Graduate Council Curriculum Committee
November 4, 2020
2:30 p.m., Zoom

Agenda

1. Welcome and call to order
2. Review of minutes from October 21, 2020
3. General business
4. Course and Program proposals
5. Adjournment

Members and Administrators of the Graduate Council Curriculum Committee

Elsie Olan, Chair, College of Community Innovation and Education
Terrie Sypolt, Vice Chair, University Libraries
Bruce Caulkins, College of Graduate Studies
J. Marla Toyne, College of Sciences
Gergana Vitanova, College of Arts and Humanities
Art Weeks, College of Engineering and Computer Science
Jihe (Jackie) Zhao, College of Medicine
Francisco Guido-Sanz, College of Nursing
Axel Schülzgen, College of Optics and Photonics
Olga Molina, College of Health Professions and Sciences
Alex Rubenstein, College of Business Administration
Wei Wei, Rosen College of Hospitality Management
TBD, Graduate Student Association
Laurie von Kalm, College of Sciences, Administrator
Joellen Edwards, College of Nursing, Administrator
Ali Gordon, College of Engineering and Computer Science, Administrator
Jim Moharam, College of Optics and Photonics, Administrator
Lynn Hepner, College of Arts and Humanities, Administrator
Devon Jensen, College of Graduate Studies, Administrator
Glenn Lambie, College of Community Innovation and Education, Administrator
Saleh Naser, College of Medicine, Administrator
Linda Rosa-Lugo, College of Health Professions and Sciences, Administrator
Sevil Sonmez, College of Business Administration, Administrator
Alan Fyall, Rosen College of Hospitality Management, Administrator

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1. Rosen College of Hospitality Management

Rosen College of Hospitality Management course addition

1. HMG 6938 ST: Food Supply Chain Management (special topic)

2. College of Sciences

College of Sciences course additions

1. POS 6079 The Politics of Race, Ethnicity, Gender, and Class in the United States
2. SYP 6570 Topics in Domestic Violence
3. ANT 5122C A Pot for All Seasons: Archaeological Ceramic Analysis (split level)

College of Sciences course revisions

1. ANG 6931 Science, Technology, and the Transformation of Human Societies
    - Change in pre-reqs
2. CHS 6535 Forensic Molecular Biology
    - Update term of offering
3. CHS 6535L Forensic Analysis of Biological Materials
    - Update term of offering

College of Sciences course continuations

1. COM 6525 Communication Strategy and Planning
2. PCB 6480C Quantitative Conservation Biology

College of Sciences course deletions

1. BSC 5258L Tropical Biology Research and Conservation
    - No impact to any program or other course
2. BSC 5618 Phylogenetic Approaches in Biological Research
    - No impact to any program or other course
3. CHM 5715C Optical Materials Processing and Characterization Techniques
    - Chemistry PhD (Materials Chemistry Concentration elective list)
    - Materials Science and Engineering MSMSE (Electives Outside EMA Offerings elective list)
    - Materials Science and Engineering PhD (Electives Outside EMA Offerings elective list)

4. CHM 6261 Chemical Process and Product Development
    - Chemistry MS (Elective Course list)
5. CHM 6449 Photochemistry
    - Chemistry PhD (Elective Course list)
6. DIG 5810 Ways of Seeing: Cultural and Technological Perspectives
    - Emerging Media MFA, Feature Film Production Track (External Electives Course list)
7. DIG 6785C Advanced Interactive Entertainment
    - No impact to any program or other course
8. FIL 5864 Ways of Seeing: The Expressive Potential of Film
    - No impact to any program or other course
9. MMC 6266 Communications Convergence and Media Planning
    - Communication MA (Elective Course list)
    - Corporate Communication Graduate Certificate (Elective Course list)
    - Emerging Media MFA, Feature Film Production Track (External Electives course list)
10. MMC 6407 Visual Communication Theory
    - Communication MA (Elective Course list)
    - Corporate Communication Graduate Certificate (Elective Course list)
    - Emerging Media MFA, Feature Film Production Track (External Electives course list)
11. MMC 6446 Qualitative Research Methods in Mass Communication
    - No impact to any program or other course
12. MMC 6607 Communication and Society
    - Communication MA (Elective Course list)
    - Emerging Media MFA, Feature Film Production Track (External Electives course list)
13. PCB 5687 Evolutionary Ecology
    - No impact to any program or other course
14. PHY 5015C Physics for Teachers II
    - No impact to any program or other course
15. PHY 5255 Physics of Fluids and Biofluids
    - Physics MS (Materials Physics Specialization course list)
16. PHY 5704 Physics of Nanoelectronics Devices
    - Nanotechnology MS (Elective Course list)
    - Nanotechnology MS, Non-Thesis Track (Elective Course list)
17. PHY 6355 Physics of Free Electrons
    - No impact to any program or other course
18. PHY 6936 Graduate Candidacy Workshop
    - No impact to any program or other course

3. College of Community Innovation and Education

College of Community Innovation and Education course revision

1. PLA 6246 Advanced Mediation and Conflict Resolution Practicum
    - Change to allow multiple choices for the completion of the practicum

College of Community Innovation and Education program revision

1. Curriculum and Instruction EdD
    - Update to program milestones
    - Reducing total hours from 57 to 54
    - Removing IDS 7500 from curriculum
    - Moving EDF 7985 to spring

4. College of Engineering and Computer Science

College of Engineering and Computer Science track additions

**Note: Undergraduate program counterparts have already been fully approved*

1. Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS Track
2. Civil Engineering MS, Transportation Systems Engineering Accelerated BS to MS Track
3. Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track
4. Civil Engineering MSCE, Accelerated BS to MSCE Track
5. Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track
6. Environmental Engineering MS, Accelerated BS to MS Track
7. Environmental Engineering MSEnvE, Accelerated BS to MSEnvE

5. College of Health Professions and Sciences

College of Health Professions and Sciences course continuations

1. GEY 5648 Gerontology: An Interdisciplinary Approach
2. SOW 6635 Social Work Practice in Schools

College of Health Professions and Sciences course revisions

1. HSC 6570 Clinical Nutrition
    - Update to course description and syllabus
2. HSC 6607 Lifestyle Medicine
    - Update to course description

3. HSC 6659 Issues in Geriatric Health Care
    - Update to course description

College of Health Professions and Sciences course deletions

1. PEO 5645C Coaching Football
    - No impact to any program or other course
2. PET 6062C Perceptual Motor Development
    - No impact to any program or other course
3. PET 6086 Exercise As Preventive Medicine
    - No impact to any program or other course
4. PET 6252 Race and Gender in Coaching and Sport Leadership
    - No impact to any program or other course
5. PET 6645 Advanced Studies in Adapted Physical Education
    - No impact to any program or other course
6. PET 6646 Methods and Curriculum in Adapted Physical Education
    - No impact to any program or other course
7. PET 6647 Program Development in Adapted Physical Education
    - No impact to any program or other course
8. PET 6655 Developmental Aspects of Motor Disabilities
    - No impact to any program or other course
9. PET 7535 Research and Experimental Design in Exercise Physiology
    - No impact to any program or other course
10. SOW 5930 Generalist Field Integrative Seminar
    - No impact to any program or other course
11. SOW 6914 Integrative Research Project in Clinical Practice
    - Social Work MSW, Orlando Full-Time Track (Elective Course list)
    - Social Work MSW, Orlando Part-Time Track (Elective Course list)
12. SOW 6931 Clinical Field Integrative Seminar
    - No impact to any program or other course
13. SOW 7397 Social Entrepreneurship in Public and Social Sectors
    - Public Affairs PhD, Social Work Track (Elective Course list)

6. College of Medicine

College of Medicine course additions

1. MDE 8037 Teleurgent Care Elective
2. MDE 8066 Evidence Based Medical Education: Shaping the Education of Future Physicians
3. MDE 8303 Outpatient Cardiology Elective
4. MDE 8403 Insights into the Medication Use Process
5. MDE 8450 Special Topics in Pediatric Ophthalmology
6. MDE 8502 Advanced Physiology in the Critically Ill Patient

7. MDE 8514 MedEd Instructional Materials Development: Moving Beyond the PowerPoint
8. MDE 8550 Special Topics in Ophthalmology
9. MDE 8609 Special Topics in Psychiatry
10. MDE 8700 Special Topics in Anesthesiology
11. MDE 8717 Lifestyle Modification Skills in Practice
12. MDE 8800 Special Topics on Neurology
13. MDE 8831 Outpatient Psychiatry Elective

College of Medicine course continuations

1. MDE 8660 Plastic Surgery Elective
2. MDE 8663 Aesthetic Plastic Surgery Elective

College of Medicine course deletion

1. MDE 8662 Plastic and Reconstructive Surgery Elective
    - No impact to any program or other course

7. College of Arts and Humanities

College of Arts and Humanities course additions

1. ENG 6616 Social Media Research for Humanities
2. ENG 6819 Critical Making for Humanist Scholarship
3. ART 5320C Advanced Drawing (split level)
4. ART 5783C Advanced Ceramics (split level)
5. HIS 5070 Oral History (split level)
6. PGY 5106C Photography Theory and Practice (split level)

College of Arts and Humanities course continuations

1. AMH 5176 Colloquium in Civil War and Reconstruction
2. ARH 5933 Seminar in African & African-American Arts
3. ENC 6333 Contemporary Rhetoric and Composition Theory
4. MUH 5326 Medieval and Renaissance Music
5. MUL 5645 Choral Literature

College of Arts and Humanities course revisions

1. AMH 5116 Colloquium in Early American History
    - Change in title from “Colloquium in U.S. Colonial History” to “Colloquium in Early American History”

2. AMH 5169 Colloquium in The American Early Republic
    - Aligning course to ensure full coverage of the chronological series in US history
3. HIS 6592 Seminar in Oral History
    - Change course prefix from AMH to HIS
    - Change course description
4. MUS 6949 Cooperative Education in Music
    - Aligning curriculum

College of Arts and Humanities course deletions

1. AMH 5149 Colloquium in Early U.S. History, 1789-1815
    - History MA (Western Hemisphere: Caribbean, North American, or South American elective list)
    - History MA, Public History Track (Western Hemisphere: Caribbean, North American, or South American elective list)
2. ARH 5934 Orlando Art Exhibition
    - No impact to any program or other course
3. ARH 5938 Orlando Art Exhibition Seminar
    - No impact to any program or other course
4. DAA 5930 Special Topics
    - No impact to any program or other course
5. DAA 6930 Special Topics
    - No impact to any program or other course
6. EUH 5938 AP European History
    - No impact to any program or other course
7. MUE 6937 Special Topics
    - No impact to any program or other course
8. MVK 5650 Piano Pedagogy
    - No impact to any program or other course
9. TPA 6097C Advanced Rendering and Modeling II
    - No impact to any program or other course
10. TPA 6106C Sound Design Studio
    - No impact to any program or other course

College of Arts and Humanities program revision

1. Texts and Technology PhD
    - Adding new courses and adding elective options

Rosen College of Hospitality Management - Grad Course Addition Special Topic - HMG 6938 ST: Food Supply Chain Management

2021-2022 Graduate Course Special Topics Request

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.

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

Proposal Type:* Grad Course Addition Special Topic

College:* Rosen College of Hospitality Management

Unit / Department / College:* Department of Foodservices and Lodging Management

For the Full Title box below, please type the course information in the following format: Prefix, Course Number, and Title. For example: IDS 6938 Creative Education

Please note: Special Topics codes can only be 5937 or 6938.

Full Title:* HMG 6938 ST: Food Supply Chain Management

Prefix:* HMG

Code:* 6938

Earliest semester course may be offered:* ( ) Fall (•) Spring ( ) Summer

Year:* 2021

Course Title- must ST: Food Supply Chain Management

begin with ST:*	
30 Char. Abbreviation - must begin with ST:*	ST: Food Supply Chain Mgt
Course Instructor (Must be Approved Graduate Faculty/Scholars):	Cynthia Mejia
Department Chair Phone Number:*	407-903-8191
Dept Chair Email:*	Cynthia.Mejia@ucf.edu
Course Description (25 word limit)*	**Introduction to food supply chain management and theory, examining strategic sourcing, pricing, negotiation, distribution, technology, stakeholder relationships, and quality control related to perishable foodservice products.**
Grading Scheme:*	ABCDF
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Justification

Why is this course being offered as a special topic?*	We are testing as a pilot course for potential inclusion in a new graduate certificate.
What is the source of students to enroll in this course?*	Rosen College masters students
What is the estimated annual enrollment?*	50
Do you plan to request that this course become permanent?*	(•) Yes ( ) No

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

Detail Discussion	No known duplications or conflicts.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

Check Attached*	☑ I have attached a course syllabus.
Support from involved units that no duplication exists	☐ Duplication support materials attached

PeopleSoft

HMG 6938 Special Topic: Introduction to Food Supply Chain Management

Department of Foodservice & Lodging Management
Rosen College of Hospitality Management
University of Central Florida

COURSE SYLLABUS

Instructor:	Dr. Cynthia Mejia	Term:	Spring 2021
Office:		Class Modality:	Online
Phone:			
E-Mail:			
Office Hours:			

University Course Catalog Description

Introduction to food supply chain management and theory, examining strategic sourcing, pricing, negotiation, distribution, technology, stakeholder relationships, and quality control related to perishable foodservice products.

Student Learning Outcomes

Upon completion of this course, students should be able to:

1. Apply supply chain theory to best practices in modern food supply chain management.
2. Analyze the macro forces on food supply chains and how they impact the foodservice industry.
3. Explain the effects of global agricultural practices on food supply chains.
4. Classify simple versus complex food supply chain management structures.
5. Categorize pricing structures and costs regarding formula vs. transactional pricing.
6. Plan and prepare for strategic sourcing.
7. Evaluate food supply chain workflows throughout an organization.
8. Conduct a gap analysis using a food supply chain system assessment.

Course Credits

3 credit hours

Prerequisite

None

Required Text

Cegnar, R. (2021 Electronic Copy). *Unchained: Building Food Supply Chain Systems for the Restaurant Industry.* San Diego, CA: Cognella, Inc.

Other Required Reading & Virtual Materials

- Astill, J., Dara, R. A., Campbell, M., Farber, J. M., Fraser, E. D., Sharif, S., & Yada, R. Y. (2019). Transparency in food supply chains: A review of enabling technology solutions. *Trends in Food Science & Technology, 91,* 240-247.
- Hobbs, J. E. (2020). Food supply chains during the COVID-19 pandemic. *Canadian Journal of Agricultural Economics/Revue canadienne d'agroeconomie*.
- Modica, P.D., Altinay, L., Farmaki, A., Gursoy, D., & Zenga, M. (2020). Consumer perceptions towards sustainable supply chain practices in the hospitality industry. *Current Issues in Tourism, 23*, 358-375.
- UCF LinkedIn Learning Short Course: Supply Chain Foundations
- UCF LinkedIn Learning Short Course: Purchasing Foundations
- UCF LinkedIn Learning Short Course: Strategic Negotiation

Course Activities

In order to accomplish the learning outcomes, students will complete the following course activities:

- Executive summaries incorporating theory and practice
- Group discussions
- Case study analyses

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Make-up Assignments

All students are required to submit assignments at the scheduled time. **NO make-ups** given unless the student has an emergency, extreme circumstance, or valid reason with written documentation. Assignments submitted late will be accepted but subject to a 10% deduction of the total points available per each day the assignment is late.

Per university policy, students are permitted to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, reasonable alternative assignments will be provided, and the grading scale will be equivalent to the missed assignment. Please contact your instructor ahead of time for notification of the upcoming need.

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf

Assessment and Grading Procedures

Assignment and Point Values	
Assignment	**Points**
Executive Summaries (4)	40
Group Discussions (6)	30
Case Study Analysis (7)	30
Total	100

Note: Each point value is the maximum value a student can earn.

UCF Grading Scheme			
A	94-100	**C**	74-76
A-	90-93	**C-**	70-73
B+	87-89	**D+**	67-69
B	84-86	**D**	64-66
B-	80-83	**D-**	60-63
C+	77-79	**F**	59 and below

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

Communication

E-Mail Communication
For this class, our official mode of communication is through the *Webcourses* e-mail/messaging function. Students are responsible for checking their e-mail accounts regularly, and it is the student's responsibility to be aware of the contents and announcements within the course. Students are fully responsible for any consequences that may be caused from not checking communications frequently while enrolled in the course.

Remember to also regularly check your Knights E-Mail address, as it is used for all university business, including class rosters, financial aid, advising, etc. There will be no other e-mail addresses available for university personnel to access.

All communications between the student and instructor, and between student and student should be respectful and professional. Here are proper email etiquettes that apply not only to this course, but also to any business situation: (1) When sending an email, please make sure to have a proper subject line. Since the instructor receives a variety of emails each day, not all emails are read right away. By having this professional subject line, the instructor will make note of your email. (2) Be respectful and professional by addressing the instructor by name (e.g., Dr., Ms./Mr., or Professor). (3) Make sure that your email includes a considerate welcome, greeting, and closing, which is essential for hospitality business communications. (4) Spell check not only the content, but also the name of the recipient. (5) Always end with "Thank you," "Sincerely," "Regards" and your name.

Rules/Protocols of Communication Online

Please use the following conventions when composing an online posting:

- A helpful hint for use with both online posting and email – Compose your message in your word-processing application in order to check spelling, punctuation, and grammar – the copy and paste your composition into email or the posting area. This not only saves online time but also works as a preventative measure from losing information while typing.
- Avoid posting large blocks of text. If you must, break them into paragraphs and use a space between paragraphs.
- Use the "reply" button rather than the "compose" button if you are replying to someone else's posting.
- Do not use postings such as "I agree," "I don't know either," "Who cares," or "ditto." They do not add to the discussion and will not be counted for assignment credit.
- Everyone should feel free to participate in class and online discussions. Regular and meaningful discussion postings constitute a substantial portion of your grade.
- Respect each other's ideas, feelings, and experience.
- Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.
- If you want to send a personal message to the instructor or to another student, use email rather than the discussions.
- Be patient. Do not expect an immediate response when you send a message.
- Explore disagreements and support assertions with data and evidence.

Course Policies

Professionalism

This course is delivered fully online. Although we do not meet face-to-face, please be courteous to the instructor and to your fellow classmates in the online environment. Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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.

Course Accessibility Statement

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

Deployed Active Duty Military Students

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

Copyright

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

Third-Party Software and FERPA

During this course students might have the opportunity to use public online services and/or software

applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post nor provide any private information about yourself or your classmates. Where appropriate, you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Important Dates to Remember

Last Day to Drop/Swap Classes:
Last Day for Full Refund:
Last Day to Add Classes:
Tuition & Fee Payment Deadline:
Withdrawal Deadline:
Thanksgiving (no classes):
Final Examination Period:

Course Schedule

Module	Topic	Reading(s)	Deliverables
1	Course Expectations, Syllabus, & Deliverables Introduction to Foodservice Supply Chains Survey of the Current Macro/Social Environment	Chapter 1	• Group Discussion & Case Study Analysis 1
2	History & Evolution of the Restaurant Industry & Macro Forces on the Supply Chain	Chapter 2	• Group Discussion & Case Study Analysis 1
3	Impact of Global Agriculture on Food Supply Chains & Sustainability	Chapter 3	• *Executive Summary 1* • Group Discussion & Case Study Analysis 2
4	Theory & Organization of Food Supply Chains	Chapter 4	• Group Discussion & Case Study Analysis 2
5	Pillar #1: People & the Organization	Chapter 5	• Group Discussion & Case Study Analysis 3
6	Pillar #2: Strategic Sourcing & Negotiation	Chapter 6	• *Executive Summary 2* • Group Discussion & Case Study Analysis 3
7	Pillar #3: Managing & Understanding Cost Transparency	Chapter 7	• Group Discussion & Case Study Analysis 4
8	Pillar #4: Forecast & Promotional Management	Chapter 8	• Group Discussion & Case Study Analysis 4
9	Pillars #5 & #6: Strategic Distribution & Optimized Transportation Management	Chapter 9	• *Executive Summary 3* • Group Discussion & Case Study Analysis 5
10	Pillar #7: Specifications, Quality Control, Brand Safety, and Crisis Management	Chapter 10	• Group Discussion & Case Study Analysis 5

11	Pillar #8: Technology to Support Supply Chain Processes	Chapter 11	• Group Discussion & Case Study Analysis 6
12	Five-Stage Model of Food Supply Chain Systems	Chapter 12	• *Executive Summary 4* • Group Discussion & Case Study Analysis 6
13	Building a Foodservice Supply Chain System	Chapter 13	• Final Case Analysis 7
14			• Final Case Analysis 7

Note: The course topics and schedule are subject to revision based on the progress of the course and at the discretion of the instructor. Any changes will be announced in Webcourses and/or via email.

College of Sciences - Grad Course Addition - POS 6079 The Politics of Race, Ethnicity, Gender, and Class in the United States

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Sciences

Unit / Department / College:* MA Program

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

Full Title:* POS 6079 The Politics of Race, Ethnicity, Gender, and Class in the United States

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Dr. Kenicia Wright

Department Chair Phone Number:* 4078232608

Dept Chair Email:* Kerstin.Hamann@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* POS	**Number:*** 6079
Course Title:* The Politics of Race, Ethnicity, Gender, and Class in the United States	
30 Character Abbreviation:* Race/Eth., Gender & Class	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Examines the political consequences of race, ethnicity, gender, and class in the US.	
Grading Scheme:* ABCDF	
Prerequisite(s): Admission to graduate program or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	There is a history of race, ethnicity, gender, and class impacting the lives of Americans. I am motivated to add this course because of the politically related effects of these social identities and the lack of a graduate course in SPSIA on this topic; the goal is to ensure graduate students are aware of the politically-relevant effects of social identities in the US.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	Graduate
What is the estimated annual enrollment?*	20

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

Detail Discussion	Public Administration, Sociology, and Anthropology were contacted and had no conflicts. See attached.

