	• Iivari & Iivari "Varieties of user-centeredness"	• Prototype & evaluation
13	• *UCD in the workplace 1*	• Buley Chs. 2-4	
14	• *UCD in the workplace 2*	• Buley Chs. 9-10	
15	• *Final project due* • Group completion memo due to instructor		• Final design & recommendation report due to client
16	• *Finals week* • Individual course reflection due to instructor		

Dr. Campbell,

I have conferred with our graduate committee and we believe the course does not overlap with our offerings. We do, however, prefer the course name to be User-Centered Design for Technical Communication.

Thank you for keeping our department in the loop.

Mansooreh Mollaghasemi, Ph.D.
Associate Professor
UCF IEMS
mansooreh.mollaghasemi@ucf.edu

From: James Campbell <James.Campbell@ucf.edu>
Sent: Thursday, November 7, 2019 10:17 AM
To: Mansooreh Mollaghasemi <Mansooreh.Mollaghasemi@ucf.edu>
Subject: Technical Communication Graduate Class

Dr Mollaghasemi,

The Technical Communication track of the English MA is proposing a number of new classes, including one in User-Centered Design. I searched the UCF Graduate Catalog for other programs that use the "user-centered" designation and found the Graduate Certificate in Industrial Engineering and Management Systems.

I would like to know whether you see any conflict between this class and the offerings in your programs. I have attached the syllabus for the course, and the rationale and description are pasted below.

If a title clarification would help (e.g., "User-Centered Design for Technical Communication"), we are amenable to that, though I would rather keep the title as simple as we can.

Please let me know whether you see any potential conflict.

Thanks,
james

Rationale: ENC 6xxx User-Centered Design will introduce our students to user-centered design (UCD) in the field of technical communication. UCD is an approach to design and development that centers the needs and desires of users as they pertain to a document or tool. Students will learn rhetorical theories of UCD as they apply to technical communication; user-centered assessment methods (e.g., surveys, user interviews, persona development, ethnography); techniques for iterative project development; and how to conduct summative evaluation of a design project with users and clients. In this course, students will have an opportunity to practice UCD techniques through developing a design and evaluation project. This would be the only course in the curriculum that focuses on the topics of UCD theories, technologies, and execution.

Catalog description: ENC 6xxx User-Centered Design. Introduces and examines theories and practical application of research,

design, and development of technical documentation products, user interfaces, and the wider user experience. Reviews several user-centered design methods, including usability testing; prototyping; and user research (including surveys, user interviews, persona development, and ethnography). Applies methods to a technical communication design problem.

--

James Campbell

Associate Professor

Director of Graduate Studies

University of Central Florida

Orlando FL 32816-1346

http://english.cah.ucf.edu/staff.php?id=177

Nan Yu
Wed 11/20/2019 9:06 PM

- James Campbell

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ENC 6xxx user-centered design[2].pdf
377 KB

Hi James, sorry about the delay, the professor who teach in the same area has responded.
Please see the attached file.

Thanks and hope this is not too late.

Best,

Nan Yu, PhD
Associate Professor
Interim Associate Director of Academic Programs and Students Services
Nicholson School of Communication and Media
University of Central Florida
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James Campbell
Thu 11/14/2019 10:25 AM

- Nan Yu;
- Natalie Underberg-Goode

⬜
Dr Yu,

After communicating with Industrial Engineering and Management Systems, we've
changed the title of this class to "User-Centered Design in Technical Communication." I
thought that this information might affect your unit's decision about overlap with Digital
Media.

Thanks,
james

--

James Campbell
Associate Professor
Director of Graduate Studies
University of Central Florida
Orlando FL 32816-1346
http://english.cah.ucf.edu/staff.php?id=177
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Natalie Underberg-Goode
Thu 11/7/2019 10:30 AM

- James Campbell;
- Nan Yu

⬚

Hi James, Thanks for reaching out to me. Our school director Robert Littlefield has requested we route these requests through Nan Yu who is the Assoc. Dir. of Academic Programs, just so we all have a streamlined method of communication. So I'll forward this to her and she'll be in communication with me and our curriculum committee and we hope to get back to you soon. Best, Natalie

Natalie Underberg-Goode, Ph.D.
Interim Assistant Director and Associate Professor
Department of Games and Interactive Media
Nicholson School of Communication and Media
University of Central Florida
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James Campbell
Thu 11/7/2019 10:24 AM

- Natalie Underberg-Goode

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ENC 6xxx user-centered design[2].doc
79 KB

Dr Underberg-Goode,

The Technical Communication track of the English MA is proposing a number of new classes, including one in User-Centered Design. I searched the UCF Graduate Catalog for other programs that use the "user-centered" designation and found that the Digital Media MA uses it in its program description (though not in any specific courses).