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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*	☑

Attached	☑ I have attached a course syllabus and rationale.
Support from involved units that no duplication exists	☑ Duplication support materials attached

Administration Use Only

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

PeopleSoft

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

Proposed Graduate Seminar:
POS 6079: The Politics of Race, Ethnicity, Gender, and Class in the United States
School of Politics, Security, and International Affairs
University of Central Florida
Spring 2022

Course Instructor: Dr. Wright
Course Mode: Face-to-face
Class Location: TBD
Class Meeting: TBD
Office: HPH302 (Sign in at SPSIA Front Desk)
Office Hours: Wednesday and Friday, 9 to 11am, and by appointment
Email: Kenicia.Wright@ucf.edu

COURSE DESCRIPTION

Prerequisites: Graduate standing or consent of the instructor (3 credit hours)

This graduate-level seminar is designed to improve your understanding of the political dynamics and implications connected to the historical and contemporary role of social identities on social inequality, political power, and policy preferences. Recent events, including the protests, marches, and demonstrations in response to the killing of several black men and women in summer 2020, the disproportionate effect of COVID-19 on people of color, and persistent income inequality and wealth gap between different racial groups, exemplify the continued political relevance of social identity. This seminar assumes a political science perspective of the meaning and effects of "social identity" that ties to existing research in political science and related fields. This course covers the historical legacy of race in the US, the effects of other salient social identities, and examines the political implications of intersectional impact of multiple social identities. We will discuss important questions such as, "What are social identities?", "What are the patterns of social inequality along race, ethnicity, gender, and class?", "What effects do these social identities have on the policy preferences and political behavior?", and "What is intersectionality?'". While the seminar focuses on the US, students will have the opportunity to discuss, and study, other contexts. No previous familiarity with these topics is required.

COURSE OBJECTIVES

Students who complete this course will be able to:

- Understand, critically assess, and respectfully engage in discussion of assigned readings
- Explain differences in approaches, major theoretical frameworks, and key findings in existing research on "social identities" in political science and related fields
- Develop a research paper that contains an original research question on the politically related effects of race, ethnicity, gender, and/or class; the paper should also contain an original theory and 2-4 hypotheses
- Identify appropriate measures in publicly available data to examine relationships between relevant variables
- Present a conference style presentation of their research at the end of the semester

REQUIRED TEXTS

Required texts are listed below. All students are expected to complete assigned readings and be able to answer the discussion questions provided on this Syllabus when they arrive to class. If you have any difficulty locating or purchasing the required texts, contact Dr. Wright *as early in the course as possible.*

- Baglione, L. A. (2019). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods - Fourth Edition*. CQ Press.
  ISBN-13: 978-1506367422
- Healey, J. F., and Stepnick, A. (2020). *Diversity and Society: Race, Ethnicity, and Gender* - 6th Edition. Pine Forge Press. (D&S in the Course Schedule)
  ISBN-13: 978-1506389059
- Wolbrecht, C. and Hero, R. E. (2005). *The Politics of Democratic Inclusion.* Temple University Press. (PoDI in the Course Schedule)
  ISBN-13: 978-1592133598
- Academic articles are also assigned; we will discuss different options for accessing academic articles in Week 1 and guidelines will be provided in Webcourses.

ASSIGNMENTS AND GRADE BREAKDOWN

Assignments	Points
Required Academic Activity	1 point
Attendance and Participation	100 points
Short Response Papers	300 points
Student-led Discussion Week	100 points
Research Paper	500 points (Staggered deadlines)
Final Exam	100 points

Required Academic Activity: 1 point

All UCF Faculty are required to document the academic activity of enrolled students to ensure a timely processing of financial aid. The activity is a graded quiz titled "Week 1: Academic Activity"; it will be available in Webcourses after our first class meeting. The quiz will consist of questions related to the Course Syllabus, the Week 1 assigned readings, and details about your research interests.

Attendance, Preparation, and in-class participation: 100 points

This is a graduate-level seminar. All students are expected to attend class fully prepared with the ability to critically discuss each assigned reading. Students will earn these points by attending class regularly, offering meaningful contribution to class discussions, and respectfully engaging in dialogue with their colleagues. Student performance will be assessed twice in this course: (1) 50 points will be earned based on participation and engagement in the first half of the semester (Week 7) and (2) 50 points will be earned based on participation and engagement in the second half of the semester.

Short Response Papers: 300 points
Students must upload three short response papers on three assigned academic articles. The paper **can NOT be longer than 450 words, should be uploaded as a Word document or PDF to Webcourses, and all three must be uploaded by Week 13**. These papers are more than a simple summary of the reading and should reflect an accurate understanding of the main points of the reading, critical thinking, and should contain concise, clear discussion of the following items: (1) key concepts and points covered in the reading (no more than one paragraph), (2) your reaction to the reading based on responses to the following questions: What did you learn from the reading? What did you find most interesting? Was there any component that was confusing?, (at least one paragraph) (3) one critique; What is a shortcoming of the reading that isn't noted in the reading? Why do you think the author didn't address it? What specific steps would you take to address it?, (this discussion should be at least one paragraph) and (4) pose two questions related to the reading for in-class discussion. Grading will be based on accuracy, originality (must be *in your own words*, and the submission being **no more than 450 words**. An example is provided in Webcourses.

Student-led Discussion Week: 100 points
Each student will lead discussion on a reading they select during Week 10. Students must upload a Word document or PDF with the APA citation of three academic articles they are interested in discussing to Webcourses by **Monday, Week 8 (March 1st) at 8:00am**. Students who do not upload an appropriate articles by the deadline will receive a "0" for this entire assignment, unless they can provide proof of a University approved excuse. Dr. Wright will provide a list of all readings and additional details on the structure of the Student-led Discussion Week via Webcourses.
Requirements:

- Upload a Word document or PDF with readings you're interested in discussing for Student-led Discussion Week by Monday, Week 8 (March 1st) at 8:00am. ("0" on the entire assignment if this isn't completed by the deadline!)
- When leading discussion: Offers a clear and accurate summary of the reading and poses two discussion questions to the class (worth 50 points)
- Students must upload two questions on half of the assigned readings provided on the list posted in Webcourses by Dr. Wright. These questions should reflect that the student has read, and thought critically, about the readings that will be discussed. The questions must be uploaded Monday of Week 10 Student-led Discussions at 8:00am. (50 points)

Research Paper and Conference: Students must submit a research paper near the end of the semester and there are several deadlines throughout the semester to ensure students make progress. The research paper must examine a political science related research question and the final draft should reflect an understanding of existing political science research. There will be a student conference near the end of the course – attendance is required from all students on both days. Review the Course Schedule and if you aren't able to attend the conference, contact Dr. Wright by Week 2 with supportive documentation! I encourage students to complete all assigned readings, thinking critically about material we discuss in-class, and incorporate all information that is relevant to the focus of their paper. Students will receive feedback from Dr. Wright throughout the semester, before their final paper is due. Grading of the final paper will be based

on accuracy, originality, clarity, and how well each student addresses comments / incorporates feedback and suggestions.

During the conference, which will be held during the last two weeks of the course, students will complete a conference style presentation of their paper, answer questions from their colleagues, and serve as a discussant for one another paper in the course. Discussants are expected to thoroughly read and upload a Word document with five comments for their assigned paper; the comments should reflect critical thinking and discussant assignments will be made near the date of the conference.

Requirements:

- Upload a Word document or PDF with three research questions you're interested in studying for the research paper. The research question must center on politically related "effects" of race, ethnicity, gender, and/or class. **(Required, must be uploaded by Monday, Week 3 at 8:00am, or student will receive a "0" on all Research Paper Assignments.)**
- Upload a Word document or PDF with a clearly stated RQ, the APA citation of five seminal pieces of political science research related to your RQ, an original summary of key points from the source (no more than one paragraph) and clear discussion of how the source connects to the RQ **(Worth 50 points, due Monday, Week 5 at 8:00am.)**
- Upload a Word document or PDF with a straightforward overview of your original theory (a draft, no more than 1 page) and 1 to 3 appropriately formatted hypotheses**. (Worth 50 points, due Monday, Week 8 at 8:00am.)**
- Upload a Word document or PDF with the Conference Paper Draft; this version of your paper must be uploaded to Webcourses by Monday, Week 12 at 8:00am; this provides your discussant and Dr. Wright two weeks to read your paper, think critically about it, and develop feedback. Papers should be in 12 pt Times New Roman, double-spaced, and include APA formatting. Students will upload their final paper drafts to the Turnitin link provided in Webcourses. Papers should include a title and the following required sections: (1) Introduction, (2) Literature Review, (3) Theory and Hypotheses, and (5) Conclusion. An example is provided in Webcourses that explains the key requirements of each section. **(Required, must be uploaded by Monday, Week 12 at 8:00am or student will receive a "0" on all remaining Research Paper Assignments.)**
- Attend a two-part conference: Attendance on BOTH days is *required*; students who do not attend must have a University approved excuse or will receive a "0" for all conference related assignments. For the conference, students must: (1) Upload Discussant comments on the reading you're assigned by Dr. Wright to Webcourses by **Friday, Week 13 (April 9th) at 11:59pm (worth 100 points)** and (2) Actively participate in the Q\& A portion of the conference on both days **(worth 100 points).**
- Upload a final paper draft that address concerns noted in the Discussant Comments and feedback, questions, etc. received during the Student Conference. Writing is a process, but this final paper should reflect an entire semester of work. The final paper that will be used to determine your grade in this course is **due on the official last day of class (April 26th) at 11:59pm. (Worth 200 points)**

Final Exam: 100 points To ensure students understand the key concepts and main points of assigned readings, there is a final exam in this course. The exam will be in-class and may consist

of multiple choice, true/false, short answer, and essay questions. The exam will take place on the day and time designated by UCF.

GRADING:

A: 929.5 - 1000 points
A-: 899.5 - 929.4 points
B+: 869.5 - 899.4 points
B: 829.5 - 869.4 points
B-: 799.5-829.4 points
C+: 769.5 - 799.4 points
C: 729.5 - 769.4 points
C-: 699.5-729.4 points
D+: 669.5 - 699.4 points
D: 629.5-669.4 points
D-: 600-629.4 points
F: 599.4 points and below

LATE POLICY: Dr. Wright does NOT accept late work without documentation of a University approved excuse. Appropriate documentation must be provided within 5 business days of the missed deadline. NO exceptions! This maintains fairness to all students in the course and encourages students to appreciate the critical importance of time management and balance to graduate school success.

STUDENTS WITH DISABILITIES

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

TITLE IX

Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence.
UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind. Any student with questions or concerns related to this, should visit https://letsbeclear.ucf.edu/title-ix-at-ucf/.

UNIVERSITY WRITING CENTER

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work with you on your writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call (407)823-2197.\\

ACADEMIC MISCONDUCT

Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. Section 1, ``Academic Misconduct'' lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask me to change your grade *except* for unintended numerical errors. Any student who plagiarizes or cheats on any course assignments is subject to an **F in this course**. Keep in mind, plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper you wrote for a different class without approval, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule, the FTCL page on academic integrity, and the library website for further information on this. Expect penalties for failing for academic dishonesty, plagiarism, or cheating; penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

CAMPUS SAFETY STATEMENT

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts; there is an emergency procedure guide posted on a wall near the door in every UCF classroom. To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue ``Personal Information'' heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply"' to save the changes, and then click "OK". Students with special needs related to emergency situations should speak with their instructors outside of class.

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 Dr. Wright to discuss your circumstances as early in the semester as possible.

DISCUSSION QUESTIONS

Students are expected to attend class with assigned class readings complete. At a minimum, each student should be able to discuss the following questions for quantitative studies:

- What is the research question?
- What does the existing literature "say" about the question?
- What is the theory / argument the authors are putting forth?
- What are key variables / concepts are examined?
- What are the hypotheses? How are they tested?
- What data is used? How are key concepts measured?
- What are the findings? Implications of the results?
- Are you convinced by the argument? What would you change?

COURSE SCHEDULE

Week 1, January 11th: Course Introduction

- Introductions, review of Course Syllabus, exercise on finding academic articles, and discussion of assigned readings

Assigned Readings:

- How to email a professor: https://www.wikihow.com/Email-a-Professor
- UCF APA Style Writing Guide
- Pew Research Center "The Changing Categories the US Census has used to measure race'"
    - Changing Categories of Race in Census
- Gustafsson, K., & Hagström, L. (2018). What is the point? Teaching graduate students how to construct political science research puzzles. *European Political Science*, 17(4), 634-648.

Week 2, January 18th: Understanding Race and Its Political Consequences

Note: Martin Luther King, Jr. Day is observed on January 18th, 2021.

Assigned Readings:

- Baglione, Chapters 1 and 2
- D&S, Ch. 1
- PoDI, Chapters 1 and 2
- Hutchings and Valentino. 2004. "The centrality of race in American politics." *Annual Review of Political Science* (7): 383-408.

Week 3, January 25th: Understanding Ethnicity and Its Political Consequences

RQ Assignment due in Webcourses, the Monday before class this week at 8:00am. Check Webcourses for additional details.

Assigned Readings:

- Baglione, Ch. 3
- D&S, Ch. 2
- PoDI, Chapters 2 and 3
- Zhu, L., and Clark, J. H. (2015). "`Rights without Access'" The Political Context of Inequality in Health Care Coverage in the US States." *State Politics & Policy Quarterly*, 15(2), 239-262.

Week 4, February 1st: Political Experiences of Dominant and Minority Groups in the US
Assigned Readings:

- Baglione, Ch. 4
- D&S, Chapters 3 and 4
- PoDI, Ch. 4
- Banducci, S. A., Donovan, T., and Karp, J. A. (2004). `"Minority representation, empowerment, and participation." *The Journal of Politics*, 66(2), 534-556.
- Kanthak, K., and Krause, G. A. (2010). "Valuing diversity in political organizations: Gender and token minorities in the US House of Representatives.'" *American Journal of Political Science*, 54(4), 839-854.

Week 5, February 8th: Politics of the African American Experience in the US
Academic Source Summary Assignment due the Monday *before* class this week at 8:00am.
Assigned Readings:

- D&S, Ch. 5
- PoDI, Chapters 5 and 9
- Huddy, L., and Feldman, S. (2009). "On assessing the political effects of racial prejudice.'" *Annual Review of Political Science*, 12, 423-447.
- Feldman, S., and Huddy, L. (2005). "Racial resentment and white opposition to race-conscious programs: Principles or prejudice?" *American Journal of Political Science*, 49(1), 168-183.
- Tesler, M. (2012). "The spillover of racialization into health care: How President Obama polarized public opinion by racial attitudes and race." *American Journal of Political Science*, 56(3), 690-704.

Week 6, February 15th: Politics of the Native American Experience in the US
Assigned Readings:

- Baglione, Ch. 5
- D&S, Ch. 6 (Native Americans)
- De Rooij, E. A., and Green, D. P. (2017). "Radio public service announcements and voter participation among Native Americans: Evidence from two field experiments." *Political Behavior*, 39(2), 327-346.
- Frymer, Paul. (2016). "Why Aren't Political Scientists Interested in Native American Politics?" *Perspectives on Politics* 14(4): 1042-1043.
- Wilmer, F. (2016). "Indigenizing Political Science or Decolonizing Political Scientists?" *Perspectives on Politics*, 14(4), 1050-1051.

Week 7, February 22nd: Politics of the Hispanic American Experience in the US
Students must upload readings they are interested in discussing for Student-led Discussion Week to Webcourses by Monday, Week 7 (February 22nd) at 8:00am.
Assigned Readings:

- Baglione, Ch. 7
- D&S, Ch. 7
- PoDI, Ch. 6 and 7
- Collingwood, L., O'Brien, B. G., and Tafoya, J. R. (2020). "Partisan learning or racial learning: Opinion change on sanctuary city policy preferences in CA and TX." *Journal of Race, Ethnicity and Politics*, 5(1), 92-129.
- Lee, T. (2008). "Race, Immigration, and Identity-to-Politics Link." *Annual Review of Political Science*. 11, 457-478.
- Li, R., and Jones, B. M. (2020). "Why Do Immigrants Participate in Politics Less Than Native-Born Citizens? A Formative Years Explanation." *Journal of Race, Ethnicity and Politics*, 5(1), 62-91.

Week 8, March 1st: Politics of the Asian American Experience in the US}
Theory and Hypothesis Draft due Monday, Week 8 (March 1st) at 8:00am. At the start of class this week, Dr. Wright will provide a schedule for the Week 10 Student-led Discussion Week.
Assigned Readings:

- Baglione, Chapters 6 and 7
- D&S, Ch. 8
- PoDI, Chapters 10 and 12
- Ku, A., Malhotra, N., and Mo, C. H. (2017). "Social exclusion and political identity: The case of Asian American partisanship." *The Journal of Politics*, 79(1), 17-32.
- Phillips and Lee. (2018). "Superficial Equality: Gender and immigration in Asian American political participation." *Politics, Groups, and Identities* 6(3): 373-388.

Week 9: No Class Spring Break
There will be no face-to-face classes this week due to Spring Break. Students are encouraged to use the break to work on their research papers and complete the readings for the Week 10 Student-led Discussion Week.

Week 10, March 15th: Student-led Discussion Week
Assigned Readings:

- Dr. Wright will provide a list of readings in Webcourses during Week 8.

Week 11, March 22nd: Intersectionality and Broader Political Contexts of Minorities
Assigned Readings:

- PoDI, Ch. 11
- Body, C. L. (2016). "Representation on the courts? The effects of trial judges' sex and race." *Political Research Quarterly*, 69(4), 788-799.

- Johnson, R., Pattie, C., Jones, K., and Manley, D. (2020). "Intersectionality and English Voting Behaviour: And Was There a 2017 Youthquake." *Political Studies Review*, 18(2), 294-303.
- Masuoka, N. (2008). "Political attitudes and ideologies of multiracial Americans: The implications of mixed race in the United States." *Political Research Quarterly* 61(2):253-267.
- Minta, M. D., and Brown, N. E. (2014). "Intersecting interests: Gender, race, and congressional attention to women's issues." *Du Bois Review: Social Science Research on Race*, 11(2), 253-272.
- Rocha, R. R. (2007). "Black-brown coalitions in local school board elections." *Political Research Quarterly*, 60(2), 315-327.
- Simien, E. M. and Hancock, A. (2011). "Mini-symposium: Intersectionality research." *Political Research Quarterly* 64(1): 185-186.

Week 12, March 29th: Traditionally Under-Represented Groups in the US
The Conference Paper Draft must be uploaded to Webcourses by Monday, March 29th at 8:00am.
Assigned Readings:

- PoDI, Ch. 13
- Gershon, S. A., and Lavariega Monforti, J. (2019). "Intersecting campaigns: candidate race, ethnicity, gender and voter evaluations." *Politics, Groups, and Identities*, 1-25.
- Lee, H. (2019). "Does increasing racial minority representation contribute to overall organizational performance? The role of organizational mission and diversity climate." *The American Review of Public Administration*, 49(4), 454-468.
- Minta, M. D. (2020). "Diversity and Minority Interest Group Advocacy in Congress." *Political Research Quarterly*, 73(1), 208-220.
- Wolak, J., and Juenke, E. G. (2019). "Descriptive representation and political knowledge." *Politics, Groups, and Identities*, 1-22.

Week 13, April 5th: Where do we go from here?
This is the last day to submit a short response paper. Discussant comments should be uploaded to Webcourses by Friday, April 9th.
Assigned Readings:

- Baglione 2012, Ch. 9
- D&S, Ch. 10
- PoDI, Ch. 14
- Schildkraut, D. J. (2014). "Boundaries of American identity: evolving understandings of `US'" *Annual Review of Political Science* 17.

Week 14, April 12th: Student Conference, Day One
Assigned Readings:

- Discussants will be assigned to read, and provide feedback, for a specific reading. All students are expected to read all of the papers that will be presented during the conference.

Week 15, April 19th: Student Conference, Day Two
Assigned Readings:

- Discussants will be assigned to read, and provide feedback, for a specific reading. All students are expected to read all of the papers that will be presented during the conference.

April 26: Official Last Day of Class

- Classes for Spring 2021 end on April 26th. Students must upload a final paper draft with all required sections to the Turnitin link in Webcourses. The paper will be graded on overall clarity, inclusion of relevant research, strength and originality of the argument, and how well it addresses feedback from Dr. Wright over the semester, concerns / points made during the Student Conference, and Discussant comments. Papers are due April 26th at 11:59pm.

Finals Week

- The exam will be given in class on the day and time assigned by UCF for this course.

NOTE: If Dr. Wright makes any changes to this Course Syllabus, students will be informed of the changes and provided an updated Syllabus in Webcourses.

From: Elizabeth Mustaine <libby@ucf.edu>
Sent: Wednesday, August 26, 2020 1:17 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: new graduate course proposal

Kerstin,

Thank you to Dr. Wright for making these changes. We approve of the course now. We would also be interested in developing a graduate certificate in this area if other courses are developed; that's a great idea.

Libby

New graduate course proposal

From: Doug Goodman <Doug.Goodman@ucf.edu>
Sent: Tuesday, August 25, 2020 3:16 PM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: Re: New graduate course proposal

I am so sorry. I forgot to type NO. We have no objections to the graduate seminar. It is an excellent idea and addition to course offerings at UCF.

Sorry for the confusion.

Doug Goodman, Ph.D.
Professor & Director
School of Public Administration
University of Central Florida
Office: 407.823.2604
doug.goodman@ucf.edu
Please note: Florida has a very broad open records law (F.S. 119). Emails may be subject to public disclosure.



ARMOR UP, KNIGHTS.
☑ **Wear a face covering.**
☑ **Wash your hands.**
☑ **Practice physical distancing.**
ucf.edu/coronavirus

From: John Schultz <John.Schultz@ucf.edu>
Sent: Monday, August 31, 2020 8:31 AM
To: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Subject: RE: new graduate course proposal

HI Kerstin,

Anthropology does not have any concerns with the proposed course.