I would like to know whether you see any conflict between this class and the offerings in your program. I have attached the syllabus for the course, and the rationale and description are pasted below.

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Fall 2020 Syllabus

Instructor: Sonia Stephens **Office location:** TCH 256A

E-mail: sonia.stephens@ucf.edu (preferred method) **Meeting date/time:** WWW

Phone number: (407) 823-5596 (dept. office)

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Comment [m1]: I teach this class. Same name "User Centered Design." The name of this class must change.

Comment [m2]: I have taught this class in at many different universities and in many different modes. It is not one that is effective online, in fact, even in a mixed mode it is not as effective as a 35-65 student face to face lab course.

Comment [m3]: Direct conflict with my class. Exactly the same.

Comment [m4]: Direct overlap and in direct conflict with my class.

Comment [m5]: I use a different text book, but I also draw on many different sources.

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Gordon Rule: This course is a Gordon Rule course. It contains 6000 words of evaluated writing as required by the English Department. Assignments which fulfill the Gordon Rule are indicated with an asterisk above. Each has the following characteristics:

1. The writing will have a clearly defined central idea or thesis
2. It will provide adequate support for that idea
3. It will be organized clearly and logically
4. It will show awareness of the conventions of standard written English
5. It will be formatted or presented in an appropriate way.

Grade Scale (%): 94-100 = A   93-90 = A-   89-87 = B+   86-83 = B   82-80 = B-   79-77 = C+ 76-73 = C   72-70 = C-   69-67 = D+   66-63 = D   62-60 = D-   >60 = F

No Incompletes or extra credit will be given in this course.

Group grading policy: Each deliverable is designed to test your achievement against one or more of the learning objectives. Different assignments emphasize different learning objectives. Much of the grading will be subjective in nature, as that is the nature of design work. The assignments for the group project will be assessed and graded based on the team's work. Each member of the project team will receive the same grade for those assignments. We will use a weekly progress log/checklist to help all team members stay on track.

However, in the event of continuing evidence of a team member not fully contributing to the team effort, or being a disruptive influence on group dynamics, or otherwise negatively affecting team efforts, I reserve the right to selectively lower that team member's grade on group assignments.

Written Grading Standards:
- An A text is exceptional. It is professional and reflects the writer's careful consideration of audience and purpose. It contains the required elements of the assignment, is written in an appropriate and engaging style, is arranged in a logical manner, is memorable, and its delivery is visually appealing. It is free of mechanical errors.
- A B text is strong. It contains all required elements of the assignment and reflects consideration of the rhetorical situation. It is generally above average in terms of the criteria mentioned above, but falls short of excellence in one or more category. It has only minor mechanical errors.
- A C text is competent. It contains all required elements of the assignment. It is generally average in terms of the major criteria listed above. It has a few mechanical errors.
- Low C or D work is weak. It does not include the required elements of the assignment and it falls below average in terms of one or more of the major criteria.
- F work fails in terms of one or more of these criteria.

Tentative class schedule

Week	Topic/class assignment due	Reading	Client-centered activities
1	• *Introduction to UCD* • Personal introduction discussion post • Reading reflection #1	• Buley Ch. 1; Still & Crane Chs. 1, 14	
2	• *UCD process and introduction to course project* • Reading reflection #2	• Still & Crane Chs. 3-4, 12	• Virtual client kickoff meeting
3	• *Survey of UCD methods 1* • Reading reflection #3	• Buley Chs. 5-7; Still & Crane Ch. 5	
4	• *Survey of UCD methods 2* • Define team roles, set up project checklist • Reading reflection #4	• Buley Ch. 7-8; Still & Crane Ch. 13	
5	• *Tools and technologies*	• Still & Crane Ch. 15	• Project proposal
6	• *Developing an initial design* • Reading reflection #5	• Still & Crane Chs. 6-7	
7	• *Focus on testing* • Reading reflection #6	• Still & Crane Ch. 8	
8	• *Running an iteration process*	• Still & Crane Ch. 9	• User research & personas
9	• *Cross-cultural concerns* • Mid-semester project assessment	• Still & Crane Ch. 10	
10	• *Research perspectives*	• Rose & Tenenberg "Personas in practice"	• Initial ideation & wireframe
11	• *Community perspectives* • Reading reflection #7	• Del Gaudio et al "Sharing agency with users"; Walton "Supporting human dignity"	
12	• *Refining definitions*	• Iivari & Iivari "Varieties of user-centeredness"	• Prototype & evaluation
13	• *UCD in the workplace 1*	• Buley Chs. 2-4	
14	• *UCD in the workplace 2*	• Buley Chs. 9-10	
15	• *Final project due* • Group completion memo due to instructor		• Final design & recommendation report due to client
16	• *Finals week* • Individual course reflection due to instructor		

Comment [m7]: Everything proposed is covered in my class. However, my class is much larger and covers more topics. This proposed course is only about 30% of my undergraduate course.

If CAH needs this course to be offered in a Ph.D. program, I would be able to modify my undergraduate course and offer it as a more challenging version for the T&T Ph.D. program.

College of Arts and Humanities - Grad Course Revision - ENC 6296 Interactive Design in Technical Communication

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 Arts and Humanities

Unit / Department / College:*	Department of English

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:*	ENC		Code:*	6296

Course Title:*	~~Writing and Designing Online Help Systems~~ Interactive Design in Technical Communication

30 Character Abbreviation:*	Interactive Design in TC

Full Title:*	ENC 6296 Interactive Design in Technical Communication

Course Instructor (Must be Approved Graduate Faculty/Scholars):	Sara Raffel

Department Chair Phone Number:*	823-5596	**Dept Chair Email***	trey.philpotts@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 theory and practice of writing and designing **interactive systems for users, including** online help ~~systems (tutorials~~ **tutorials**, procedures, ~~reference) using selected Help offering tools~~ **and demonstrations**.

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?*	**The update of "Writing and Designing Online Help Systems" to "Interactivity in Technical Communication" ensures that the course more accurately reflects the current landscape of online help design, which goes beyond static documents to include multimedia and interactive tutorials. Though the course still needs to consider tutorial authoring as it pertains to writing succinct, task-oriented prose, it should also delve into theories and degrees of interactivity and world-building in technical communication more broadly, as so many software products now rely on embedded and interactive forms of help documents.** The setup of the Oculus Go virtual reality headset provides a recent example of interactive help. Rather than find an instruction manual in the box with the headset, the user finds a piece of paper instructing them to download the Oculus app on their phone. The app then takes the user through the set-up process; it prompts them throughout with alerts, videos, and settings options that they select on their phone. Once finished, their headset is ready to use. As this interactive model becomes more prevalent, technical communicators need to understand the implications it has for designing useful help systems.
What grad programs/tracks require or recommend this course for graduation?	English MA-Technical Communication Track
If not a major requirement, what will be the source of students?	English MA-Technical Communication Track
What is the estimated annual enrollment?	15

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

Detail Discussion	The title change should not alter the current lack of conflict with other units.

Course Syllabus Policy

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

and other accrediting bodies.

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

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

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

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

Attachment List

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

Check	**Activity Log**
	James Campbell
	✚ **I have completed all relevant parts of the form.**
	☑ I have completed all relevant parts of the form.

Attached	**Activity Log**
	Trisha Farmer
	✚ **I have attached a course syllabus and rationale.**
	☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:	Department of English

ENC 6296: Interactive Design in Technical Communication

Instructor: Dr. Sara Raffel
                Sara.raffel@ucf.edu
Office: TCH 358M
Office Hours: T & Th 3pm-4:30pm (or by appointment)

Catalog description: ENC 6296. Interactive Design in Technical Communication
3 (3, 0). PR: Graduate standing or C.I. The theory and practice of writing and designing interactive systems for users, including online help tutorials, procedures, and demonstrations. Occasional.
CAH-English

Mode: Online (www)

Course description: This course is an introduction to writing and designing different kinds of online help files, help systems, and tutorials with a focus on the theory and practice of designing interactive products. Students will study tutorials, procedures, and reference guides. The major focus will be on designing an interactive tutorial from a task-oriented point of view.