Thanks,
John

From: Kerstin Hamann <Kerstin.Hamann@ucf.edu>
Sent: Tuesday, August 18, 2020 10:26 AM
To: John Schultz <John.Schultz@ucf.edu>
Subject: FW: new graduate course proposal

Hi John,

...

We would like to propose a new graduate course on Race, Ethnicity, Gender, and Class in the United States. I have attached the course proposal. Please let me know if you have any concerns or objections.

Many thanks,
Kerstin

College of Sciences - Grad Course Addition - SYP 6570 Topics in Domestic Violence

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Sciences

Unit / Department / College:* Department of Sociology

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:* SYP 6570 Topics in Domestic Violence

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Amy Reckdenwad, Elizabeth Mustaine, Allison Cares, Jana Jasinski, Lin Huff-Corzine, Jacqueline Woerner

Department Chair Phone Number:* 407-823-2618

Dept Chair Email:* libby@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* SYP	**Number:*** 6570
Course Title:* Topics in Domestic Violence	
30 Character Abbreviation:* Topics in Domestic Violence	
Course Type:* (•) Graduate Course ( ) Medicine (MD) Course	
Course Description (25 word limit)* Seminar involving an in-depth examination of current topics relating to domestic violence.	
Grading Scheme:* ABCDF	
Prerequisite(s): Graduate standing or C.I.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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

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. 2

Term of Offering

When will the course be offered?* [ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:* ( ) Required Course (•) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?* ( ) Yes (•) No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?* The Sociology department does not offer a Seminar involving an in-depth examination of current topics relating to domestic violence. The Seminar will give students an opportunity to examine cutting-edge research in the area of domestic violence. Faculty will be able to tailor the course as new topics emerge in the domestic violence literature.

What grad programs/tracks require or recommend this course for graduation? MA and PhD in Sociology

What will be the source of students?* MA and PhD Sociology students

What is the estimated annual enrollment?* 10

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

Detail Discussion

The Chair of the Sociology department reached out to the Department Chairs of Social Work and Criminal Justice.

Social Work Department's Response: "We teach a course on IPV of course for clinical social work students. We occasionally get students from Psych and MH counseling as well. While there are some overlapping topics of course, I see no conflict with Sociology teaching a course of DV. I don't see content on mental health treatments in there, is that correct?"

Response back to Social Work: "That is correct, there is no content on mental health."

Criminal Justice Department's Response: "It looks like a great class! I see no conflict with Criminal Justice."

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

UNIVERSITY OF CENTRAL FLORIDA

Topics in Domestic Violence: Intimate Partner Violence and the Intersection of Gender, Race, Class, Sexuality, and Immigrant Status

SYP 6xxx-xxxx
Term/Time/Day/Room TBA

**** denotes that information will change for a repeatable course. Faculty will be able to tailor the course as new topics emerge in the field of domestic violence. The Graduate Director will be responsible for approving the content before a course is repeated.**

Instructor Information **

Professor: Amy Reckdenwald, Ph.D.
Office Location: 406-G, Howard Phillips Hall
Office Hours: TBA OR by appointment (always email before coming)
Office Phone: 407-823-3923
E-mail: Amy.Reckdenwald@ucf.edu or through Webcourses@UCF

Course Information

Term: TBA
Course Number & Section: SYP 6xxx.xxxx
Course Name: Topics in Domestic Violence
Credit Hours: 3
Course Modality: TBA

Enrollment Requirements

Course Prerequisites: Graduate Standing
Course Co-requisites: None

Course Description **

Though attention has increased regarding research and responses towards intimate partner violence (IPV) in the last 4 decades, much of this attention has largely neglected the intersection of gender, race, sexuality, and status in the experience of IPV and how these experiences are shaped by the larger culture and social structure. This course will focus on the intersection of culture and social identifiers such as gender, race, ethnicity, sexuality, class, and immigrant status in regards to IPV. Students in this course will develop an understanding of IPV through intersectionalities and the importance of examining the different obstacles faced by women of varying positions as well those that have multiple marginalities. Topics include an examination of IPV perpetrated against Black women, LGBTQ+ individuals, minority women, women in poor communities, and immigrant women. Alternatives to current IPV prevention polices will also be discussed.

Important Note: It is very possible that some students in this class have experienced some form of violence and may be in a lot of pain. As such, it is required that you conduct your discussions with this in mind and be respectful of other student's positions. Self-disclosure of abuse in the past is not encouraged, but if it is something you are comfortable with, I am okay with you discussing it. However, it is important to understand that anything personal/private discussed in class remains in class. At no point is it appropriate to share disclosed information to others outside of the classroom nor is it appropriate to discuss another student's experiences amongst yourselves outside of class. If at any point during the semester you feel that you would like to talk to someone please visit **UCF Victim Services** at http://victimservices.ucf.edu/ or an on-call advocate can be contacted 24/7 including after hours, weekends and holidays by calling 407-823-1200.

Objectives

1. Understand the scope of the problem of intimate partner violence and the importance of culture.
2. Understand and consider the intersectionality of culture and social identifiers such as gender, race, ethnicity, sexuality, class, and immigrant status.
3. Critique the idea that intimate partner violence affects all women the same.
4. Understand various conceptual models aimed at explaining intimate partner violence and how theories can be strengthened by including intersectionality in the discussion.
5. Understand and evaluate alternatives to current IPV prevention polices.

Course Materials and Resources **

Required Books

(1) Bancroft, L. (2002). WHY DOES HE DO THAT? Inside the Minds of Angry and Controlling Men. ISBN: 9780425191651
(2) Sokolof, N. J., & Pratt, C. (2005). Domestic Violence at the Margins: Readings on Race, Class Gender, and Culture. ISBN: 9780813535708
(3) Potter, H. (2008). BATTLE CRIES: Black Women and Intimate Partner Abuse. ISBN: 9780814767306
(4) Messinger, A. (2017). LGBTQ Intimate Partner Violence: Lessons for Policy, Practice, and Research. ISBN: 9780520286054

Articles

Academic articles will be read throughout the semester. They are on the Webcourses page of the course. The dates they will be discussed are listed in the class schedule. Students are expected to have read all assigned articles prior to the assigned class.

Course Activities **

Tracking Student Participation for Financial Aid

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus quiz by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. This quiz is a simple 1 question asking whether or not you read the syllabus. Even if you are not receiving financial aid you must complete the quiz.

Activity Submissions and Grades

All assignments will be submitted through Webcourses@UCF submission. Grades for all assignments and total points will be shown in my grades on Webcourses within two weeks after the assignments are due.

Turnitin

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

Assessment and Grading Procedures **

Course Requirements

1- Research Paper/Project	100 points
2- Reaction Papers (6 at 10 points each)	60 points
3- Discussion Lead (3 at 30 points each)	90 points
4- Final Presentation	25 points
5- Participation	25 points
	300 points

Grading Scale

A	100 to 94	C	< 77 to 74
A-	< 94 to 90	C-	< 74 to 70
B+	< 90 to 87	D+	< 70 to 67
B	< 87 to 84	D	< 67 to 64
B-	< 84 to 80	D-	< 64 to 60
C+	< 80 to 77	F	< 60

Reaction Papers

You will be required to complete **6** reaction papers during the course of the semester. There are a total of 9 class periods for which you could write a reaction paper. These papers are based on the required readings for that day. You do not need to do any additional reading. If you are the discussion lead for that day, you will not complete a reaction paper. The purpose of these papers is for you to think about what you have read. They are not intended to be a summary of the readings. Any papers that are just summaries will not receive points. Papers must be typed (12-point font), double-spaced, and 3-4 pages in length. Spelling and grammar matter, so please proofread your papers. **Each reaction paper is worth 10 points, for a total of 60 points** towards your final grade. Reaction papers will be submitted through Webcourses prior to the start of the class they will be discussed.

Research Paper/Project

You will be required to complete a final paper/project for the class. Your paper could take many forms (e.g., research proposal of a new project you would like to conduct, a manuscript you would like to submit to a journal, or a comprehensive literature review of a topic and directions for future research), but the topic needs to be related to domestic violence. You can work on a new project, further your study of a particular topic related to domestic violence, work alone or with someone else. Papers will be between 20-30 pages in length, include 20 (Research Proposal or Paper) - 30 (Review Paper) academic references and be in APA format. Paper topics must be approved by TBA If you have questions about the acceptability of a particular source please bring it to class and I will look at it. You will need to submit your paper through webcourses and Turnitin.com. The "class ID" is TBA. The "class enrollment password" is TBA. Please enroll early into the course so that if you have problems or questions they can be addressed prior to you having to turn in your paper. Papers are due TBA. Late papers will not be accepted. The paper is worth **100 points** towards your final grade.

Final Presentation

Each student will be required to give a 15-20 minute conference style (PowerPoint) presentation covering their final paper/project in the class. The last class period is reserved for final presentations. The presentation is worth **25 points** towards your final grade.

Discussion Lead

Each week, students will be responsible for leading the discussion about the assigned readings for that class period. The discussion is expected to last roughly 1.5-2 hours. You will be responsible for leading **3** discussions during the semester. The week that you are to lead the discussion you must turn in to me at the start of class a detailed outline of the readings and a list of the discussion questions/ideas/topics you have thought up for leading the class discussion. It is important that the discussion first begins with a brief background of the author(s). Next, discuss questions/topics that help us understand the material and then you can move on to evaluating the material. Remember, this is designed to be a discussion and not a lecture or summary of the readings. Please see the assignment for more information.

Leading the class is worth 30 points, for a total of 90 points towards your final grade. A google doc will be available on Webcourses for you to sign up for the days you would like to lead the discussion. You need to be present in class to receive points towards the discussion (i.e., you cannot submit an outline and discussion questions and not show up to class). Please make sure to check your schedule and make sure you will be in class the days you sign up to lead. It is very difficult to re-arrange the discussion lead(s) for a certain day. If for some

reason something comes up and you are unable to make the class you have signed up to lead you are responsible for switching days with another student in the class well in advance.

Attendance/Participation
Class attendance and participation will be recorded on a regular basis. Students are expected to attend all classes, read the material, and participate in class discussions. Participation counts **25 points** towards your final grade. Additionally, students are responsible for all class material, whether you are in class or not. If you miss class you are responsible for getting the notes from another class member. Also, you will have the opportunity to make up the work by turning in a 5-page paper at the beginning of the next class (no exceptions) that summarizes the readings that we discussed for the class that you missed (Note: This is not an option if it is your day to lead the discussion). If you choose not to take this opportunity you will have **10 points** deducted from your final grade (Notes: This is not part of the 25 participation points; This is automatically deducted if you miss your scheduled discussion lead day). Please contact me before class if you plan to not attend. If you must miss class for a University recognized excuse please provide documentation well in advance (Note: If this falls on your discussion lead day you are responsible for switching days will another student in the class well in advance).

Course Schedule **

Week	Topic	Assignment
1	Introduction and Course Overview; Discussion of Syllabus and review of Assignments	Complete **Syllabus Quiz** (listed on webcourses) **Sign up for 3 Discussion Leads**
2	Questions and Myths	Bancroft: Why Does He Do That? (Entire Book) Bring in Definition of Culture S & P Chapter 11: Domestic Violence in Ethnically and Racially Diverse Families. **Discussion Lead/Reaction Paper**
3	Theory & History	Johnson & Ferraro (2000). Research on domestic violence in the 1990s: Making distinctions. *Journal of Marriage & Family*, 62, 948-963. Yllo (2005). Through a Feminist Lens: Gender, Diversity, and Violence: Extending the Feminist Framework. In Loseke, Gelles, & Cavanaugh (Eds), *Current controversies on family violence* (pp. 19-34). Newbury Park, CA: Sage. Bell & Naugle (2008). Intimate partner violence theoretical considerations: Moving towards a contextual framework. *Clinical Psych. Review, 28*, 1096-1107. Lawson (2012). Sociological theories of intimate partner violence. *Journal of Human Behavior in the Social Environment, 22*, 572-590. S & P Chapter 2: Strengthening Domestic Violence Theories: Intersections of Race, Class, Sexual Orientation, and Gender. **Discussion Lead/Reaction Paper**
4	Battered Woman Syndrome & Gender Symmetry	Rothenberg (2003). "We Don't Have Time for Social Change": Cultural compromise & the battered woman syndrome. *Gender & Society*, 17(5): 771-787. S & P Chapter 13: Rethinking Battered Woman Syndrome: A Black Feminist Perspective. Kimmel (2002). "Gender symmetry" in domestic violence: A substantive and methodological research review. *Violence Against Women*, 8(11): 1332-1463

		Kelly & Johnson (2008). Differentiation among types of intimate partner violence: Research update and implications for interventions. *Family Court Review, 46,* 476-499. Bair-Merritt et al. (2010). Why do women use IPV? A systematic review of women's motivations. *Trauma, Violence, & Abuse, 11,* 178-189. **Discussion Lead/Reaction Paper**
5	Librarian Session: Finding Sources	Bring any Questions/Be Prepared to Work on Paper/Finding Sources (Library Room 235A – across from coffee shop) **Paper topic needs to be approved**
6	Black Women and IPV	Potter (2008). BATTLE CRIES (Entire Book). S & P Chapter 3: Feminism versus Multiculturalism. S & P Chapter 4: A Black Feminist Reflection on the Antiviolence Movement. **Discussion Lead/Reaction Paper**
7	LGBTQ IPV	Messinger (2017). LGBTQ Intimate Partner Violence (Part 1 pg 1-94). S & P Chapter 6: Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships. Glass et al. (2002). Risk for Reassault in Abusive Female Same-Sex Relationships. *American Journal of Public Health*, 98(6): 1021-1027. **Discussion Lead/Reaction Paper**
8	LGBTQ IPV cont.	Messinger (2017). LGBTQ Intimate Partner Violence (Part 2 pg. 95-201). Ristock (2005). Relationship Violence in LGBTQ Communities: Moving Beyond a Gender-Based Framework. Cannon & Buttell (2015). Illusion of Inclusion: The failure of the gender paradigm to account for intimate partner violence in LGBT relationships. *Partner Abuse, 6,* 65-77. **Discussion Lead/Reaction Paper**
9	DV in Poor and Minority Communities	S & P Chapter 7: Intersectionality of DV and Welfare in the Lives of Poor Women. S & P Chapter 9: DV in African American Communities. S & P Chapter 10: Nashville: DV and Incarcerated Women in Poor Black Neighborhoods. S & P Chapter 12: The Importance of Community in a Feminist Analysis of DV among Native Americans. S & P Chapter 14: DV in the Jewish Community. S & P Chapter 15: DV among Women in the White Working Class. S & P Chapter 17: Puerto Rican Battered Women Redefining Gender, Sexuality, Culture, Violence, and Resistance. **Discussion Lead/Reaction Paper**
10	DV in Poor and Minority Communities cont.	Video and discussion cont.
11	DV in Immigrant Communities	S & P Chapter 5: Women's Realities: Defining DV against Women by Immigration, Race, & Class.

		S & P Chapter 16: Fighting Back: Abused South Asian Women's Strategies of Resistance. Menjívar & Salcido (2002). Immigrant women and domestic violence: Common experiences in different countries. *Gender and Society, 16*, 898-920. Sokoloff (2008). Expanding the Intersectional Paradigm to Better Understand Domestic Violence in Immigrant Communities. *Critical Criminology, 16*, 229-255. CLEO Immigrant Women and Domestic Violence Fact Sheet http://onlinetraining.learningtoendabuse.ca/sites/default/files/lessons/CLEO%20Immigrant%20and%20Refugee%20Fact%20Sheet.pdf Family Violence Prevention Fund Report (2009). Intimate Partner Violence in Immigrant and Refugee Communities. **Discussion Lead/Reaction Paper**
12	Projects	Discussion/Q&A Individual Meetings to Discuss Projects (Sign-up sheet will be available)
13	Alternatives & Social Change	S & P Chapter 18: The Cultural Context Model. S & P Chapter 19: Battering, Forgiveness, and Redemption: Alterative Models for Addressing Domestic Violence in Communities of Color. S & P Chapter 20: Sustaining an Ethic of Resistance against Domestic Violence in Black Faith-Based Communities S & P Chapter 21: Navigating the Anti-Immigrant Wave. S & P Chapter 22: Shifting Power for Battered Women: Law, Material Resources, and Poor Women of Color. S & P Chapter 23: Reducing Woman Battering: The Role of Structural Approaches. S & P Chapter 24: Looking to the Future: Domestic Violence, Women of Color, the State and Social Change. Sokoloff (2008b). The Intersectional Paradigm and Alternative Visions to Stopping Domestic Violence: What Poor Women, Women of Color, and Immigrant Women Are Teaching Us about Violence in the Family. *International Journal of Sociology of the Family, 34 (2), 153-185.* **Discussion Lead/Reaction Paper**
14	Alternatives & Social Change cont.	Video and discussion cont.
15	FINAL CLASS	Final Presentations
16		Final Papers due by 6pm through Webcourses and Turnitin

Notes: The schedule of readings is tentative. Students are responsible for keeping track of any noted changes to the syllabus made by the professor during the course of the semester. I will be sure to keep you updated on changes, but the best way to stay informed is to regularly check Webcourses and to attend class.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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

For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

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

Diversity and Inclusion
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

The university has the responsibility to address information it receives about any student having been subject to violence. In my role as an Instructor, I am a responsible employee who has the duty to report all relevant details about an incident of sex/gender-based discrimination or harassment, sexual harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking that involves any student as a survivor, alleged perpetrator or witness. For that reason, our one-on-one communications regarding these matters cannot be confidential. However due to the nature of this course, a student may disclose that they have experienced or know someone

who experienced such incidents in the past during class discussions or class coursework. Because this disclosure is within the educational dialogue, I am not required to report this to the university. PLEASE BE AWARE if such disclosure is made during class discussion or coursework, I expect the members of the class to respect the privacy of that individual's contribution and not disseminate this information outside of the class setting. If you or someone you know needs confidential services here at UCF, I can help guide you to those services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:
Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
Diversity and Inclusion Training and Events – www.diversity.ucf.edu
Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
Ombuds Office - http://www.ombuds.ucf.edu

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (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.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Campus Safety
Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

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

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

In-Class Recording
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.

Resources and Expectations **
University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.cah.ucf.edu/
The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Classroom Expectations
Students are expected to be courteous to others in the class, including the instructor. Cell phones/other gadgets will not be allowed during class. A ringing cell phone and/or text messaging is very distracting and disrespectful to your classmates, as well as your instructor. Using your laptop for purposes other than note taking is not allowed. If you will be late for class and/or if you are leaving the classroom before class is over, you need to tell me at the beginning of class (or before). Students are expected to contribute to class discussion, ask questions about the reading or lecture material, and be courteous and respective of the opinions and ideas of classmates. Students who are disruptive or disrespectful in class may be asked to leave the classroom.

Webcourses

Announcements, articles, assignments, and your grades will be posted on Webcourses. It is your responsibility to check this site regularly for any announcements.

Your grade
It is your responsibility to be aware of your grade/progress in the class. Do not wait until the semester is over to be concerned about your grade. I will not be able to provide any assistance if you do this. If you would like to discuss your grade with me, please do not hesitate to stop by my office hours or set up an appointment with me. Legally, I am not allowed to discuss your grade with you via e-mail under any circumstances, so you would need to come see me.

Late work
Late work will NOT be accepted. All assignments must be turned in by the beginning of class on the day that they are due. The only exceptions would be for university recognized excuses. Documentation is required for this to be considered.

Contacting me
E-mail is the best way to get ahold of me. I will do my best to respond to your e-mails within 48 hours at the latest.

Email From Social Work

Elizabeth Mustaine
Thu 2/14/2019 12:27 PM

- Amy Reckdenwald;
- Harold Corzine

□

Amy and Jay, here is Bonnie's response (social work). I haven't heard back from Katie yet.

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
University of Central Florida
http://emustaine.user.cos.ucf.edu/
"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees
Pronouns: She/Her/Hers

From: Bonnie Yegidis
Sent: Friday, February 8, 2019 11:00 AM
To: Elizabeth Mustaine; Catherine Kaukinen
Subject: RE: Topics in DV Syllabus

Hi Libby,
We teach a course on IPV of course for clinical social work students. We occasionally get students from Psych and MH counseling as well. While there are some overlapping topics of course, I see no conflict with Sociology teaching a course of DV. I don't see content on mental health treatments in there, is that correct?
Thank you.
Best,
Bonnie

From: Elizabeth Mustaine <libby@ucf.edu>
Sent: Friday, February 08, 2019 10:24 AM
To: Catherine Kaukinen <Catherine.Kaukinen@ucf.edu>; Bonnie Yegidis <Bonnie.Yegidis@ucf.edu>
Subject: Fw: Topics in DV Syllabus

Hi, Katie and Bonnie. I'm forwarding a syllabus for a course that one of my faculty is developing. The main idea is that it is a more generic course on DV, so that whomever is teaching it can focus on their own particular specialties. Let me know if you are concerned or see any conflict.

Thanks,

Libby

Elizabeth Mustaine, PhD
Professor and Chair of Sociology
University of Central Florida
http://emustaine.user.cos.ucf.edu/

"If you are good, you will be assigned all of the work. If you are really good, you will get out of it." -- David Dees
Pronouns: She/Her/Hers

Email From Criminal Justice

From: Catherine Kaukinen <Catherine.Kaukinen@ucf.edu>
Sent: Thursday, September 3, 2020 10:38 AM
To: Eugene Paoline <Eugene.Paoline@ucf.edu>; Elizabeth Mustaine <libby@ucf.edu>
Subject: Re: Criminal Justice Doctoral Statistics II Course

It looks like a great class! I see no conflict with Criminal Justice. I just wanted more emails from Libby before looking at it.

KT

Dr. Catherine "Katie" Kaukinen
Professor and Chair of Criminal Justice
University of Central Florida

Department of Criminal Justice
University of Central Florida
Health Sciences 1, Suite 311
Orlando, Florida
32816 – 2200

Email: catherine.kaukinen@ucf.edu
Phone: 407-823-2603
Fax: 407-823-5360

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

College of Sciences - Grad Course Split Level - ANT 5122C A Pot for All Seasons: Archaeological Ceramic Analysis

2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Sciences

Unit / Department / College:* PhD Program

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

Full Title:* ANT 5122C A Pot for All Seasons: Archaeological Ceramic Analysis

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Michael Callaghan

Department Chair Phone Number:* 4078232227

Dept Chair Email:* john.schultz@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:* ANG

Code:* 5122C

Course Title:* A Pot for All Seasons: Archaeological Ceramic Analysis

30 Char. Abbreviation - must begin with ST:* A Pot for All Seasons

Course Description (25 word limit)* Provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites.

Grading Scheme:* ABCDF

Prerequisite(s): Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 3

Instruction Time:* 1-5

Instruction Time:*	1.5
Lab / Studio / Field Work Hours:*	1.5
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

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 Split-Level Course Addition

What is the rationale for the split-level class?*

A Pot for All Seasons: Archaeological Ceramic Analysis is a new course in the department of Anthropology. It is being proposed as “C” designation with 50% of contact hours taking place in a classroom setting and 50% taking place in a lab setting for a total of 3 credit hours (1.5/1.5). The course focuses on the classification, analysis, and interpretation of archaeological ceramics – a fundamental methodology for any student of archaeology that has never been taught in the department. This proposal is for a split-level course based on three related teaching challenges: namely, 1) student need, 2) variable class size, and 3) instructor effectiveness.

Because the class will become a methodological elective for both the undergraduate and graduate program, it must be taught on a regular basis with availability to undergraduates and graduates. This means the course will likely be taught every other year. The instructor proposing the course is the only qualified faculty member to teach it. If he must teach the course twice in a year every other year, he will not be able to teach other required and elective courses for the graduate or undergraduate programs.

In addition, because the level of prior knowledge about archaeological ceramics among graduates and undergraduates will be the same (both groups of students have little to no experience), they will be entering the class on an equal standing. Having two sections that teach students much of the same material would be wasteful and inefficient. Related to this, graduate cohorts and class sizes are significantly smaller than undergraduate classes. Requiring the instructor to teach a 5-6 person-class over larger undergraduate classes would affect not only undergraduate and graduate student needs, but anthropology department enrollments and eventually annual budgets.

Lastly, because emphasis is placed on skill building through the creation and implementation of hands-on in-class exercises (in addition to engaging with theoretically challenging archaeological ceramic literature) the effort required to teach the class is greater than a conventional lecture class or seminar. Part of the duties of graduate students enrolled in the class will be to assist the instructor through leading discussions, supervising in-class exercises, and presenting original research (see charts below).

Graduate and undergraduate experiences in the course will differ in the amount and type of work required. Because graduate students are actively pursuing research for their theses and dissertations, the core of their assessment will come from their ability to apply analytical methods on ceramic teaching collections. See the charts below for differences in objectives, content, and assessment for each level of student.

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

What will be the source of students?*	Anthropology undergraduate and graduate students

What is the estimated annual enrollment?*	20

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

Common Undergraduate Elements*	Identifying fundamental concepts in the study of archaeological ceramics: Participation in discussion and demonstrating identification of concepts Applying methods of archaeological ceramic classification, analysis, and interpretation: Completing in-class exercises

Common Graduate Elements*	Identifying fundamental concepts in the study of archaeological ceramics: Taking a leadership role in discussions of concepts and demonstrating greater understanding of methods and concepts Applying methods of archaeological ceramic classification, analysis, and interpretation: Taking an assigned leadership role in class activities such as leading discussion of additional reading and supervising in-class activities exercises; demonstrating mastery of certain methods through completing weekly projects outside of class and an original research project

Unique graduate elements*	NA

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*	Weekly Assessments: Demonstrate knowledge and application of concepts through attendance and participation (10% of grade) online reading quizzes (10% of grade) and in-class exercises (10% of grade) Midterm Assessments: Demonstrate knowledge and application of concepts and methods through completion of a written midterm exam (20% of grade) and three short papers (30% of exam) Final Assessment: Demonstrate knowledge and application of concepts and methods through completion of a final written exam (20% of grade)
Graduate Assessment and % of grade*	Weekly Assessments: Demonstrate knowledge and application of concepts through 1) **written article critiques and presentation (20% of grade)**, 2) **leading discussion (10% of grade)**, and 3) **supervising undergraduate in-class exercises (10% of grade)** Midterm Assessments: Demonstrate knowledge and application of concepts and methods through **ten weekly projects (20% of grade)** focusing on classification, analysis, and interpretation Final Assessment: Demonstrate knowledge and application of concepts and methods through completion of a **20 page research paper (20% of grade)** and **15 minute presentation (20% of grade)** to the class

Unique Graduate Elements and % of grade*	NA

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

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

PeopleSoft

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

Provide narrative rationale for split-level class: Introduction to Archaeological Ceramics

A Pot for All Seasons: Archaeological Ceramic Analysis is a new course in the department of Anthropology. It is being proposed as "C" designation with 50% of contact hours taking place in a classroom setting and 50% taking place in a lab setting for a total of 3 credit hours (1.5/1.5). The course focuses on the classification, analysis, and interpretation of archaeological ceramics – a fundamental methodology for any student of archaeology that has never been taught in the department. This proposal is for a split-level course based on three related teaching challenges: namely, 1) student need, 2) variable class size, and 3) instructor effectiveness.

Because the class will become a methodological elective for both the undergraduate and graduate program, it must be taught on a regular basis with availability to undergraduates and graduates. This means the course will likely be taught every other year. The instructor proposing the course is the only qualified faculty member to teach it. If he must teach the course twice in a year every other year, he will not be able to teach other required and elective courses for the graduate or undergraduate programs.

In addition, because the level of prior knowledge about archaeological ceramics among graduates and undergraduates will be the same (both groups of students have little to no experience), they will be entering the class on an equal standing. Having two sections that teach students much of the same material would be wasteful and inefficient. Related to this, graduate cohorts and class sizes are significantly smaller than undergraduate classes. Requiring the instructor to teach a 5-6 person-class over larger undergraduate classes would affect not only undergraduate and graduate student needs, but anthropology department enrollments and eventually annual budgets.

Lastly, because emphasis is placed on skill building through the creation and implementation of hands-on in-class exercises (in addition to engaging with theoretically challenging archaeological ceramic literature) the effort required to teach the class is greater than a conventional lecture class or seminar. Part of the duties of graduate students enrolled in the class will be to assist the instructor through leading discussions, supervising in-class exercises, and presenting original research (see charts below).

Graduate and undergraduate experiences in the course will differ in the amount and type of work required. Because graduate students are actively pursuing research for their theses and dissertations, the core of their assessment will come from their ability to apply analytical methods on ceramic teaching collections. See the charts below for differences in objectives, content, and assessment for each level of student.

Table 1. Differences between 4000C and 5000C Course Objectives & Content

Course Element	4000C Course	5000C Course
Identifying fundamental concepts in the study of archaeological ceramics	**Participation** in discussion and demonstrating **identification** of concepts	Taking a **leadership role** in discussions of concepts and demonstrating **greater understanding** of methods and concepts
Applying methods of archaeological ceramic classification, analysis, and interpretation	**Completing** in-class exercises	Taking an assigned **leadership role** in class activities such as leading discussion of additional reading and supervising in-class activities exercises; demonstrating **mastery of certain methods** through completing weekly projects outside of class and an original research project

Table 2. Differences between 4000C and 5000C Course Assessment

Course Element	4000C Course	5000C Course
Weekly Assessments	Demonstrate knowledge and application of concepts through **attendance and participation (10% of grade)** online **reading quizzes (10% of grade)** and **in-class exercises (10% of grade)**	Demonstrate knowledge and application of concepts through 1) **written article critiques and presentation (20% of grade)**, 2) **leading discussion (10% of grade)**, and 3) **supervising undergraduate in-class exercises (10% of grade)**
Midterm Assessments	Demonstrate knowledge and application of concepts and methods through completion of a **written midterm exam (20% of grade)** and **three short papers (30% of exam)**	Demonstrate knowledge and application of concepts and methods through **ten weekly projects (20% of grade)** focusing on classification, analysis, and interpretation
Final Assessment	Demonstrate knowledge and application of concepts and methods through completion of a **final written exam (20% of grade)**	Demonstrate knowledge and application of concepts and methods through completion of a **20 page research paper (20% of grade)** and **15 minute presentation (20% of grade)** to the class

Table 3. Differences between samples of 4000C and 5000C level Activities vs. Methodological Projects

Course Element	4000C Course	5000C Course
Classification (Week 4)	Practice classifying sherds from the Preclassic complex of the Nohmul type collection into paste groups, forms, and surface decoration. Record your groupings with sherd numbers and justify your classifications.	Demonstrate your knowledge of the established Maya type: variety-mode classification system to place sherds from the Preclassic and Late Classic complexes of the Nohmul type collection into Wares, Groups, Types, and Varieties. Record sherd numbers and justify your classifications.
Paste Analysis (Week 6)	Use the Archaic Florida sherd collection to practice using the tabletop stereomicroscopes and the digital dino-lite microscopes to distinguish between groundmass, naturally occurring inclusions, and added inclusions. Take photo-micrographs using the Dino-lite scopes and label groundmass, natural inclusions, and added inclusions on the images.	Demonstrate your knowledge of basic mineralogy and paste fabrics by using tabletop stereomicroscopes and the digital dino-lite microscopes to identify and classify at least 5 paste fabrics in the Archaic Florida sherd collection. Take photomicrographs using the Dino-lite scopes and label naturally occurring minerals vs. added inclusions.
Form Analysis (Week 7)	Practice recording form data by drawing rim profiles, and measuring and recording the following attributes from sherds in the Nohmul type collections on coding sheets: sherd number, vessel form, rim form, rim diameter, sherd thickness below the lip, and vessel height.	Perform a formal attribute analysis on Preclassic complex sherds from the Nohmul type collection. Create a chart in excel using the variables identified by Callaghan (2008) to record and analyze your data.

ANT4xxxC: A Pot for All Seasons: Archaeological Ceramic Analysis

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Michael Callaghan*	*Term:*	*TBD (Fall or Spring)*
Office:	*Phillips Hall 409-L*	*Credit Hours*	*3*
Phone:	*(407) 823-4964*	*Class Meeting Days:*	*TBD*
E-Mail:	*michael.callaghan@ucf.edu*	*Class Meeting Hours:*	*TBD*
Website:	*Canvas*	*Class Location:*	*TBD*
Office Hours:	*TBD*	*TA:*	*TBD*
		TA email:	*TBD*

University Course Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites.

Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a "C" course and contact hours will consist of 50 classroom instruction and 50 percent laboratory instruction.

Course Objectives

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

Course Prerequisites
None

Required Text
Rice, Prudence M.
2015 *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Additional Readings
Additional readings will be assigned each week and available through webcourses.

Course Requirements
Grades will be based upon the following activities:

Activity	Points	Percentage
Attendance	25	5%
Weekly reading quizzes (10)	100	20%
In-class exercises (10)	100	20%
Short papers (3)	75	15%
Mid-term exam	100	20%
Final exam	100	20%
TOTAL	**500**	**100%**

The following +/- grading scale will be used in this course:

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Course Policies:

Academic Integrity and Student Conduct
All student conduct must conform to the purpose of this class, which is to provide a welcoming and inclusive environment for the learning and sharing knowledge. This will require civility and respect for each other during lectures and discussions, as well as trust and cooperation between you and me. Cheating,

plagiarism, and disruptive behavior will, therefore, not be tolerated in class. If your behavior in class is being disruptive (e.g. talking, violating the electronic device policy, arriving late, distracting other students), I may use my right as instructor to ask you to leave the class. If a student habitually disturbs the class I also reserve the right to reduce their final course grade by up to 10%. Plagiarism and cheating are particularly serious offenses. Penalties for plagiarism or cheating can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade. All students are required to follow the Rules of Conduct (https://osc.sdes.ucf.edu/process/roc), and in UCF's student handbook, The Golden Rule (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf). Violations of these rules may result in a record of the infraction being placed in your file. Confirmation of such incidents may result in expulsion from the University.

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

Electronic Device Policy
Students learn in different ways and are comfortable with different technologies. You are welcome to use a computer, tablet, smartphone or similar device in class meetings. You may not, however, use these devices for non-course-related purposes including: phone calls, texting, checking emails, and making use of the internet. If you wish to use them to record a lecture you need to ask about this in advance. You may also not use the device in any way that is distracting to other students. If you are found to be doing so, you will be asked to put away the device or stop using the device. The use of a device to send or receive a call or message is not permitted in class at any point unless there is an emergency. Please be sure these devices are silenced, in accordance with University policy, and in your pocket or bag for the duration of the class.

Campus Safety
This course takes place as a study abroad program in another country at a location where we have worked since 1993. As such we have our own safety plans in place. You will be provided with information on safety at the start of the program, but if you have any questions or have any special needs, please speak with me. If an emergency occurs, everyone needs to work together. Please be aware of your surroundings and familiar with basic safety and security concepts.

For more information on UCF campus safety and on safety in general see:
http://emergency.ucf.edu/emergency_guide.html.

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

Attendance (including absences for Religious Observances and Authorized University Events or Co-curricular Activities)
Attendance at class meetings is important for an understanding of course materials and for success in this class. Participation is a major portion of your grade. I expect that students will participate. If you are not in attendance on days when you may be presenting, without a pre-accepted excuse, you will receive a score of (0) for that assignment. Students with a pre-accepted excuse, including a religious observance or if you are representing the university in an authorized event or activity, will be provided with and alternative time for their presentations.

Updates and Notifications
General notifications or updates to this course, including changes to this syllabus, will be provided following the daily team meetings.

Grades of "Incomplete"
Incomplete grades are only given when an unexpected and documented emergency situation prevented a student from completing the remaining work at the time when the emergency occurred. I have the right to make the final decision on whether or not to issue an incomplete, rather than submitting a final grade based upon your completed work. Incomplete work must be finished by the end of the next semester or the "I" will automatically become an "F" on your transcript.

Course Schedule
Changes to the reading and assignment schedules may occur. Any changes will be announced through Canvas. Weekly topics can be found in the tables below.

Week 1	Introduction and Orientation	Rice 2015, chapter 1
Week 2	Ceramic Raw Materials	Rice 2015, chapter 2 (skim chapters 3-7)
Week 3	Pottery Production and the *Chaine Operatoire*	Rice 2015, chapter 8
Week 4	Ceramic Classification	Rice 2015, chapters 12
Week 5	Seriation and Chronology Building	Rice 2015, chapter 13
Week 6	Attribute Analysis: Paste	Rice 2015, chapter 14
Week 7	Attribute Analysis: Form	Rice 2015, chapter 25
Week 8	Attribute Analysis: Surface	Rice 2015, chapter 16
Week 9	***Midterm***	
Week 10	Compositional and Provenance Studies	Rice 2015, chapters 15 and 17
Week 11	Studying "Style" and Design	Rice 2015, chapter 24
Week 12	Identifying Pottery Production in the Past	Rice 2015, chapter
Week 13	Ceramic Distribution and Exchange	Rice 2015, chapter 20
Week 14	Pottery and Social Organization	Rice 2015, chapter 21
Week 15	Pottery, Politics, and Power	Rice 2015, chapter 22
Week 16	***Final TBD***	

ANT5122C: A Pot for All Seasons: Archaeological Ceramic Analysis

Department of Anthropology

College of Sciences, University of Central Florida

COURSE SYLLABUS

Instructor:	*Michael Callaghan*	*Term:*	*TBD (Fall or Spring)*
Office:	*Phillips Hall 409-L*	*Credit Hours*	*3*
Phone:	*(407) 823-4964*	*Class Meeting Days:*	*TBD*
E-Mail:	*michael.callaghan@ucf.edu*	*Class Meeting Hours:*	*TBD*
Website:	*Canvas*	*Class Location:*	*TBD*
Office Hours:	*TBD*	*TA:*	*TBD*
		TA email:	*TBD*

University Course Catalog Description

This course provides students with the skills, knowledge and ability to classify, analyze, and interpret ceramic artifacts commonly recovered from archaeological sites.

Course Overview

Ceramics are the most analytically powerful class of artifacts available to archaeologists in the Ancient World. Archaeologists have used ceramics to reconstruct site chronologies, patterns of exchange, political networks, organization of production, aspects of identity, religion, and ideology. This course will teach students how to study archaeological ceramics through examining several aspects of pottery classification, analysis, and interpretation. The course will include hands on analysis of ceramic artifacts and an exploration of fundamental literature in archaeological ceramic studies. This class is designated a "C" course and contact hours will consist of 50 classroom instruction and 50 percent laboratory instruction.

Course Objectives

In this course, students will gain hands-on skills in:

- Identifying and interpreting fundamental and contemporary archaeological ceramic literature
- Classifying archaeological ceramic material
- Applying the results of classification to create ceramic seriations and reconstruct chronologies
- Analyzing archaeological ceramics according to paste, form, firing, and finishing attributes
- Interpreting the social, political, religious, and economic significance of archaeological ceramics

Course Prerequisites
Admission to Anthropology MA, Integrative Anthropological Sciences PhD, or C.I.

Required Text
Rice, Prudence M.
2015 *Pottery Analysis: A Sourcebook*. The University of Chicago Press, Chicago.

Additional Readings
Additional readings will be assigned each week and available through webcourses.

Course Requirements
Grades will be based upon the following activities:

Activity	Points	Percentage
Article Critiques (10)	100	20%
In-class Discussion Leading and Exercise Supervision (10)	100	20%
Methodological Projects (10)	100	20%
Final Project (Paper)	100	20%
Final Project (Presentation)	100	20%
TOTAL	**500**	**100%**

The following +/- grading scale will be used in this course:

Letter Grade	*Points*
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
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Week 13	Ceramic Distribution and Exchange	Rice 2015, chapter 20
Week 14	Pottery and Social Organization	Rice 2015, chapter 21
Week 15	Pottery, Politics, and Power	Rice 2015, chapter 22
Week 16	***Final TBD***	

College of Sciences - Grad Course Revision - ANG 6931 Science, Technology, and the Transformation of Human Societies

2021-2022 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 Sciences

Unit / Department / College:* Department of Anthropology | PhD Program

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

Prefix:* ANG

Code:* 6931

Course Title:* Science, Technology, and the Transformation of Human Societies

30 Character Abbreviation:* Transformations

Full Title:* ANG 6931 Science, Technology, and the Transformation of Human Societies

Course Instructor (Must be Approved Graduate Ty Matejowsky and Sarah Barber

Graduate Faculty/Scholars):	

Department Chair Phone Number:*	4078232227
Dept Chair Email:*	john.schultz@ucf.edu

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

Course Description:*	Examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences.
Prerequisite(s):	Admission to the Integrative Anthropological Sciences PhD, or C.I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	(•) Yes ( ) No
Grading Scheme:	ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

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

Repeat for credit? ○ Yes ◉ No

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

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

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

Term of Offering

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

Intended Utilization of Course

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

Justification for Course Revision

What is the rationale for revising this course?*	This course is a cornerstone of the phd program. As such, the department has decided that only phd students should be allowed to register for the course. Masters students would need special permission from course instructors to enroll.
What grad programs/tracks require or recommend this course for graduation?	Integrative Anthropological Sciences PHD
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	8

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

Detail Discussion	n/a

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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.

ANG6931-001: Science, Technology, and

The Transformation of Human Societies

Fall 2020
Wednesdays, 3-5:50, with Webcourses support
HPH 409M

Course Overview

Instructor Contact

Professor	Dr. Stacy Barber
Office	HPH309
Office Hours	Wednesdays, 11-12
Email	Webcourses mail client; sarah.barber@ucf.edu
Phone	(407) 823-2207

Professor	Dr. Ty Matejowsky
Office	HPH309
Office Hours	Wednesdays, 11-12 (dedicated)
Email	Ty.matejowsky@ucf.edu
Phone	(407) 823-4611

Catalog Information and Course Description

ANG6931-0001 Science, Technology, and the Transformation of Human Societies. Face to Face. Prerequisites: Admission to the IAS Ph.D. in Anthropology, or CI.

This course examines the ways in which scientific methods and technology are applied to social transformation within the integrative anthropological sciences. The course subject matter is inherently interdisciplinary, drawing on the various subfields of anthropology as well as work in a range of outside disciplines. The central purpose of the course is to expose students to big questions pertaining to the transformation of human societies.

Students will then consider interdisciplinary approaches to those questions, with an emphasis on how science and technology are incorporated into both our definition of the problems and possible solutions. The course is divided into four modules, each of which consists of a case study in social transformation that has been/is being addressed in an interdisciplinary way through the integrative anthropological sciences. Modules may change each time the course is taught, depending upon the faculty teaching the course and on current events. The course culminates with a professional, scholarly style Workshop where students tackle specific topics in the transformation of human societies and present on their efforts.

Student Learning Outcomes

Upon course completion, students will be able to:

1. Understand interdisciplinarity, through exposure to case studies drawn from a range of disciplines and by working with diverse groups;
2. Understand approaches to relevant modern topics using the integrative anthropological sciences;
3. Speak publicly, through in-class presentations;
4. Write in an academic style, through submission of a final research paper;
5. Collaborate, through a group project;
6. Design projects, by developing an end-of-semester Workshop and developing a final paper.

Course Materials and Resources

There are no required textbooks for this course. Readings will be comprised of book chapters, journal articles, and book excerpts that are available either in .PDF format on Webcourses or through UCF Libraries. Each week's module will contain the reading list, which are also laid out in this syllabus. Any reading not attached to the module as a .PDF can be found through the UCF Library databases: http://guides.ucf.edu/databases.

Assessment and Grading Procedures

Your grade in this course will be derived from weekly written assignments, class participation, your contribution to and participation in an end of course workshop, and a final paper. See details on requirements below.