The course has two overarching goals:
1. To explore and critique the modes of interactivity best suited to procedural software documentation and the relationship between designers and users. (Weeks 1-8)
2. To design and develop a product that follows task-oriented writing principles while incorporating interactive and human-centered design elements. (Weeks 9-16)

Course objectives:
- Define "interactivity" in the context of technical communication, particularly as it pertains to online help systems.
- Develop practical and conceptual frameworks for identifying users' goals and understanding users' interactions with tutorials, procedures, and reference guides as necessary resources in a software-driven environment.
- Critique design tools and common modes of interactivity seen in online help systems.
- Apply the minimalist writing and document design principles of technical communication to the practice of creating interactive help documentation.
- Propose and develop a well-theorized software tutorial conceptualized for an interactive environment.

Required texts:
- Evia, Carlos. (2018). *Creating Intelligent Content with Lightweight DITA.*
- Manovich, Lev. (2013). *Software Takes Command*.
- Norman, Donald. (2010). *Living with Complexity.*

Shorter readings (papers, articles, digital objects, etc.):

- Barnabé, Fanny & Björn-Olav Dozo. (2019). "Narratological and Rhetorical Functions of Video Game Tutorials: The case of NES Games." Conference Paper. https://orbi.uliege.be/handle/2268/238910.
- Chang, Hsin-Yi. (2016). "How to augment the learning impact of computer simulations? The designs and effects of interactivity and scaffolding." *Interactive Learning Environments*.
- Etter, Andrew. (2016). *Modern Technical Writing: An Introduction to Software Documentation*.
- Jones, Dan. Handout on Procedures, Guides, and Tutorials. PDF in Webcourses.
- Jones, Natasha N. (2016). "Narrative inquiry in human-centered design: examining silence and voice to promote social justice in design scenarios." *Journal of Technical Writing and Communication.*
- Swarts, Jason. (2015). "Help is in the Helping: An Evaluation of Help Documentation in a Networked Age." *Technical Communication Quarterly.*
- Syy. (2016). "Portal's Hidden Tutorial - Game Analysis." YouTube Video. https://www.youtube.com/watch?v=UAclLDAHWfk&t=.
- Tham, Jason Chew Kit. (2018). "Interactivity in an Age of Immersive Media: Seven Dimensions for Wearable Technology, Internet of Things, and Technical Communication." *Technical Communication*.

Assignments:
- Online discussion postings on course readings during the first 8 weeks and development progress during the second 8 weeks - 10%
- Tutorial critique memo: analyze and assess an existing online help system according to the theories discussed in the course - 10%
- Procedural video: create a short (< 10-minute) video on a procedure that demonstrates understanding of minimalist writing and design practices - 20%
- Interactive tutorial concept proposal: envision an interactive product you will design and create throughout the semester, to include the elements below - 20%
  - Theoretical framework for proposed concept
  - Project schedule
  - Assessment of software and tools used to create tutorial
  - Preliminary wire frame of interactive elements
- Interactive tutorial and reflective memo: develop the product discussed in your interactive tutorial concept proposal along with a reflective memo describing challenges faced and decisions made during your proposed process- 40% (30% for product, 10% for user-testing of colleague's product)

Course Outline

Unit I: Interactivity and Technical Communication (4 weeks)
In the first unit, students focus on the broad concepts of interactivity and software design, developing an understanding of how they might apply interactive elements to software

documentation. At the culmination of the unit, students submit a critique of an existing online help system, evaluating the writing style as well as the interactive elements of the software tutorial.

- Critical understanding of software and its cultural role (reading: Manovich; Etter)
- Examining the evolving role of interactivity in technical communication (reading: Swarts; Tham)
- Defining procedures, guides, and tutorials (reading: handout from Dan Jones)
- Assignments:
    - Discussion posts on readings (Weeks 1-3)
    - Tutorial critique memo (Week 4)

Unit II: Designing for People: Applying Human- and User- Centered Design Principles to Software Documentation (4 weeks)
The second unit focuses on designing for people by understanding the needs of the user and the ways in which they converse with software and help systems. Students will examine different philosophies of design and examples of how tutorials are designed and applied in different rhetorical situations, such as video games and education. At the culmination of the unit, they will create and post a short YouTube video on the procedure of their choice that demonstrates an understanding of users' needs.