Your grade will be calculated as follows:

Grade Categories	Description of Requirements	Weight Toward Final Grade	Grading System
Weekly writing assignments	Due each Thursday at 11:59am on Canvas.	12%	120
Discussion Leadership	All students must lead discussion twice during the semester	12%	120
Weekly Participation	Based on attendance and participation in class discussions when not class leader	12%	120
Workshop	Based on design, collaboration and participation in an end-of-semester workshop (deadlines throughout the semester)	40%	400
Final Paper	A final paper supporting the workshop presentation (5,000-6,000 words)	24%	240
TOTAL		100%	1000

Grading scale: (+/- letter grades)

A	95-100%	**B+**	87-89%	**C+**	77-79%	**D**	60-69%
A-	90-94%	**B**	84-86%	**C**	74-76%	**F**	59% or below
		B-	80-83%	**C-**	70-73%		

Assignment Details:

Weekly Writing Assignments: Students are required to produce a written, critical analysis of *all* assigned readings for each week. These must be no more than 3 pages double-spaced with 1-inch margins. Internal citations are not required unless the student directly quotes the reading, when page number only is needed in parentheses (i.e., (6)), or if the student draws in a source not read by the class. Assignments will be due on Canvas by noon of the day after class in the Webcourse Assignment Dropbox labeled for that week (see week numbers in syllabus schedule). Proper US English spelling and grammar is expected. No late work will be accepted.

Discussion Leadership: Students will lead class discussion based on assigned readings at least twice during the semester. In a few cases, students will lead discussion in a pair. This entails students coming up with questions to spark discussion during class based on the readings. Presentations are not required, but rather discussion leaders should produce guidelines and goals for a scholarly conversation. Discussion leaders should meet with faculty prior to class (ideally, during pre-class office hours) to make sure that any priority topics or issues are included in the discussion prompts. Discussion leaders are encouraged to think creatively about how to engage seminar members using techniques beyond traditional methods although this is not required.

Weekly Participation: All students are expected to come to class having done the readings and be prepared to intelligently discuss reading content. Students are encouraged to consider broader implications of the readings as well as draw on their own expertise. Since this is a doctoral-level course, *no one* should remain passive or unengaged during discussion. Additionally, civility and respect are essential to a productive intellectual conversation.

Workshop: This is a multi-component, collaborative assignment that replicates an organized panel/session at a professional scholarly meeting. The Workshop entails multiple deadlines and effort throughout the semester, please see the guidelines in Webcourses. *This is a student-driven project*, the success of which is directly related to the amount of effort, focus, and collaboration invested by the students. The first 20-40 minutes of each class meeting will be dedicated to collaborative work on the Workshop project.

Final Paper: All participants must produce a final paper of 5000-6000 words total, including bibliography and figure captions. Papers will be based on student contributions to the end-of-semester workshop and can include text and figures. Paper topics must be relevant to the workshop's theme. Papers must adhere to the most current AAA Style Guide in all respects, failure to follow the guide in formatting, organization, and citation practices/bibliography will result in deductions.

Final Exam: There is no final exam in this course.

2020 Coronavirus Policies

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course in case of faculty illness. Because this course is co-taught, the chances of disruptions are highly unlikely.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Technology Access – This course might need to shift to remote or fully online instruction based on medical guidance. This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech.

Resources:

https://www.ucf.edu/coronavirus/

(Usual) Policies

Topic	Policy
Contacting the professors	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently.
Webcourses@UCF	This is a face-to-face course. Some course materials and assignments, however, have an on-line component that is accessed through the UCF on-line software, Webcourses@UCF. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	You have an on-line assignment due the first week of class that is designed to show your participation in this course for federal financial aid purposes. Be sure to complete this assignment. Readings unavailable through the UCF Libraries website will also be available through Webcourses.
Grading and evaluation	Graded materials will be returned to you within two weeks of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is in the "Evaluation" section of this syllabus.
Attendance and Participation	Attendance is required for this course, but may take place remotely. If you must miss class, please discuss planned absences with the instructors. For unplanned absences, please contact the instructors as soon as you are able. Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates.
Deadlines and Make-ups	Only students who have serious extenuating circumstances will be given the opportunity to make up missed work or to take an Incomplete. You will be required to provide **official written documentation** of said circumstance. You will have **one week** to

	make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, we will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://z.ucf.edu/. 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
Course Accessibility	We are committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.
Emergency Procedures	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).

	To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
Deployed Active Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements

Schedule of Topics and Readings

This course is designed in a modular format. We will discuss four different cases of social transformation, approaching each from different subdisciplinary perspectives within the integrative anthropological sciences. Our discussions of each case will also contain a set readings on specific methodologies that anthropological scientists have or could use in their research practices.

Week 1: Course introduction

The first week of the course will introduce the course format and materials. Project groups will also be determined and the first planning session for the end-of-course workshop will take place.

Module 1: Disease in the Transformation of Human Society

This module will comprise Weeks 2-4 of the semester. This module is designed to consider the ways in which disease, construed broadly, and human societies have interacted in transformative ways. The order of our discussion of this topic will be as follows:

- Week 2: Disease, pandemics, and social change. This week will emphasize disease as it has affected human populations over deep time. We will look at the evidence for infectious disease in changing human societies at specific points in the past, especially the role of infectious disease in the colonization of the New World by Europeans.

  DeWitte, S.N. (2016) Archaeological Evidence of Epidemics Can Informe Future Epidemics. *Annual Review of Anthropology* 45:63-77.

Koch et al. (2019) Earth system impacts of the European arrival and Great Dying in the Americas after 1492. *Quaternary Science Reviews* 207:13-36.

Mitchell, Peter (2003) The archaeological study of epidemic and infectious disease. *World Archaeology* 35:2, 171-179.

Seetah et al. (2020) Archaeology and contemporary emerging zoonosis: A framework for predicting future Rift Valley fever virus outbreaks. *International Journal of Osteoarchaeology* 30:345-354.

Warriner, C., Robles Garcia, N., Spores, R., & Tuross, N. (2012). Disease, demography, and diet in early colonial New Spain: Investigation of a sixteenth-century Mixtec cemetery at Teposcolula Yucundaa. *Latin American Antiquity*, 23(4), 467-489.

- Week 3: Evolutionary medicine and disease. This week will emphasize bio-cultural approaches to disease, with a focus on infectious disease. We will consider both methodological issues and their application to large-scale transformations in humans society.

  Larsen, C.S. (2018) The Bioarchaeology of Health Crisis: Infectious Disease in the Past. *Annual Review of Anthropology* 47:295-313.

  Barrett, R. and G.J. Armelagos (2013) *An Unnatural History of Emerging Infections*. Oxford: Oxford University Press. Read: Introduction, Chapter 2, and Chapter 5.

  Trevathan, W.R. (2007) Evolutionary Medicine. *Annual Review of Anthropology*, 36(1), 139-154.

- Week 4: Public health, science, and technology in the transformation of modern society.

  Inhorn, M. C., & Brown, P. J. (1990). The anthropology of infectious disease. *Annual Review of Anthropology*, *19*, 89-117.

  Long, Nicholas J. (2020) *From social distancing to social containment: reimagining sociality for the coronavirus pandemic. Medicine Anthropology Theory*. Submitted, under review.

  Sonekar, Harshal B. and Manickam Ponnaiah. (2020) Emergence of coronavirus (COVID-19) outbreak: Anthropological and social science perspectives. *Disaster Medicine and Health Preparedness*, 1-3.

  Keohane, Kieran. (2020) Sacrificial violence and gift exchange: Two anthropological/sociological theories for understanding the coronavirus crisis. *Irish Journal of Sociology*, 28(2):220-224.

Module 2: Food in the Transformation of Human Society

This module will comprise weeks 5-7 of the semester. This module will examine how the production and consumption of food over time and across cultures has transformed human societies past and present. The order of our discussion of this topic will be as follows:

- Week 5: Domestication and the transformation of the human diet. This week we will address the process of plant domestication and consider the long-term ramifications of domestication and the adoption of agriculture.

  Boivin, N., Fuller, D.Q., & Crowther, A. (2012). Old World globalization and the Columbian exchange: Comparison and contrast. *World Archeology,* 44(3), 665-675.

  Fisher, C. (2020) Archaeology for Sustainable Agriculture. *Journal of Archaeological Research* 28:393-441.

  Jones, M., Hunt, H., Lightfoot, E., Lister, D., Liu, X., & Motuzaite-Matuzeviciute, G. (2011). Food globalization in prehistory. *World Archeology,* 43(4), 665-675.

  Smith, B.D. (2006). Archaeological documentation of plant domestication, in M. A. Zeder & D.G. Bradley (Eds.), *Documenting domestication: New archaeological and genetic paradigms*. London, England: University of California Press.

  Zeder, M. A., Emshwiller, E., Smith, B. D., & Bradley, D. G. (2006). Documenting domestication: The intersection of genetics and archaeology. *Trends in Genetics* 22(3) 139-155.

- Week 6: Diet and human evolution. This week we will consider a range of theories and methods that examine how modern human physiology and behavior may be derived from or related to diet and foodways.

  Scheper-Hughes, N. (1989). Death Without Weeping. How poverty ravaged in the shantytowns of Brazil? *The Human Strategy*.

  Chávez, A., Martínez, C., & Soberanes, B. (1995). The effect of malnutrition on human development: A 24-year study of well-nourished and malnourished children living in a poor Mexican village. In N. S. Scrimshaw (Ed.), *Community-based longitudinal nutrition and health studies: Classical examples from Guatemala, Haiti, and Mexico. Boston: International Nutrition Foundation for Developing Countries*. Boston, MA: International Foundation for Developing Countries.

  Lieberman, L.S. (2006). Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. *Appetite,* 47(1), 3-9.

  Sobal, J., & McIntosh, W.A. (2009). Globalization and Obesity. In D Inglis,& D. L Gimlin (Eds.),*The globalization of food* (pp. 255-272). Oxford, UK: Berg Publisher.

Pelto, G.H., Levitt, E., & Thairu, L. (2003). Improving feeding practices: Current patterns, common constraints, and design of interventions. *Food and Nutrition Bulletin*, 24(1), 45-82.

Thompson, A.H., Chesson, L.A., Podlesak, D.W., Bowen, G.J., Cerling, T.E. & Ehleringer, J.R. (2009) Stable isotope analysis of modern human hair collected from Asia (China, India, Mongolia, and Pakistan). *American Journal of Physical Anthropology*, 141(3), 440-451.

- Week 7: Globalization, diet, and health. This week we will consider how globalization is transforming human health and foodways.

  Lang, T. (2004). Food industrialisation and food power: Implications for food Governance. *Development Policy Review*, 21(5-6), 555-568.

  Inglis, D., & Gimlin, D. L. (2009). Food globalizations: Ironies and ambivalences of food, cuisine and globality. In D Inglis,& D. L Gimlin (Eds.), *The globalization of food* (pp. 3-42). Oxford, UK: Berg Publisher.

  Wilk, R. R. (1999). "Real Belizean Food": Building local identity in the Transnational Caribbean. *American Anthropologist*, 101(2), 244-255.

  Nash, J. (2007). Consuming interests: Water, rum, and Coca-Cola from ritual propitiation to corporate expropriation in Highland Chiapas. *Cultural Anthropology*, 22(4), 621-639.

Module 3: Human-Environment Interaction and the Transformation of Human Society

This module will comprise weeks 8-10 of the semester. This module is designed to follow up on the ramifications of Module 2, as humans have effected change on environments from the scale of the local to the global. The order of our discussion of this topic will be as follows:

- Week 8: Human society and environmental change over the long term. This week will address the longstanding discussion of collapse due to environmental change using the Maya Area as a case study.

  Douglas, P. M.J., Demarest, A.A. Brenner, M., & Canuto, M. A. (2016). Impacts of climate change on the collapse of Lowland Maya civilization. *Annual Review of Earth and Planetary Sciences* 44(1), 613-645.

  Lucero, L.J. et al. (2014) Water and Landscape: Ancient Maya Settlement Decisions. *Archaeological Papers of the American Anthropological Association* 24:30-42.

Hassan, Fekri A. (2000) Environmental Perception and Human Responses in History and Prehistory. In *The Way the Wind Blows: Climate, History and Human Action*, edited by R.J. McIntosh, J.A. Tainter and S.K. McIntosh. Pp. 121-140. New York: Columbia University Press..

- Week 9: Interaction between the human body and the environment. This week's topic will emphasize how environmental change and human evolution were intertwined.

  Skim: Burroughs, William James (2005) Climate Change in Prehistory. Cambridge, Cambridge University Press. Chapter 2: The climate of the past 100000 years.

  Holt, B. M., & Formicola, V. (2008). Hunters of the Ice Age: The biology of Upper Paleolithic people. *American Journal of Physical Anthropology*, 137(47), 70-99.

  Marciniak, S. & Perry, G. H. (2017). Harnessing ancient genomes to study the history of human adaptation. *Nature Reviews Genetics* 18(1), 659-674.

  Marean, C.W., et al. (2015). A new research strategy for integrating studies of paleoclimate, paleoenvironment, and paleoanthropology. *Evolutionary Anthropology* 24(2), 62-72.

  Weaver, T.D., & Steudel-Numbers, K. (2005). Does climate or mobility explain the difference in body proportions between Neandertals and their Upper Paleolithic successors? *Evolutionary Anthropology* 14(6), 218-223.

- Week 10: Resilience and climate change in the modern world.

  Crate, S. (2011). Climate and culture: Anthropology in the era of contemporary climate change. *Annual Review of Anthropology*, 40(1), 175-194.

  Oliver-Smith, A. (2009). Climate change and population displacement: Disasters and diasporas in the twenty-first century, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp. 116 -138). New York, NY: Routledge.

  Finan, T. (2009). Storm warnings: The role of anthropology in adapting to sea-level rise in southwestern Bangladesh, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.175-185). New York, NY: Routledge.

  Nuttall, M. (2009). Living in a world of movement: Human resilience to environmental instability in Greenland, in Crate, S. A. & Nuttall, M. (Eds.), *Anthropology and climate change: From encounters to actions* (pp.292-310). New York, NY: Routledge.

  Button, G.V. & Peterson, K. (2009). Participatory action research: Community partnership with social and physical scientists, in Crate, S. A. & Nuttall, M. (Eds.),

Anthropology and climate change: From encounters to actions (pp.327-340). New York, NY: Routledge.

Module 4: Technology and the Transformation of Human Societies

This module will comprise weeks 11-13 of the semester. This module will follow human-thing assemblages from the distant past into the future by considering how technologies have and will continue to transform human societies. The order of our discussion of this topic will be as follows:

- Week 11: Transformative technologies. This week, we will consider various perspectives on one of the most transformative technologies in human history: ceramics. We will consider ceramics from a range of theoretical and methodological perspectives.

  Catapoti, D. & M. Relaki (2020) Why the Neolithic is (r)evolutionary. *Journal of Material Culture* 25:289-308.

  Clark, J. E., & Blake, M. (1994). The power of prestige: competitive generosity and the emergence of rank societies in lowland Mesoamerica. In E. M. Brumfiel and J.W. Fox (Eds.), *Factional competition and political development in the New World* (pp. 17-30). Cambridge, UK: Cambridge University Press.

  Elston, R. G., Guanghui, D., & Dongju, Z. (2011). Late Pleistocene intensification technologies in Northern China. *Quaternary International* 242(2), 401-415.

  Rice, P.M. (1999) On the origins of pottery. *Journal of Archaeological Method and Theory* 6: 1-54.

  Warnier, J. (2006). Inside and outside: Surfaces and containers. In C. Tilley (Ed.), *Handbook of Material Culture* (pp. 186-195). London, England: Sage Publications.

- Week 12: Technology in the Transformation of Anthropology. This week's readings focus on technology's transformative capacity within the integrative anthropological sciences. The purpose of this week's readings is to look at cutting-edge applications of technology to the problems of interest to anthropological scientists.

  Lehman, J., et al. (2018) "The surprising creativity of digital evolution: A collection of anecdotes from the evolutionary computation and artificial life research communities." *preprint:1803.03453*.

  Franklin, S (2007) Emergent Life Forms and the Global Biological. In *Global Assemblages. Technology, Politics, and Ethics as Anthropological Problems*, edited by Aihwa Ong and Stephen J. Collier. Pp. 59-78. Blackwell Publishing.

  Lang, T., et al. (2017). Towards human exploration of space: the THESEUS review series on muscle and bone research priorities. *Microgravity*, *3*(1), 8.

Hendy, J., et al. (2018). Proteomic evidence of dietary sources in ancient dental calculus. *Proc. R. Soc. B*, 285(1883), 20180977.

- Week 13: The digital transformation of human society. This week will focus on the transformation of current societies through digital media.

  Pfaffenberger, B. (1992). Social anthropology of technology. *Annual Review of Anthropology*, 21(1), 491-516.

  Borgerson, Janet and Daniel Miller (2016) Scalable sociality and "How the world changed social media": conversation with Daniel Miller, *Consumption Markets & Culture* 19:6: 520-533.

  Cook, S. E. (2004). New technologies and language change: Toward an anthropology of linguistic frontiers. *Annual Review of Anthropology*, 33(1), 103-115.

  Eisenlohr, P. (2004). Language revitalization and new technologies: Cultures of electronic mediation and the refiguring of communities. *Annual Review of Anthropology*, 33(1), 21-45.

  Wilson, S.M., & Peterson, L.C. (2002). The anthropology of online communities. *Annual Review of Anthropology*, 31(1), 449-467.

Course Calendar		
Day:	Topic:	Deadlines:
Do this first	First week assignment	NA
Week 1	Introduction to the course	
Week 2	Colonialism, Disease, and Transformation	
Week 3	Evolution, Culture, and Diabetes	Workshop Call for Papers Due
Week 4	Cultural approaches to disease and the transformation of human societies	
Week 5	Domestication	
Week 6	Diet and Human Evolution	
Week 7	Cultural approaches to food	
Week 8	Environment and Collapse	Paper Abstract Due
Week 9	Environment and evolution	
Week 10	Resilience in living populations	
Week 11	Digital society	Workshop Program Due
Week 12	Bioanth and technology	
Week 13	Pottery and social transformation	
Week 14	No class: prep for Workshop	
Week 15	**Workshop**	Workshop presentations due
Week 16	Course Wrap-up	Peer- and Self-Evaluations Due Term Papers Due: Friday, December 11 at 11:59pm.

College of Sciences - Grad Course Revision - CHS 6535 Forensic Molecular Biology

2021-2022 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 Sciences

Unit / Department / College:* Department of Chemistry

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:* CHS

Code:* 6535

Course Title:* Forensic Molecular Biology

30 Character Abbreviation:* Forensic Molecular Biology

Full Title:* CHS 6535 Forensic Molecular Biology

Course Instructor (Must be Approved Graduate

Graduate Faculty/Scholars):	

Department Chair Phone Number:*	407.823.2135
Dept Chair Email:*	Cherie.Yestrebsky@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:*	Procedures for recovering and typing DNA from evidentiary materials and the interpretation of data.
Prerequisite(s):	PCB 4524, graduate standing of C.I.; and must have successfully completed undergraduate courses in statistics and biology
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?*	Update term of offering from "Occasional" to "Odd Fall" to accurately reflect when this course is taught.
What grad programs/tracks require or recommend this course for graduation?	Forensic Science MS, MS Chemistry, Ph.D. Chemistry, Ph.D. Biology, MS Biology
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 or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There are no duplicates of this course. This is the only course offered on campus of its kind. It has been offered for several years now, we are just updating the course information.

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

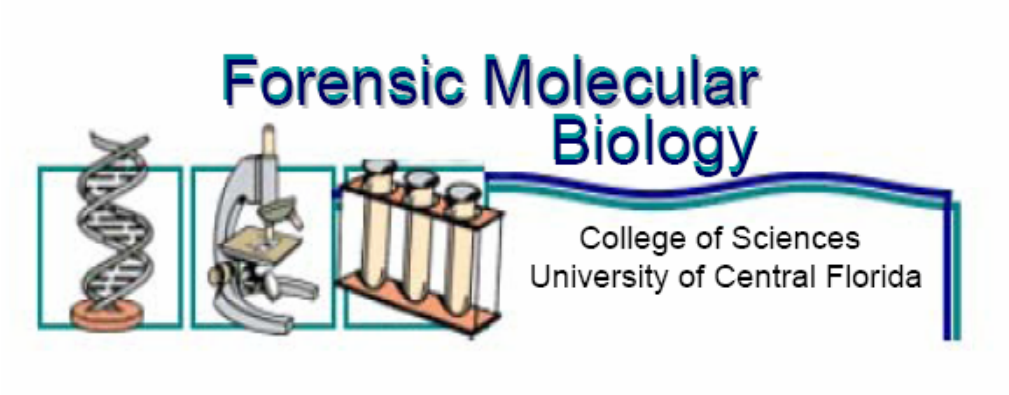
Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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.



CHS - 6535
Forensic Molecular Biology

Dr. Jack Ballantyne

jack.ballantyne@ucf.edu

Syllabus and Schedule

Fall 2019

2019-20 Catalog Description

CHS 6535 - Forensic Molecular Biology

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3 Credit Hours
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3

Prerequisite(s): PCB 4524, C.I.; and must have successfully completed undergraduate courses in statistics and biology.
Procedures for recovering and typing DNA from evidentiary materials and the interpretation of data.
Fall

College of Sciences - Department of Chemistry

Course Content

This course provides the student with an in-depth understanding of a number of advanced topics that are relevant to contemporary forensic DNA analysis. Topics covered include DNA biochemistry (structure, function, genotoxic damage and repair and the molecular basis of mutations), the molecular genetics of DNA polymorphisms (mini- and micro-satellites, autosomal and Y-STRs, and mt DNA) and analysis techniques (PCR and sequencing).

Course Objectives

To facilitate:

- A deeper theoretical understanding of the basis of DNA typing technology which hopefully will enhance the student's technical problem-solving skills and better prepare him/her for expert witness presentations.
- The ability to read, comprehend and critically evaluate technical papers from primary sources. An understanding via practice that primary source literature is read to a different depth of understanding depending upon one's purpose: a deep thorough read (the whole paper read multiple times) is different from finding details of the method (e.g. Methods section or part thereof) is different from getting a broad overview (e.g. Abstract or and/or Conclusion) etc.

Texts

- **Articles**

  The Course is based upon required readings from a number of original sources and review articles.

- **Book**

  There is no suitable recommended textbook for this Course

Withdrawal Deadline

- Friday November 1st 2019

Syllabus

Course Instructor/Facilitator

Instructor	Dr. Jack Ballantyne
Office	CH 223
Office Hours (via telephone)	1430 - 1600 (T-F)
Voice Mail	(407) 823-4440
E-mail	jack.ballantyne@ucf.edu

My name is **Dr. Jack Ballantyne**, a Professor in the Department of Chemistry and the Associate Director for Research at the National Center for Forensic Science (NCFS). Prior to entering academia twenty one years ago I was an operational casework forensic scientist for eighteen years and worked as such in the United Kingdom, Hong Kong and the US. My most recent operational appointment was as the Supervisor of the Biological Sciences Section of the Suffolk County Crime Lab, Long Island, New York where I was responsible for the administrative and technical management of three operational casework units, a conventional Serology Unit, and two DNA Labs (DNA-PCR Unit and DNA-RFLP Unit). I have been actively involved in the issues of laboratory standards and accreditation at the national and state levels, serving on the federal DNA Advisory Board and National Forensic DNA Review Panel and the New York State DNA Sub-Committee. I possess a B.Sc. in Biochemistry from the University of Glasgow, Scotland, an M.Sc. in Forensic Science from the University of Strathclyde, Scotland and a Ph.D. in Genetics from the State University of New York at Stony Brook. My current research interests include Y chromosome markers, trace DNA and RNA profiling for body fluid identification. I really would have preferred to have been an overly-paid and spoiled professional European soccer player but a combination of genetics, seemingly dim-witted and short-sighted coaches and far too many biochemistry lectures and labs precluded this dream! Notwithstanding that, I do firmly believe in the need for academically-rigorous, scholarly programs for education and research in forensic biochemistry and molecular biology.

Course Structure

- Seven topics are covered within the framework of seven modules.
- I will introduce each topic via lecture notes and provide guidance as to the most relevant areas for further study
- There will be seven bi-weekly written assignments which collectively cover all of the Course material
- In addition, active participation in each module is essential via the graded Discussion Forum (see below)

What I expect from you

- to critically read the assigned journal articles
- to complete all assignments on time, barring some documented catastrophe
- to actively participate in the learning experience (after all this is a graduate class!)
- to contact me via email (jack.ballantyne@ucf.edu) with any uncertainties, confusion or problems that may be affecting your performance or ability to complete the course
- to learn and have fun at the same time

What you should expect from me

- to be scrupulously fair and honest with grade assessment
- to keep the class on track as a pro-active facilitator
- to be available for consultation and advisement
- to make your learning experience at UCF as beneficial and enjoyable as possible
- to learn with you and have some fun at the same time
- to respond to personal e-mail as soon as possible

Modules

1. DNA Biochemistry

   1.1 DNA structure, properties, and reactions

   1.2. DNA stability, damage and repair and the molecular basis of mutation

2. Techniques

2.1. PCR

2.2 DNA sequencing

3. DNA Polymorphisms

3.1. mini- and micro-satellites, SNPs

3.2. STRs-autosomal

3.3. STRs-Y chromosome

Grading

Students' final grades will be based upon (i) their performance in seven bi-weekly assignments, which collectively cover all course material, and on (ii) participation in threaded discussions associated with each module
The grading scheme is A: 81-100%, B: 66-80%, C: 51-65%, Fail: 50% or less. The relative weight given to these assignments is as follows:

Bi-Weekly Assignments (7 topics @ 20 points/topic)	140 points	80%
Bi-weekly threaded discussions (7 topics @ 5 points/topic)	35 points	20%
Total	175 points	100%

Important: Each module lasts two and begins 5 PM on Monday and ends close of business (i.e. 5 PM) two weeks later on the second Monday. Please see below for the exact dates. Thus, the first module starts at 5 PM on 26 August and ends at 5 PM on September 9. The second module then starts immediately the first module ends, namely at 5 PM on September 9, and so on (see Schedule below).

In order to receive credit for the assignments (after I've graded them of course!) they must be received by me AT MY EMAIL ACCOUNT (jack.ballantyne@ucf.edu) by 5 PM EST on the Monday deadline. Any assignments received by me after the 5PM Monday deadline will not be credited or graded. This is a firm rule so please ensure that the assignments are submitted on time.

Discussion Forum

Each student is required to participate in instructor–led threaded discussions associated with each module. Up to 5 points per module are available. Points are assigned based upon the initial posting response by the student to the question or discussion item posed by the instructor (max 3 points) and the student's response to his/her colleagues' responses (max 2 points) in a threaded discussion. Each discussion module follows the exact same timetable as the module to which it is associated. Similar to the written assignments, in order to receive credit for the discussion, postings must take place during the module. Any postings after the 5PM EST Monday deadline will not be credited or graded.

Schedule

Activity	Date
Module1: DNA Biochemistry	
1.1 DNA structure, properties and reactions	26 Aug- 9 Sept
Assignment 1.1 Due	9 Sept
1.2 DNA stability, damage and repair, mutation	9 Sept- 23 Sept
Assignment 1.2 Due	23 Sept
Module 2: Techniques	
2.1 PCR	23 Sept - 7 Oct
Assignment 2.1 Due	7 Oct
2.2 sequencing	7 Oct - 21 Oct
Assignment 2.2 Due	21 Oct

Module 3: DNA Polymorphisms	
3.1 mini- and micro- satellites	21 Oct - 4 Nov
Assignment 3.1 Due	4 Nov
3.2 STRs- autosomal	4 Nov- 18 Nov
Assignment 3.2 Due	18 Nov
3.3 STRs- Y chromosome	18 Nov – 2 Dec
Assignment 3.3 Due	2 Dec

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc/).

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

Student's Academic Activity Documentation

Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, attendance will be taken on the first week of assignments via the Discussion Forum. Failure to post in the first week may result in a delay in the disbursement of your financial aid.

Additional Core Policy Statements

Course Accessibility

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

Campus Safety (mostly not relevant for this fully on-line class but included for your information and in case you should be on campus for any reason)

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

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

- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be

Deployed Active Military Duty 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.

Professional Conduct and Electronic Devices: Students are required to maintain a high standard of professional conduct in the classroom and online platforms. Students must respect the culture, values, beliefs, and rights of the peers. In both platforms, alternative points of view are encouraged and should be received by others with respect. Please be respectful of your colleagues, and do not engage in disruptive behaviors. Severe disruptions may result in dismissal from the course.

College of Sciences - Grad Course Revision - CHS 6535L Forensic Analysis of Biological Materials

2021-2022 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 Sciences

Unit / Department / College:* Department of Chemistry

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:* CHS

Code:* 6535L

Course Title:* Forensic Analysis of Biological Materials

30 Character Abbreviation:* Forensic Anal Bio Mats

Full Title:* CHS 6535L Forensic Analysis of Biological Materials

Course Instructor (Must be Approved Graduate

Graduate Faculty/Scholars):	

Department Chair Phone Number:*	407.823.2135
Dept Chair Email:*	Cherie.Yestrebsky@ucf.edu

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

Course Description:*	A laboratory course for forensic molecular biologists covering the procedures for recovering and typing DNA from evidentiary materials.
Prerequisite(s):	CHS 6535, PCB 4524, or C.I. and satifaction of biology requirements.
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?*	Update term of offering from "Occasional" to "Even Spring" to accurately reflect when this course is taught.
What grad programs/tracks require or recommend this course for graduation?	Forensic Science MS, MS Chemistry, Ph.D. Chemistry, Ph.D. Biology, MS Biology
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 or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	There are no duplicates of this course. This is the only course offered on campus of its kind. It has been offered for several years now, we are just updating the course information.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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.



CHS – 6535L

Forensic Analysis of Biological Materials

Dr. Jack Ballantyne
Syllabus and Schedule

Spring 2020

2019-20 Catalog Description

CHS 6535L - Forensic Analysis of Biological Materials

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3 Credit Hours
Class Hours: 1
Lab and Field Work Hours: 6
Contact Hours: 7

Prerequisite(s): CHS 6535, PCB 4524, C.I. and satisfaction of biology requirements.
A laboratory course for forensic molecular biologists covering the procedures for recovering and typing DNA from evidentiary materials.
Occasional

College of Sciences - Department of Chemistry

Course Content

This course provides the student with an in-depth understanding of the practical aspects of DNA profiling. It surveys most of the principal methods that have been used to date for nuclear DNA testing. It is a 'methods understanding' course and, due to it being web-based and

notwithstanding the title, it is NOT unfortunately a practical hands-on laboratory course.

Course Objectives

To facilitate:

- A deeper understanding of the practical basis of DNA typing technology which hopefully will enhance the student's technical problem-solving skills and better prepare him/her for expert witness presentations.
- The ability to read, comprehend and critically evaluate technical papers from primary sources.
- A good understanding of the history of forensic DNA profiling since its inception in the 1980s to the present.

Texts

- **Articles**

  The Course is based upon required readings from a number of original sources and review articles.

- **Book**

There is no required textbook for this Course. However a good reference text is: Advanced Forensic DNA Typing, Second Edition: Biology, Technology, and Genetics of STR Markers by John Butler. Academic Press, (2005). This is still good, containing as it does more details of the historical methods, despite there being more recent editions of this fundamental text.

Withdrawal Deadline

- Wednesday March 20 2020

Syllabus

Course Instructor/Facilitator

Instructor	Dr. Jack Ballantyne
Office	CH 223
Office Hours (via telephone)	1630 - 1800 (T-F)
Voice Mail	(407) 823-4440
E-mail	jack.ballantyne@ucf.edu

My name is **Dr. Jack Ballantyne**, a professor in the Department of Chemistry. Prior to entering academia I was an operational forensic biochemist for eighteen years and worked as such in the United Kingdom, Hong Kong and the US. My most recent operational appointment was as the Supervisor of the Biological Sciences Section of the Suffolk County Crime Lab, Long Island, New York where I was responsible for the administrative and technical management of three operational casework units, a conventional Serology Unit, a DNA-PCR Unit and a DNA-RFLP Unit. I have been actively involved in the issues of laboratory standards and accreditation at the national and state levels, serving on the federal DNA Advisory Board and National Forensic DNA Review Panel and the New York State DNA Sub-Committee. I possess a B.Sc. in Biochemistry from the University of Glasgow, Scotland, an M.Sc. in Forensic Science from the University of Strathclyde, Scotland and a Ph.D. in Genetics from the State University of New York at Stony Brook. My current research interests include Y chromosome markers, trace DNA analysis, RNA profiling for body fluid and organ tissue identification and complex DNA mixture deconvolution.

Course Structure

- There are three components to the course: (i) lectures/reading assignments; (ii) directed discussion using a bulletin board format: (iii) presentation (to be submitted as a Power point presentation) on an advanced forensic genetics method.
- I will introduce each topic, provide guidance as to the most relevant areas for further study
- Active participation is important in the discussions which run contemporaneously with the lecture modules
- There will be six bi- weekly assignments which collectively cover all of the lecture/reading material

What I expect from you

- to critically read the assigned journal articles
- to complete all assignments on time, barring some documented catastrophe
- to actively participate in the learning experience (after all this is a graduate class!)
- to contact me with any uncertainties, confusion or problems that may be affecting your performance or ability to complete the course
- to learn and have fun at the same time

What you should expect from me

- to be scrupulously fair and honest with grade assessment
- to keep the class on track as a pro-active facilitator
- to be available for consultation and advisement
- to make your learning experience at UCF beneficial and enjoyable
- to learn with you and have some fun at the same time
- to respond to personal e-mail as soon as possible

Modules

1. DNA Extraction Strategies
2. Minisatellite (RFLP) Analysis
3. D1S80 (AMP-FLP) Analysis
4. Hybridization based PCR Techniques (PM + DQA1)
5. STR Interpretation
6. Low Copy Number Analysis

Grading

Students' final grades will be based upon (i) performance in bi- weekly assignments, which collectively cover all course material, (ii) on participation in threaded discussions associated with each module and (iii) on a term presentation/Power Point. The grading scheme is A: 81-100%, B: 66-80%, C: 51-65%, Fail: 50% or less. The relative weight given to these assignments is as follows:

Important: Each module lasts 2 weeks and begins 5 PM on Monday and ends close of business (i.e. 5 PM) on the second Monday (except for Spring Break where the module lasts three weeks). Please see below for the exact dates.

In order to receive credit for the assignments (after I've graded them) they must be received by me at my email account (jack.ballantyne@ucf.edu) by 5 PM on the Monday deadline. Any assignments received by me after the 5PM Monday deadline will not be credited or graded. This is a firm rule so please ensure that the assignments are submitted on time.

Bi-Weekly Assignments (6 topics @ 20 points/topic)	120 points	60 %
Discussions (6 topics @ 5 points/topic	30 points	15 %
PowerPoint Presentation	50 points	25%
Total	200 points	100 %

Discussions

Each student is required to participate in instructor–led threaded discussions associated with each module. Each module lasts two weeks and begins on 5 pm Monday and ends close of business (i.e. 5 PM) the second Monday. Please see below for the exact dates. The total discussion points obtainable for each module are 5. These are assigned based upon the initial posting response by the student to the question or discussion item posed by the instructor. Up to 3 points are awarded for this, and this initial posting must be made **the first week** prior to 5 PM on the first following Monday (to allow colleagues time to respond within the last week of the module). The remaining 2 points are based upon the student's response to his/her colleagues' responses in a threaded discussion. If you don't complete your initial posting within the first week of the two-week module you will forfeit the initial 3 points. You will still be able to earn 2 points if you subsequently post in the second week, however. In order to receive full credit for the discussion postings must take place during the module. Any postings after the 5PM Monday deadline will not be credited or graded.

Presentation (Power Point or similar)

The student should prepare a (25 slides minimum) 'Power Point' presentation on a selected topic that covers a forensic biochemistry method not covered in the course. The topic for this year is **Genetic Genealogy**. It should describe what analyte(s) or marker(s) the method was developed to detect, the physical and chemical principles of the method and the pros and cons of the method as its applied to forensic samples (small quantities, degraded, inhibited etc). Instances of casework applications are encouraged. It is important that you start the Power Point early in the semester and be working on it throughout the semester since it will be challenging to complete it in the two weeks assigned to the last module (that time is for 'polishing up' the presentation).

Schedule

January 6	Module 1 (DNA extraction) begins
January 13	*DNA extraction module (continued)*
January 20	Module 2 (RFLP) begins **module 1 (DNA extraction) assignment due**
January 27	*RFLP module (continued)*
February 3	Module 3 (Amp-FLPs:D1S80) begins **module 2 (RFLP) assignment due**
February 10	*D1S80 module (continued)*
February 17	Module 4 (PM + DQA1) begins **module 3 (D1S80) assignment due**
February 24	*PM + DQA1 module (continued)*
March 2	Module 5 (STRs) begins **module 4 assignment (PM + DQA1) due**
March 9	*Spring Break*
March 16	*STR module (continued)*
March 23	Module 6 (Low Copy DNA Analysis) begins **module 5 (STRs) assignment due**
March 30	*Low Copy DNA module (continued)*
April 6	PowerPoint preparation **Module 6 (low copy DNA) assignment due**

April 20	**Power Point presentation due**

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc/).

According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
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Additional Core Policy Statements

Course Accessibility

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

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- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  https://www.youtube.com/watch?v=NIKYajEx4pk&feature=youtu.be

Deployed Active Military Duty 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.

Professional Conduct and Electronic Devices: Students are required to maintain a high standard of professional conduct in the classroom and online platforms. Students must respect the culture, values, beliefs, and rights of the peers. In both platforms, alternative points of view are encouraged and should be received by others with respect. Please be respectful of your colleagues, and do not engage in disruptive behaviors. Severe disruptions may result in dismissal from the course.

College of Sciences - Grad Course Continuation - COM 6525 Communication Strategy and Planning

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

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

Prefix:* COM

Code:* 6525

Name:* Communication Strategy and Planning

Full Title:* COM 6525 Communication Strategy and Planning

Course Description:* Focus on the creation of communication strategies in conjunction with overall organizational goals, with emphasis on decision making and management.

Prerequisite(s): C.I.

Corequisite(s):	none.

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Justification for Course Continuation

What is the rationale for continuing this course?*	Due to faculty turnover and the launch of a PhD program in our program, we have been short of faculty qualified and interested in teaching this course. We've now identified core faculty members who are interested in teaching this course and hope to offer it within the

COM 6525: Communication Strategy & Planning

Spring 20XX

Professor: Dr. Melissa Dodd

*try to **make an appointment** for all meetings*
because occasionally I cannot maintain this schedule due to UCF-related meetings)

Classroom location:
Class meeting time:
Email: Melissa.dodd@ucf.edu

Course Catalogue Description: Focus on the creation of communication strategies in conjunction with overall organizational goals, with emphasis on decision making and management.

Course Prerequisites: C.I.

Course Credits: 3 credits

Course Goals:

1. to survey major concepts, theories, and research affecting the development and implementation of communication strategy
2. to understand how the application of theory and research aids effective decision making
3. to develop critical thinking skills about organizational communication theory, research, and applications
4. to identify and examine the ethical issues associated with organizational communication

Required textbook:

Hoffman, M. F., & Ford, D. J. (2010). *Organizational rhetoric: Situations and strategies.* Thousand Oaks, CA: Sage.
(ISBN: 978-1-4129-5669-7)

Additional required readings are available for download through the UCF WebCourses system, through access to UCF online library holdings, or through Internet access.

Course Assessments:
Course grades will be determined by the following assessments:

- Assessments/Quizzes & Short Application Papers: Throughout the semester several assessments (unannounced in-class quizzes) and short application papers (about 2 – 3 pages) will assess your comprehension of our readings and ability to apply course material. Assessments are unannounced and will cover the assigned reading for the class session. Application papers will be completed outside of class and cover the assigned reading(s) for the session.
    - Due dates for these assessments and papers are not indicated on the syllabus.
- Class Contribution: I must assess participation on a subjective basis. Class contribution/participation is NOT equivalent to attendance. Class members will learn best when they participate in class in meaningful ways. We can learn a great deal from each other! Students cannot contribute when they do not attend class or complete the assigned readings. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers and articles, and applying theory. Well-prepared students who offer insights grounded in the readings, offer oral references to relevant materials outside the course, contribute to class discussion by describing salient experiences, and demonstrate respect for other's contributions and opinions (though they need not agree) are considered effective contributors.
- Research Papers: Class members will develop 3 original research papers related to specific issues covered in our course (although page length may vary depending on the nature of the research method used, papers often will be 9 - 11 pages). Your paper should be written using APA style (6th edition). Papers should be double-spaced and carefully edited and proofread.

    - The research papers may be submitted to turnitin.com before grading. Turnitin.com is an automated system which compares student writing with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit http://www.turnitin.com. Essays are due at turnitin.com the same day as in class.

All assignments must be submitted at the beginning of class on their due dates. Late assignments will not be accepted except in cases of family or work emergencies, etc. Quizzes may be made up under absences that can be documented.

Grades will be posted on WebCourses. Students are responsible for checking the WebCourses site 24 hours prior to class for any last minute information or updates to the course.

Graded Work

Assessments/Quizzes &
Short Application Papers ……. 60 pts
Class Contribution ……. 20 pts
Paper 1 …….. 50 pts
Paper 2…… 50 pts
Paper 3 …… 50 pts
Paper Presentation…….… 20 pts

250 points possible

Grading Scale:

Grading Scale (%)	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Final Course Grades:

Final course grades will be determined as follows:

A = 225-250 (90%) C = 175-199 (70%) F = 0-149 (59% & below)
B = 200-224 (80%) D = 150-174 (60%)

Grading Scale Explanation:

As are reserved for excellent/exceptional work, **B**s for the good/solid work, and **C**s are for average work (merely meeting the assignment criteria). Grades **below a C** reflect a failure to follow the assignment guidelines (e.g., omitting required elements, using the wrong citation system, reporting inaccurate information, failing to provide a reference page, etc).

"Exceptional work" goes beyond the assignment requirements and lacks errors. The work exceeds the expectations and requirements described for the assignment. "Solid work" covers all requirements (main points) in sufficient detail and contains a few minor errors. The work meets the expectations described for the assignment. "Average work" covers the requirements but lacks meaningful detail for one requirement or misses a minor point. "Below average" work fails to address more than one assignment requirement, lacks meaningful detail, and/or contains factual errors.

Course Policies:

Expectations for Class Members

This is a graduate-level class and class members are expected to exert effort in preparing for and participating in class. I expect that we will prepare for class by

completing the assigned readings prior to class. We should engage in class discussion and provide insights based upon the readings and our relevant experiences. I expect that we will attend class (except in emergencies or other situations) and that the learning experience for all class members will be enhanced by our contributions. Finally, I expect that we will put our best effort into all work. This includes written work as well as classroom experiences.

Assignment Due Dates
Written assignments must be submitted on their due dates, except under unusual circumstances like personal emergencies. Accurate **APA style** should be used for all written assignments. (A useful website providing links to information about citation styles is http://owl.english.purdue.edu). I expect you to submit your best work. Be sure to edit and proofread your work. The quality of your writing should be exceptionally high because your writing affects your grades on assignments.

Student Conduct:
In order to provide class members with the opportunity to do their best work and to provide a relatively comfortable learning environment, we need to conduct ourselves in an appropriate manner at all times. Disruptive and/or disrespectful behavior is not acceptable to the instructor, your classmates, or the university.