- Principles of user-centered and human-centered design (reading: Norman; N. Jones)
- Learning in simulation (reading: Chang)
- Tutorial design in games (reading: Barnabé & Dozo; Syy)
- Assignments:
    - Discussion posts on readings (Weeks 5-7)
    - Procedural video (Week 8)

Unit III: Design and Development of Interactive Tutorial (8 weeks)
The final unit begins with student proposals for the design and development of their own interactive tutorial. During the remainder of the unit, students apply technical skills in markup and design to create the tutorial of their choice, with weekly discussion posts on their progress and any issues they might be having. In the final weeks of the course, they test and peer review a colleague's tutorial, applying the knowledge from that test to refining and iterating their own product.

- XML Markup with LwDITA (reading: Evia)

- HTML Markup and Web Scripting Languages (Online tutorials through Pluralsight as needed for individual projects)
- Assignments:
    - Discussion posts on development progress (Weeks 8-15)
    - Interactive tutorial concept proposal (Week 8)
    - User-testing of colleague's interactive tutorial (Week 15)
    - Interactive tutorial and reflective memo (Week 16: Last day of classes)

General Grading Criteria for Assignments

A (Excellent)
Assignment meets all of the requirements (for example, all required sections, length, and formatting; documentation style and attachments—when required; design elements and illustrations—when required), and typically exceeds the requirements in at least several areas. The content is complete, on topic, thorough, and ideas are effectively supported with relevant details. The introduction, middle (or body), and closing of the document are all impressive. Paragraphs have particularly clear and well phrased and well placed topic sentences. Organization is strong throughout. Style and tone are especially appropriate throughout for the purpose and audience. The work is free of errors in mechanics and grammar.

B (Good)
Assignment meets all of the requirements. The content is complete, on topic, especially thorough, and ideas are effectively supported with relevant details. The introduction, middle (or body), and closing of the document are effective throughout. Paragraphs have clear and well phrased topic sentences. Organization is effective throughout. Style and tone are appropriate throughout for the purpose and audience. The work is largely free of errors in mechanics and grammar but may have a few minor errors in either.

C (Average)
Assignment meets all but one of the requirements, typically missing a minor requirement. The content is complete, on topic, and, for the most part, adequately supported with relevant details. The introduction, middle (or body), and closing of the document are all adequate. Most paragraphs have clear and well phrased topic sentences, but one or two paragraphs need topic sentences or better topic sentences. Organization needs improvement in one area. Style and tone are appropriate for the purpose and audience, but some style choices need improvement. The assignment contains some minor errors mechanics and one major error in grammar.

D (Unsatisfactory)

Assignment does not meet one major and several minor requirements. The content is weak in several sections (not complete, or on topic, or adequately supported in several areas). The introduction, middle (or body), or closing of the document contain adequate development and support. Many paragraphs have clear and well-phrased topic sentences, but three or four paragraphs need topic sentences or better topic sentences. Organization needs improvement in several areas. Style and tone are appropriate for the purpose and audience, but many style choices need improvement, and the tone may be unprofessional. The assignment contains many minor errors and several major errors in mechanics or grammar or both.

F (Failing)
Assignment does not meet several minor and major requirements. The content is weak in many sections (not complete, or on topic, or adequately supported in many areas). The introduction, middle (or body), and closing of document are not college-level work. Many paragraphs are missing topic sentences or need more clear topic sentences. Organization is weak throughout. Style and tone are inadequate for the purpose and audience. The work contains many minor and many major errors in mechanics and grammar.

Posting of Assignment Grades

Grades for all assignments will be made available to you in the Grades area of the Webcourse after each assignment is graded. I generally grade assignments within a week of the due date, so you should be able to determine your course grade at any point in the semester. Final course grades are provided by UCF about a week after the end of the semester.

Course Policies

Communication etiquette. Follow typical email protocols for polite and professional communication. You may frequently disagree with the opinions of others, but you must always respond in a considerate and professional manner.

Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule Student Handbook. See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

Proper course conduct also entails creating a positive learning experience for all students, regardless of gender, race, religion, sexual orientation, social class, disability, or any other feature of personal identification; therefore, I will not tolerate sexist, racist, prejudicial, homophobic, ableist, or other derogatory remarks.