Disruptive and disrespectful behavior detracts from the learning environment. Unacceptable behavior includes, but it not limited to, not respecting the learning environment by excessively talking out of turn, holding private discussions with classmates during the class session, distracting class members, leaving and returning to class while it is in session, ridiculing class members, using inappropriate language (including name-calling and cursing), attending class while intoxicated, engaging in personal attacks, and other behaviors that detract from a comfortable academic environment. Points will be deducted for failure to adhere to standards of appropriate conduct. Students who continue to violate the conduct code will be asked to leave the class. Students who feel their classmates are violating the conduct code should contact the instructor about the behavior.

Use of Technology and Technology Etiquette
Mobile phones, iPods, etc. must be silenced during all class sessions. Those violating this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. You may receive point reductions for failure to comply with this requirement.

If you wish to audio or video record a class session, please see me for permission prior to the recording. Recorded class sessions may not be distributed without the instructor's permission.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

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

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

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

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

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

- Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Course Schedule

Note. Any portion of this course schedule is subject to revision at the discretion of the instructor. Required readings may need to be altered based on class needs. Readings may be added to this assignment schedule. Schedule modifications will be announced in class and through email.

*Be sure to read **Case Studies, Worksheets, Sample Advertisements, Figures, etc. in Hoffman and Ford (2010**) that appear within chapters and at the end of the chapters. These are extremely important to the readings.*

Date	Topic	Reading Assignment
Week 1 **Jan. 15**	Introduction to the Course; Requirements, Expectations, Assessments, etc.	*Academic activity due by Jan. 16*
Week 2 **Jan. 22**	Understanding the Nature of Theory; Ethical Issues in Organizational Communication	***Theory*** Corman, S.R. (1995). That works fine in theory, but... In S.R. Corman, S. Banks, C. Bantz, & M. Mayer, (Eds.), *Foundations of organizational communication: A reader* (2nd ed.) (pp. 3-10). White Plains: Longman. *(on Webcourses)*

		Approaches to Ethics Clampitt, P.G. (2010) "Scrutinizing ethical issues" (ch. 3) *(on Webcourses)*
Week 3 **Jan. 29**	Organizational Culture	Reynolds, P. C. (1987, March). Imposing a corporate culture. *Psychology Today*, 33-34, 36-38. *(on Webcourses)* Excerpts from *Communication & Organizational Culture (on Webcourses)*
Week 4 **Feb. 5**	Organizational Rhetoric & Rhetorical Strategies; Internal Rhetoric	***Hoffman & Ford*** Ch. 1 – Organizations & rhetoric in contemporary culture Ch. 2 – Identifying rhetorical strategies in organizational rhetoric Ch. 10 – Organizational rhetoric for internal audiences Epilogue (pp. 233 – 236) Appendix: Worksheets for Analyzing Organizational Rhetoric (pp. 237 – 244) *Research example:* Cheney, G. (1983). The rhetoric of identification and the study of organizational communication. *Quarterly Journal of Speech, 69,* 143-158. *(on Webcourses)*
Week 5 **Feb. 12**	The Rhetorical Situation & Critical Approaches	***Hoffman & Ford*** Ch. 3 – Rhetorical situations in organizations Ch. 4 – Critical approaches to organizational rhetoric Appendix: Worksheets for analyzing organizational rhetoric (pp. 237-244) Vatz, R. (1973). The myth of the rhetorical situation. *Philosophy and Rhetoric, 6*, 154-161. *(on Webcourses)* *Research example:* Clair, R. P. (1993). The bureaucratization, commodification, and privatization of sexual harassment through institutional discourse. *Management Communication Quarterly, 7*(2), 123-157. *(on Webcourses)*

Week 6 **Feb. 19**	Rhetoric about Identity	***Hoffman & Ford*** Ch. 5 – Evaluating and critiquing organizational rhetoric Ch. 6 – Identity creation and maintenance rhetoric *Research examples:* Hoffman, M. F., & Cowen, R. L. (2008). The meaning of work/life: A corporate ideology of work/life balance. *Communication Quarterly, 56*, 227-246. *(on Webcourses)* Kirby, E. L., & Krone, K. J. (2002). "The policy exists but you can't really use it": Communication and the structuration of work-family policies. *Journal of Applied Communication Research, 30*(1), 50-7. *(on Webcourses)* Rhetorical arena *(TBA on Webcourses)*
Week 7 **Feb. 26**	Rhetoric about Crisis and Risk	***Hoffman & Ford*** Ch. 8 – Rhetoric about organizational risk Ch. 9 – Crisis rhetoric
Week 8 **Mar. 5**	Conference	**No Class Meeting; complete online assignment**
Week 9 **Mar. 12**		***Spring Break – No Class Meeting***
Week 10 **Mar. 19**	Organizational Reputation	Walker, K. (2010). A systematic review of the corporate reputation literature: Definition, measurement, and theory. *Corporate Reputation Review, 12*(4), 357-387. *(on Webcourses)* Lange, D., Lee, P. M., & Dai, Y. (2011, January). Organizational reputation: A review. *Journal of Management, 37*(1), 153-184. *(on Webcourses)*
Week 11 **Mar. 26**	Rhetoric about issues	***Hoffman & Ford*** Ch. 7 – Rhetoric about issues Excerpts from *Organizational Perception Management (on Webcourses)*

Week 12 **April 2**	Organizational Change	Clampitt - Clampitt, P.G. (2010) "Communicating about change" (ch. 9) *(on Webcourses)*
Week 13 **April 9**	Organizational Change	Clampitt – 10, 11 *(on Webcourses)* Excerpts from *Organizational Perception Management (on Webcourses)*
Week 14 **Mar. 16**	Leadership and Organizational Change	Fairhurst, G. T., & Sarr, R. A. (1996). Framing: Seizing the leadership moments in everyday conversations. In *The art of framing: Managing the language of leadership* (pp. 1-22). San Francisco, CA: Jossey-Bass Publishers. (Ch. 1) *(on Webcourses)* Fairhurst, G. T., & Sarr, R. A. (1996). Vision-based framing: Enabling people to see the world you see. In *The art of framing: Managing the language of leadership* (pp. 50-79). San Francisco, CA: Jossey-Bass Publishers. (Ch. 3) *(on Webcourses)* Fairhurst, G. T., & Sarr, R. A. (1996). Tools for framing. In *The art of framing: Managing the language of leadership* (pp. 100-126). San Francisco, CA: Jossey-Bass Publishers. (Ch. 5) *(on Webcourses)*
Week 15 Apr. 23		Final Papers Due
Week 16 Final Exam Session **Apr. 30** ***(6:00-8:50)***		Final Paper Presentations

College of Sciences - Grad Course Continuation - PCB 6480C Quantitative Conservation Biology

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Sciences

Unit / Department / College:* Department of Biology

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

Prefix:* PCB

Code:* 6480C

Name:* Quantitative Conservation Biology

Full Title:* PCB 6480C Quantitative Conservation Biology

Course Description:* Data analysis & modeling to evaluate population dynamics, basic training in programming & statistical procedures of population analysis of different modeling approaches, uses & limitations.

Prerequisite(s): Consent of instructor.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 4

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 2

Out-of-Class Hours:* 1

Total Engagement Hours:* 12

Justification for Course Continuation

What is the rationale for continuing this course?* Methods of data analysis and modeling to evaluate population dynamics. There remains a need of material offered in class and there also remains student interest.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

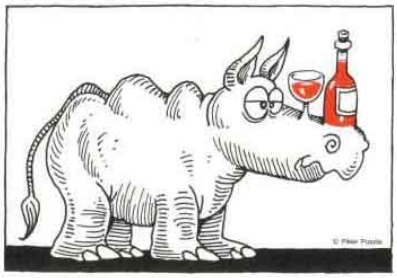
Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

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

Attached* ☑ I have attached an updated course syllabus.



Quantitative Conservation Biology



Pedro F. Quintana-Ascencio
Department of Biology
Office: Biology Bldg. 401 E
Phone: 823-1662
pquintan@mail.ucf.edu

PCB 6480C
4(3,2),credits

Course Outline

This course constitutes an introduction of methods of data analysis and modeling to evaluate population dynamics. It includes a basic training in programming and statistical procedures of population analysis. The course also reviews examples of different modeling approaches, their uses and limitations.

Main student goals for the course:

1. Understand the major factors affecting population vulnerability
2. Describe different quantitative approaches of population dynamics
3. Learn to built and parameterize simple demographic models
4. Recognize the advantages and limitations of quantitative approaches to evaluate population dynamics

Course Prerequisites: Instructor Consent (CI)

Student duties:

Required Text: Morris, W.F. & D.F. Doak. 2002. Quantitative Conservation Biology: theory and practice of population viability analysis. Sinauer. Massachusetts.

Other reading material required: Current specialized literature made available by the instructor. This material will change from year to year and will be reviewed to discuss recent examples of population viability analysis.

Required Software: R (The R Project for Statistical Computing),

Class schedule:

	Topic	Book Chapters
	Introduction	
	Introduction to Matlab + excel	
	What is a population viability analysis	Chapter 1
	Causes of population vulnerability	Chapter 2
	Reading + Lab 1	
	Count based: Density independent models	Chapter 3
	Count based: Density independent models	Chapter 3
	Count based: Density dependent models	Chapter 4
	Count based: Density dependent models	Chapter 4
	Reading + Lab 2	
	Count based: Error	Chapter 5
	Count based: Error	Chapter 5
	Reading + Lab 3	
	First exam	
	Matrix models: basics	Chapter 6
	Reading +Lab 4 (Saturday) Field exercise	
	Reading + Lab 5	
	Matrix models: basics	Chapter 6
	Matrix models:	Chapter 7
	Reading + Lab 6	
	Matrix models:	Chapter 7
	Matrix models	Chapter 8
	Reading + Lab 7	
	Matrix models	Chapter 8
	Matrix models	Chapter 8
	Lab 8 (Individual model construction)	
	Matrix models	Chapter 9
	Matrix models	Chapter 9
	Reading + Lab 9	
	Matrix models	
	Second exam	Chapter 9
	Reading + Lab 10	
	Multiple sites	Chapter 10
	Multiple sites	Chapter 10
	Personal model	Chapter 10
	Multiple sites	
	Spatially structured populations	Chapter 11
	Personal model	
	Spatially structured populations	Chapter 11
	Spatially structured populations	Chapter 11
	Personal model (no meeting)	

	Individual based models	
	Third exam	
	Critiques and Cautions on PVA (review)	Chapter 12
	Final exam	

Performance Evaluation:-

Exams - There will be three interim exams, each covering half of the course and a final exam that will cover the whole course. They are mandatory. These will be written essays on different topics of the course: 30 %
Discussion questions- based on readings and due a week after its release (5 sets, 5 % each): 20 %
Laboratory Exercises – Students will write and execute simple programs in Matlab and Excel (10 exercises, 5 % each): 25 %
Individual model: Students will write a program assessing the demographic dynamics of a species: 25 %

Grade scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F= below 60

Academic Integrity

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

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

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

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

Plagiarism

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

Misuse of Sources

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

Responses to Academic Dishonesty, Plagiarism, or Cheating

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

Unauthorized Use of Class Materials

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

Unauthorized Use of Class Notes

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

In-Class Recording Policy

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

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell

Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety Statement

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

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

Deployed Active Duty Military Students

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

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be

responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

College of Sciences - BSC 5258L TROPICAL BIOLOGY RESEARCH AND CONSERVATION

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Biology

Proposal Type: Grad Course Deletion

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:* BSC

Code:* 5258L

Course Title:* TROPICAL BIOLOGY RESEARCH AND CONSERVATION

Full Title:* BSC 5258L TROPICAL BIOLOGY RESEARCH AND CONSERVATION

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	This course has not been taught in the Biology Department for many years and there are no plans to offer it in the future (the instructor for this course may no longer be in the department).

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for BSC 5258L

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	BSC 5258L - Tropical Biology Research and Conservation

College of Sciences - BSC 5618 Phylogenetic Approaches in Biological Research

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Sciences

Unit / Department / College:* Department of Biology

Proposal Type: Grad Course Deletion

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:* BSC

Code:* 5618

Course Title:* Phylogenetic Approaches in Biological Research

Full Title:* BSC 5618 Phylogenetic Approaches in Biological Research

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	The prior instructor (Dr. Song) is no longer at UCF. Dr. Barbara Sharonowski was hired to replace Dr. Song and she teaches a class that covers this material, so this older course is no longer relevant and is duplicative of active course offerings.

Attachment

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for BSC 5618

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	BSC 5618 - Phylogenetic Approaches in Biological Research

College of Sciences - CHM 5715C Optical Materials Processing and Characterization Techniques

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Sciences

Unit / Department / College:* Department of Chemistry

Proposal Type: Grad Course Deletion

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:* CHM

Code:* 5715C

Course Title:* Optical Materials Processing and Characterization Techniques

Full Title:* CHM 5715C Optical Materials Processing and Characterization Techniques

Course Description: Glasses, crystals and polymeric materials will be processed and characterized for their properties. Laboratory will emphasize material structure and physical property relationships.

Credit Hours: 3

Class Hours: 2

Lab and Field Work Hours:	3
Contact Hours:	5
Prerequisite(s):	CHM 3411 and CHM 4610 or equivalent
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	course not offered in 5 years

course not offered in 5-years.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Close Window

Impact Report for CHM 5715C

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	CHM 5715C - Optical Materials Processing and Characterization Techniques
Programs	Chemistry PhD Materials Science and Engineering MSMSE ▶ Materials Science and Engineering PhD

College of Sciences - CHM 6261 Chemical Process and Product Development

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Sciences

Unit / Department / College:* Department of Chemistry

Proposal Type: Grad Course Deletion

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:* CHS

Code:* 6261

Course Title:* Chemical Process and Product Development

Full Title:* CHM 6261 Chemical Process and Product Development

Course Description: Development of chemical products and processes including the determination of technical economic feasibility; use of experiment design in the optimization of variables and scale-up methods.

Credit Hours: 2

Class Hours: 2

Lab and Field Work Hours:	0
Contact Hours:	2
Prerequisite(s):	Instructor Consent
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ◉ No
If not, explain:	
Notes:	The course has not been offered in five years.

The course has not been offered in five years.

Attachment

Supporting documents from impacted units of the deletion* ☑ Yes ☐ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Close Window

Impact Report for CHS 6261

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	CHS 6261 - Chemical Process and Product Development
Programs	Chemistry MS

College of Sciences - CHM 6449 Photochemistry

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Sciences

Unit / Department / College:* Department of Chemistry

Proposal Type: Grad Course Deletion

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:* CHM

Code:* 6449

Course Title:* Photochemistry

Full Title:* CHM 6449 Photochemistry

Course Description: College of Sciences - Grad Course Deletion - Photochemistry for Approval

Photochemistry with an emphasis on principles, mechanisms, and applications, such as photolithography, photonics, medicine, and environmental remediation.
Occasional

Credit Hours:	3
Class Hours:	0
Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Prerequisite(s): Graduate standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ◉ No

If not, explain:	
Notes:	Photochemistry has not been offered in over five years

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for CHM 6449

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	CHM 6449 - Photochemistry
Programs	Chemistry PhD

College of Sciences - DIG 5810 Ways of Seeing: Cultural and Technological Perspectives

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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:* 5810

Course Title:* Ways of Seeing: Cultural and Technological Perspectives

Full Title:* DIG 5810 Ways of Seeing: Cultural and Technological Perspectives

Course Description: Cultural and technological perspectives formed by the intersection of media and cultural studies, art history and criticism, and cinema studies.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Admission to Film and Digital Media master's program or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	

Notes: course not offered in 5-years.

Impact Report for DIG 5810

Source: 2020-2021 Graduate Catalog	
Full Course Title	DIG 5810 - Ways of Seeing: Cultural and Technological Perspectives
Programs	Emerging Media MFA, Feature Film Production Track

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: University of Central Florida

Course OID

Course Type Digital Media

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group Nicholson School of Communication and Media

Acad Org

Career

Close Window

Impact Report for DIG 5810

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	DIG 5810 - Ways of Seeing: Cultural and Technological Perspectives
Programs	Emerging Media MFA, Feature Film Production Track

College of Sciences - DIG 6785C Advanced Interactive Entertainment

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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

Prefix:* DIG

Code:* 6785C

Course Title:* Advanced Interactive Entertainment

Full Title:* DIG 6785C Advanced Interactive Entertainment

Course Description: Advanced techniques and application in programming, production, and development of professional portfolios.

Credit Hours: 3

Class Hours: 1

Lab and Field Work 3

Hours:	
Contact Hours:	3
Prerequisite(s):	DIG 6547C or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	

Notes: course not offered in 5-years.

Impact Report for DIG 6785C

Source: 2020-2021 Graduate Catalog	
Full Course Title	DIG 6785C - Advanced Interactive Entertainment

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: University of Central Florida

Course OID

Course Type Digital Media

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group Nicholson School of Communication and Media

Acad Org

Career

Print in Catalog

Close Window

Impact Report for DIG 6785C

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	DIG 6785C - Advanced Interactive Entertainment

College of Sciences - FIL 5864 Ways of Seeing: The Expressive Potential of Film

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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:* FIL

Code:* 5864

Course Title:* Ways of Seeing: The Expressive Potential of Film

Full Title:* FIL 5864 Ways of Seeing: The Expressive Potential of Film

Course Description: A study of multidisciplinary theories that relate to the practice of filmmaking.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	
Contact Hours:	3
Prerequisite(s):	Admission to MFA Film and Digital Media or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	

Notes: course not offered in 5-years.

Impact Report:

Source: 2020-2021 Graduate Catalog	
Full Course Title	FIL 5864 - Ways of Seeing: The Expressive Potential of Film

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: University of Central Florida

Course OID

Course Type Film

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group Nicholson School of Communication and Media

Acad Org

Career

Print in Catalog

Effective Date

Close Window

Impact Report for FIL 5864

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	FIL 5864 - Ways of Seeing: The Expressive Potential of Film

College of Sciences - MMC 6266 Communications Convergence and Media Planning

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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

Prefix:* MMC

Code:* 6266

Course Title:* Communications Convergence and Media Planning

Full Title:* MMC 6266 Communications Convergence and Media Planning

Course Description: Communications convergence and organizational change: new paradigms and media management techniques in a digital age.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	9
Prerequisite(s):	Admission to Communication M.A. or program consent.
Corequisite(s):	none.
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	The material covered in this elective does not align with current faculty expertise, nor does it speak to the majority of students' interests

It speak to the majority of students' interests.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: University of Central Florida

Course OID

Course Type Mass Media Communication

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group Nicholson School of Communication and Media

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 045099

Impact Report for MMC 6266

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	MMC 6266 - Communications Convergence and Media Planning
Programs	Communication MA Communication MA, Interpersonal Communication Track Communication MA, Mass Communication Track Corporate Communication Graduate Certificate Emerging Media MFA, Feature Film Production Track

College of Sciences - MMC 6407 Visual Communication Theory

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type:

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:* MMC

Code:* 6407

Course Title:* Visual Communication Theory

Full Title:* MMC 6407 Visual Communication Theory

Course Description: A study of the visual world as it relates to theories of visual interpretation.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours:	9
Prerequisite(s):	
Corequisite(s):	none.
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	The two tracks listed in the Impact report have not been offered for several catalog years. As coordinator of the MA program and Corporate Communicaiton Certiificate, our students have had no problems completing degree requirements without this course, previously offered in 2008.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	University of Central Florida
Course OID	
Course Type	Mass Media Communication
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	Nicholson School of Communication and Media
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	006833

Close Window

Impact Report for MMC 6407

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	MMC 6407 - Visual Communication Theory
Programs	Communication MA Communication MA, Interpersonal Communication Track Communication MA, Mass Communication Track Corporate Communication Graduate Certificate Emerging Media MFA, Feature Film Production Track

College of Sciences - MMC 6446 Qualitative Research Methods in Mass Communication

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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:* MMC

Code:* 6446

Course Title:* Qualitative Research Methods in Mass Communication

Full Title:* MMC 6446 Qualitative Research Methods in Mass Communication

Course Description: Examination of qualitative research methods in mass communication with emphasis on interviewing, observational methods, and data interpretation.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Admission to Communication M.A. or program consent.
Corequisite(s):	none
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	◉ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	This course can be deleted because we stopped offering seperate methods courses (and tracks) for Mass Communicaiton and Human Communication. We currently offer one

tracks) for Mass Communicaiton and Human Communication. We currently offer one Qualitative research Methods course in Communicaiton.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: University of Central Florida

Course OID

Course Type Mass Media Communication

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group Nicholson School of Communication and Media

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 006835

Close Window

Impact Report for MMC 6446

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title MMC 6446 - Qualitative Research Methods in Mass Communication

College of Sciences - MMC 6607 Communication and Society

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Nicholson School of Communication and Media

Proposal Type: Grad Course Deletion

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

Prefix:* MMC

Code:* 6607

Course Title:* Communication and Society

Full Title:* MMC 6607 Communication and Society

Course Description: The importance of the mass media, their structure, role, and problems.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	none.
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	This course has not been offered since 2008. Since then, we have worked to add electives that have a narrower scope and whose content is more easily understood.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	University of Central Florida
Course OID	
Course Type	Mass Media Communication
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	Nicholson School of Communication and Media
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	006839

Impact Report for MMC 6607

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	MMC 6607 - Communication and Society
Programs	Communication MA Communication MA, Interpersonal Communication Track Communication MA, Mass Communication Track Emerging Media MFA, Feature Film Production Track

College of Sciences - PCB 5687 Evolutionary Ecology

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Biology

Proposal Type: Grad Course Deletion

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

Prefix:* PCB

Code:* 5687

Course Title:* EVOLUTIONARY ECOLOGY

Full Title:* PCB 5687 Evolutionary Ecology

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U? ○ Yes ○ No

Split-Level Class: ○ Yes ○ No

List undergraduate split-level course:

Term of Offering

When was the course offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a: ○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? ○ Yes ◉ No

If yes, have all relevant units been informed of the deletion? ○ Yes ○ No

If not, explain:

Notes: The instructor for this course is no longer associated with the department. An alternative course, Evolutionary Biology has replaced this offering.