Late or missed assignments. Assignments are due on the time and date specified on Webcourses. Late assignments will receive a penalty of 10% per day late for the first week. Once the assignment is a week late, it will receive a zero. You must have your reading material by the first day of classes. Please plan ahead so that you can meet all deadlines. If a conflict arises that will prevent you from turning in an assignment, let me know as soon as possible before the due date; I may be able to accommodate the late assignment without a penalty if I'm notified early enough. Accommodations will also be made for students who enroll during UCF's add/drop period.

Technical problems with Webcourses. If you experience technical problems with Webcourses on the date assignments are due, you must email me before the deadline to let me know, and you must also provide as attachments any assignments due before the deadline. Otherwise, I will assess the late penalty (10% per day) on the assignment.

Make-up assignments. Occasionally, after the semester is over, a student will request an opportunity to do additional or supplementary work in an effort to receive a passing grade. I do not give make-up assignments or offer extra credit.

Course grades. Please keep in mind that once the semester is over all course grades are final. I do not round grades up or down. I grade assignments in a timely manner so you can assess your standing in the course at any time.

Attaching files. If you simply forget to attach any submitted via Webcourses, the assignment will still be counted as late (once the deadline has passed), and you will receive the appropriate late penalty. Make sure your files are attached throughout the semester and download them to be sure you've uploaded the complete and correct file.

Word (.docx) or PDF format. You must use Microsoft's Word or Adobe PDF for your written assignments for this course. If you'd like to use another type of document, clear it with me at least a week prior to the due date.

Plagiarism. Plagiarism is defined in The Golden Rule Student Handbook as follows: "Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own." See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as their own, is plagiarism.

Plagiarism and cheating of any kind on a quiz or other assignment will result at least in an "F" for that assignment and may also lead to an "F" for the entire course. Plagiarism subjects a student to referral to the Office of Student Conduct for further action.

Other Rules of Academic Misconduct. UCF's rules concerning academic misconduct also prohibit, concerning providing examination information to another student, "Communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project."

The rules of academic misconduct also state, "Any student who knowingly helps another violate academic behavior standards is also in violation of the standards." See the handbook for further information (http://www.goldenrule.sdes.ucf.edu/).

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

Mandatory reporting and UCF Cares. As an instructor, I have a mandatory reporting responsibility. If you share information with me about sexual misconduct or crimes that may have occurred on campus, I am required to contact the appropriate UCF student support agency. If you prefer to remain anonymous and are seeking resources or support for yourself, a friend, or a classmate, you can also visit UCFCares.com for free services and information about a variety of student concerns. You can reach a UCF Cares staff member at ucfcares@ucf.edu or call (407) 823-5607 between 8:00 a.m. and 5:00 p.m. If you are in immediate distress, UCF offers counselors 24/7 at (407) 823-2811.

Campus safety statement for students in online-only courses. Though emergency situations involving campus closures affect courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work or access is affected by off-campus emergencies.

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

If you have a special need or accommodation related to an emergency situation, please contact me directly when you are able.

Deployed active duty military students. If you are deployed active duty military and/or National Guard personnel and require accommodation, let me know as soon as possible after the semester begins and/or after you receive notification of deployment to make related arrangements.

Incompletes. No incompletes will be provided for this course.

Syllabus amendment. This syllabus may be amended or modified in any way upon notice; most such changes will affect the course schedule, so be sure that you know if any due dates change. I will use the Announcements feature in Webcourses to notify you of any changes, so I suggest you update your Webcourses "Settings" to send you either email or push (if you have the mobile app installed) notifications of course announcements.

Questions/concerns. If you have any questions or concerns about the syllabus or any other matter for the course, please don't hesitate to email me either using the messages feature in Webcourses or using my UCF email address. I respond to all email promptly during business hours (9:00 a.m.-5:00 p.m. ET Monday-Friday), but that means within 24 hours.

Requirement for Disbursement of Financial Aid

In order to document that you began this course for UCF's financial aid reporting, you must complete the initial discussion post during the first week of classes. Failure to do so will result in

a delay in the disbursement of your financial aid. If you add this course after this date, please email me ASAP to make sure you meet the requirement.