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for PCB 5687

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PCB 5687 - Evolutionary Ecology

College of Sciences - PHY 5015C Physics for Teachers II

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Physics

Proposal Type: Grad Course Deletion

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:* PHY

Code:* 5015C

Course Title:* Physics for Teachers II

Full Title:* PHY 5015C Physics for Teachers II

Course Description: "Hands-on" lecture-laboratory course. Dynamics, electricity, magnetism, optics, nuclear radiation.

Credit Hours: 3

Class Hours: 2

Lab and Field Work 2

Hours:	
Contact Hours:	4
Prerequisite(s):	Graduate status, or senior standing, or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	This is an elective course..
Notes:	This course has not been taught in the last 5 years.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	Department of Physics
Course OID	
Course Type	Physics
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008434

Close Window

Impact Report for PHY 5015C

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PHY 5015C - Physics for Teachers II

College of Sciences - PHY 5255 Physics of Fluids and Biofluids

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Physics

Proposal Type: Grad Course Deletion

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:* PHY

Code:* 5255

Course Title:* Physics of Fluids and Biofluids

Full Title:* PHY 5255 Physics of Fluids and Biofluids

Course Description: Ideal Fluids; Basic equation of fluid flow; Viscous flow, instability and turbulence; Thermal and mass transfers in fluids, biofluid mechanics of blood circulation.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	
Contact Hours:	3
Prerequisite(s):	PHY 3513, PHY 3323, and MAP 2302 or C.I.
Corequisite(s):	none.
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	This is an elective course.
Notes:	This course has not been taught in the last 5 years.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	Department of Physics
Course OID	
Course Type	Physics
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	045388

Close Window

Impact Report for PHY 5255

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PHY 5255 - Physics of Fluids and Biofluids
Programs	Physics MS

College of Sciences - PHY 5704 Physics of Nanoelectronics Devices

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Physics

Proposal Type: Grad Course Deletion

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:* PHY

Code:* 5704

Course Title:* Physics of Nanoelectronics Devices

Full Title:* PHY 5704 Physics of Nanoelectronics Devices

Course Description: Fabrication techniques of nanoscale electronic devices and understanding of their charge transport properties.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	
Contact Hours:	3
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	This course is an elective..
Notes:	This course has not been taught in the last 5 years.

Attachment

Supporting documents from impacted units of the deletion* ☑ Yes ☐ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: Department of Physics

Course OID

Course Type Physics

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 044922

Close Window

Impact Report for PHY 5704

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PHY 5704 - Physics of Nanoelectronics Devices
Programs	Nanotechnology MS Nanotechnology MS, Non-Thesis Track Nanotechnology PSM

College of Sciences - PHY 6355 Physics of Free Electrons

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Physics

Proposal Type: Grad Course Deletion

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:* PHY

Code:* 6355

Course Title:* Physics of Free Electrons

Full Title:* PHY 6355 Physics of Free Electrons

Course Description: PHY 6347. Interaction between electrons and fields, transmission lines, microwave tubes and waveguides, synchrotron radiation and undulators, the free electron laser in both the Compton and Raman regimes.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ◉ No
Split-Level Class:	○ Yes ◉ No
List undergraduate split-level course:	

Term of Offering

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

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	This course is an elective..
Notes:	This course has not been taught in the last 5 years.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	Department of Physics
Course OID	
Course Type	Physics
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008460

Close Window

Impact Report for PHY 6355

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PHY 6355 - Physics of Free Electrons

College of Sciences - PHY 6936 Graduate Candidacy Workshop

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Sciences

Unit / Department / College:* Department of Physics

Proposal Type: Grad Course Deletion

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

Prefix:* PHY

Code:* 6936

Course Title:* Graduate Candidacy Workshop

Full Title:* PHY 6936 Graduate Candidacy Workshop

Course Description: Workshop to help students with passing the candidacy exam.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	It seems this course was once a workshop to help students with passing the candidacy exam, but I could not locate the information on the current or previous catalogs.
Notes:	This course has not been taught in the last 5 years.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for PHY 6936

There are no results for this report.

College of Community Innovation and Education - Grad Course Revision - PLA 6246 Advanced Mediation and Conflict Resolution Practicum

2021-2022 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:*

Activity Log

Margarita Koblasz

+ Grad Course Revision

Grad Course Revision

College:*

College of Community Innovation and Education

Unit / Department / College:*

Activity Log

Margarita Koblasz

+ Department of Legal Studies

− ~~Department of Legal Studies~~

Department of Legal Studies

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:*	Activity Log **Margarita Koblasz** **PLA** PLA
Code:*	6246
Course Title:*	Advanced Mediation and Conflict Resolution Practicum
30 Character Abbreviation:*	**Advanced Mediation and Conflict Resolution Practicum**
Full Title:*	PLA 6246 Advanced Mediation and Conflict Resolution Practicum
Course Instructor (Must be Approved Graduate Faculty/Scholars):	**Elizabeth Gillham, J. D.**
Department Chair Phone Number:*	**407-823-1670**
Dept Chair Email:*	**alisa. smith@ucf. edu**

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

Course Description:*	~~Places~~ **The Advanced Mediation and Conflict Resolution Practicum allows** students ~~in Community High School~~ **to gain real-world or simulated real-world experience** to enhance **their own** mediation and conflict resolution skills by engaging **in either a** community ~~to promote civil and professional discourse among all parties~~ **mediation program, an externship, or a graduate level academic competition**.
Prerequisite(s):	Graduate Standing. Students should have already completed all other requirements of their program or be completing their degree in the same semester they are participating in the practicum.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	Activity Log **Margarita Koblasz** **No** Yes No
Grading Scheme:	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 1

Lab/Studio/Field Work Hours:* 2

Out-of-Class Hours:* ~~0~~ 6

Total Engagement Hours:* ~~1~~ 9

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

Repeat for credit?

Activity Log

Emily Stettner

+ **No**

○ Yes ◉ No

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

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

Split-Level Class: *

Activity Log

Margarita Koblasz

+ **No**

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Margarita Koblasz

Odd Fall

Even Fall

Odd Spring

Even Spring

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

Intended Utilization of Course

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

Justification for Course Revision

What is the rationale for revising this course?*	**In an effort to deliver a quality experience to students and adapt to possible changing circumstances with those entities involved in the practicum, we chose to create a syllabus that would allow multiple choices for the completion of the practicum.**
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Margarita Koblasz

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Margarita Koblasz

I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Activity Log

Margarita Koblasz

Department of Legal Studies

Department of Legal Studies

Course OID

Course Type

Activity Log

Margarita Koblasz

Paralegal/Legal Assistant/Legal Administration

Paralegal/Legal Assistant/Legal Administration

Status

Activity Log

Margarita Koblasz

Active-Visible

◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group CCIE

Career GRAD

Print in Catalog Y

PLA6246 Advanced Mediation and Conflict Resolution Practicum

Online (W) with synchronous elements
3 Credit Hours

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF COMMUNITY INNOVATION AND EDUCATION
DEPARTMENT OF LEGAL STUDIES

Elizabeth Gillham, J.D.
Meetings by Appointments
E-mail: elizabeth.gillham@ucf.edu
Phone: 407-823-1670

This syllabus is not a contract, and it may be amended.

COMMUNICATING WITH INSTRUCTOR

I want you to feel free to be able to communicate with me when you need assistance. I will be available during my office hours for quick responses, and throughout the week I try to respond as quickly as practicable. However, when e-mailing please use your Knights E-mail addresses so I can be sure to be able to communicate with you quickly. Finally, you are welcome to contact me by phone. My number is 407-823-1670.

COURSE INFORMATION

1.Student Learning Outcomes:

- The practicum course is designed to provide graduate Conflict Resolution and Analysis Certificate students with the opportunity to master mediation knowledge and skills in in real world or competition settings. Students will partake in mediation and conflict resolution .activities either through providing or observing conflict resolution services at a community mediation program (including in-house UCF programs); through an externship with a conflict resolution professional; or through competing on an academic team that simulates mediation conferences.
- Students will build upon their previous courses in the program to strengthen and reinforce their understanding of how to deescalate conflict, engage with high-conflict individuals, and facilitate mutual understanding among individuals from varying cultural and diverse backgrounds.

2.Course Description: The Advanced Mediation and Conflict Resolution Practicum allows students to gain real-world or simulated real-world experience to enhance their own mediation and conflict resolution skills by engaging in either a community mediation program; an externship; or a graduate level academic competition.

***3.Course prerequisites*:** Students should have already completed all other requirements of their program or be completing their degree/certificate in the same semester they are participating in the practicum.

4.Course modality: This is an online class with required synchronous (real-time) activities either in-person or via a virtual meeting platform

5.Required text:

Required**:** Online Material to be provided during course.

Optional: Folger, Joseph P. and Poole, Marshall and Scott, Stutman, Randall K. (2017) *Working through Conflict, Strategies for Relationships, Groups, and Organizations* 8th Edition, Pearson Educations

Moore, Christopher W. (2018) *The Mediation Process, Practical Strategies For Resolving Conflict* 4th Edition, Jossey-Bass

6.The Instructor: Elizabeth Gillham, J.D.

7. **GRADING:**

a. Grades will NOT be rounded.

b. Grading Scale

Letter Grade	**Percentage**
A	100-93.00
A-	92.99– 90.00
B+	89.99- 87.00
B	86.99 – 83.00
B-	82.99 – 80.00
C+	79.99 – 77.00

C	76.99 – 73.00
C-	72.99– 70.00
D+	69.99 – 67.00
D	66.99 – 63.00
D-	63.99- 60.00
F	59 and below

8. Grades will be based on the following:

Course Item	**Percent of Final Grade**
Participation in Mediation Activities	70%
Mediation Settlement Agreements	10%
Mediator Ethics Exam	20%

Assignments

1. Participation in Mediation Activities: Students involved in a community mediation program or externship are expected to participate in the equivalent of a minimum of seven mediations during the semester (depending on the type of mediation) and write a written reflection of each. Students involved in Mediation Team are expected to participate in at least one mediation competition as designated by the instructor based on the competition schedule and available competition spots.
2.

3. Mediation Settlement Agreements: Students will learn drafting techniques and best practices for written Mediation Settlement Agreements including study of relevant case law on the topic.
4. Mediator Ethics Exam: Students will be assessed by examination on their understanding of mediator ethics.
5. **Attendance:** This course is an experiential learning course. Students learn by doing so attendance and participation are a large portion of the final grade. In order to succeed in this class, students must be meaningfully engaged in the course.
6. **Incomplete Grades***:* The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
7. **Late Work***:* I do not accept late work unless there is an approved ***DOCUMENTED*** reason. Approval rests solely in my discretion. ***PLEASE*** turn your work in on time.
8. **Make Up Policy***:* Given the nature of this class and the work assigned, NO MAKE UP WORK WILL BE ACCEPTED WITHOUT EXPRESS PERMISSION BY ME.

BACKGROUND CHECKS: As part of the requirements of this class, UCF students must comply with all university regulations. Students may also need to undergo background investigations and other training to be permitted to interact with with the community or other individuals involved in an externship. If a student for any reason believes they may not pass the background test due to a criminal conviction, citizenship status, or pending legal difficulties, they should NOT take this class.

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

RELIGIOUS OBSERVANCES:
(1) The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day.
(2) The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work

missed. Where practicable, major examinations, major assignments and University ceremonies will not be scheduled on a major religious holy day.
(3) Students who are absent from academic or social activities because of religious observances will not be penalized.
(4) A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

COMPUTER ACCESS: Students are expected to have access to a computer frequently. If you do not own a computer, there are computers accessible to you in all UCF's computer labs. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

READING ASSIGNMENTS: All reading assignments will be posted. Students are expected to review the postings regularly and prepare for class accordingly. Reasonable efforts will be made to give students timely notice of any changes; as such it will be assumed that students knew of any changes made to the postings.

STUDENTS' RESPONSIBILITIES:

1. **Opinions Welcome and Encouraged:** You are welcome to share your opinions and ask questions without fear of reproach. I will share mine and you are welcome to choose what you believe for yourself.
2. **Create a Respectful Environment:** You are safe to share any viewpoint you would like as long as it is done in a respectful manner.
3. **Cell phones & Texting:** Cell phones need to be shut off in the classroom. They are disrespectful to the instructor and other students. So make sure these devices are turned off BEFORE entering the class. If you have a justifiable reason for having one on, please come see me before class and we will work something out**.**
4. **Avoid distracting behavior:** To make this a learning environment that is a productive learning environment it is important that you avoid distracting behavior (i.e. talking during lecture, text messaging, arriving late, leaving early, talking, writing notes, cell phone use, other activities such as reading the newspaper, and anything that might bother you or someone around you). Since many students (and instructors) are distracted by such behaviors, "violators" may be removed from class and referred to the Legal Studies Chair.

CALENDAR

1. *Important Dates to Remember:*

Classes Begin	Monday, August 26
Drop/Swap Deadline on myUCF	Thursday, August 29

Last Day for full refund	Thursday, August 29
Add Deadline on myUCF	Friday, August 30
Withdrawal Deadline	Friday, November 1
Classes end	Wednesday, December 4
Final Examination Period Begins	Thursday, December 5
Final Exam	TBA
Grades Due in myUCF	Monday, December 16

GENERAL UNIVERSITY POLICIES

a. Academic Integrity

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/). **ANY STUDENT FOUND CHEATING ON ANY ASSIGNMENT WILL BE GIVEN A ZERO FOR THE SEMESTER AND REFERRED FOR DISCIPLINARY PROCEEDINGS.**

b. Student Accessibility/Disability Statement

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

c. Copyright

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

d. Third-Party Software and FERPA

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

e. Indemnity Clause

Please note that this syllabus is an outline of the course. The Instructor reserves the right to change the structure/content of the course during the semester as the instructor deems necessary in order to accomplish the course goals as stated above. Changes if any will be posted on WebCourses with reasonable notice of said changes to the students. It is the student's responsibility to download and read this syllabus and any revised syllabi during the course of the semester from WebCourses.

f. 3rd Party Notes

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

g. Financial Aid

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid.

h. Department of Legal Studies Learning Policy and Outcomes

http://oeas.ucf.edu/doc/cohpa/alc_cohpa_legal_studies_bsba.pdf

i. Campus Safety Statement

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

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

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

See Course Outline for Class Schedule and due dates**The professor specifically reserves the right to modify this document as necessary.**

College of Community Innovation and Education - Graduate Program Revision - Curriculum and Instruction EdD

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

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

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

Select *Program* below.

Program Type:* ◉ Program ○ Shared Core

Read before you begin

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

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

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

Proposal Type:* Graduate Program Revision

College:*

Activity Log

Michele Gill

College of Community Innovation and Education

College of Community Innovation and Education

Unit / Department / College:*

Activity Log

Michele Gill

+ Learning Sciences & Educational Research

Learning Sciences & Educational Research

Unit(s) Housing Program:

Type of Action:*

Activity Log

Michele Gill

+ Program

☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:* Curriculum and Instruction EdD

Are you revising the name of the program, track, or certificate?*

Activity Log

Michele Gill

+ No

○ Yes ◉ No

Proposed Effective Term / Year:* Fall 2021

Are you revising the Admissions Requirements of the program?*

Activity Log

Michele Gill

+ No

○ Yes ◉ No

Rationale for revision:

Due to the Graduate School's earlier deadlines for entering into candidacy for the fall, students will need greater scaffolding in outlining their dissertation study earlier in the program (spring rather than summer). Therefore, we would like to move the Proposal course (EDF 7985) to spring. Last year, we had added an additional course (IDS 7500) to accomplish this, but we do not have the staff to teach this course, and EDF 7985 already accomplishes the same objective. We are therefore eliminating IDS 7500 from the plan of study; total minimum credit hours~~,~~ ~~therefore,~~ moves from 57 to 54 hours to graduate.

~~Also we want to restore 18 credits of dissertation hours (rather than 15) because students need the extra faculty help on their dissertations. Finally~~ In addition, we are updating the program milestones to ensure students have a strong background in the research literature pertaining to their topic before entering candidacy.

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

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources at: https://graduatecouncil.ucf.edu/curriculum-committee/.

Is the CIP code being updated?

Activity Log

Michele Gill

\+ No

☐ Yes ☑ No

If yes, please provide the new CIP code:

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Community Innovation and Education	**Degree:** EdD
Department: Learning Sciences and Educational Research	
Program Website: https://ccie.ucf.edu/lser/curriculum-and-instruction/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Program Description

The Curriculum and Instruction EdD program is intended for individuals who are engaged in the practice of education in a variety of settings including schools, colleges, universities, businesses and industry. The program prepares students for engaging in the study of practice-based problems in education and data-driven decision making, to generate real world solutions.

The Curriculum and Instruction EdD program is designed for experienced practicing educators and practitioners who wish to gain advanced skills in:

Evaluating the effectiveness of educational and clinical programs and identifying impediments to effective practice and program improvement;
Analyzing and synthesizing educational and clinical research and scholarship to identify research-based practices and solutions to complex problems of the practice;
Leading the change process through the implementation of data and evidence-based decisions and solutions.

The Doctor of Education program culminates with the Dissertation in Practice.

Curriculum

The Doctor of Education (EdD) program is a professional practice doctorate. It is problem-based and designed for practitioners who aspire to positions of influence through their engagement in the development of others. The program builds that expertise from a core of courses in learning, development, and motivation; data, accountability, and leadership; organizational contexts and the use of research to drive decision-making. Students will work with a team of faculty and field advisers who will support their specialization area.

This program is intended for professionals who are interested in teaching in a college, university, or community college, or leading instructional, training, and/or program improvement in a school or school district, higher education organization, social service agencies, military, or industry settings.

The EdD in Curriculum and Instruction consists of three distinct program areas, all with emphasis on professional practice: core, specialization, and dissertation. Three milestones assess students' progress through the program.

Total Credit Hours Required: 57 Credit Hours Minimum beyond the Master's Degree

Required Courses—57 Credit Hours

~~Core—21~~ Core—18 Credit Hours

The Core courses include courses on learning theory, organizational theory, and research courses designed to teach students how to identify, analyze and evaluate complex problems of practice.

EDP 7517 Facilitating Learning, Development and Motivation
EDF 7457 Data, Assessment, and Accountability
EDA 7101 Organizational Theory in Education
EDF 7494 Identifying Complex Problems of Practice
EDF 7478 Analysis of Data for Complex Problems of Practice
EDG 7985 Proposing and Implementing Data-Driven Decisions
~~IDS 7500 Seminar in Educational Research~~

Area of Specialization—15-18 Credit Hours

The area of specialization is comprised of 12 to 15 credit hours of specialization courses and 3 credit hours of a *Laboratory of Practice.*

Students must select an area of specialization. These courses are designed to enhance the student's professional practice by extending the knowledge base earned through the master's degree and work experience. Specialization areas are subject to the discretion of the College based on course and faculty availability. Applicants are advised to contact the Program Director regarding specializations.

Students must complete one 3-credit-hour Laboratory of Practice experience. The Laboratory of Practice is a field-based experience. This is not a "work for credit" experience; rather, it places the student in a professional setting for the purpose of gaining practical leadership experience.

> **EDG 7947 - Laboratory of Practice (3 credit hours; may be repeated for a total of 6 credit hours)**

Examples of concentration areas are provided below; however, these are only examples and do not represent specific requirements. Students should be aware that not every specialization course is offered every semester and concessions will need to be considered based on the availability of

coursework, faculty, course prerequisites, and other institutional factors.

Example I: Curriculum and Instruction

The Curriculum and Instruction option provides students with a broad understanding of the factors affecting education and approaches to addressing systemic problems. For example, a student interested in curriculum design and development and contemporary instructional practice may select the following specialization to include:

[Before] EDG 7692 Issues in Curriculum **3 Credit Hours**

EDG 7221 Advanced Curriculum Theory

[After] EDF 7232 Analysis of Learning Theories in Instruction **3 Credit Hours**

EDG 7325 Models of Teaching and Instructional Theory

Example II: Instructional Design and Technology

EME 6055 Current Trends in Instructional Technology

EME 6507 Multimedia for Education and Training

EME 6417 Interactive Online and Virtual Teaching Environments

EME 6458 Virtual Teaching and the Digital Educator

Restricted Research Elective —3 Credit Hours

Upon completion of the core research continuum courses, students, with the guidance of their dissertation chairs, will select a fourth research course that will best support their dissertation research. Options include ONE of the following courses:

EDG 6285 Evaluation of School Programs

EDF 7463 Analysis of Survey, Record, and Other Qualitative Data

EDF 7403 Quantitative Foundations of Educational Research

EDF 7475 Qualitative Research in Education

Program Milestones

Program milestones are observable demonstrations of competency administered in place of comprehensive exams. Milestones are designed to monitor student progress and clear the student for continuation to the next program level.

> Milestone 1-Successful Completion of the Year 1 Gap Analysis
> Milestone 2-~~Dissertation~~ Chair ~~Approval~~ Approval of ~~the Dissertation Prospectus~~ Annotated Bibliography of Seminal Papers and ~~Initial~~ Dissertation ~~Committee Form~~ Prospectus
> Milestone 3-Dissertation Committee Approval of ~~the~~ Annotated Bibliography of Seminal Papers and Dissertation ~~in Practice Proposal and Successful Proposal Defense~~ Prospectus

To enter EDG 7987-Dissertation in Practice for the EdD, students must have an overall 3. 0 GPA on all graduate work in the program and successfully complete the three required program milestones.

Dissertation in Practice—18 Credit Hours

The dissertation in practice is the culmination of coursework and field experience as it relates to complex problems of education practice.
The dissertation is the final demonstration of competency in the Curriculum and Instruction EdD. It is a rigorous academic project and is expected to demonstrate the skills and knowledge the student has acquired throughout the program as applied in an authentic professional environment. The dissertation is completed in partnership with the student, university faculty, and the student's mentor/client.

The dissertation in practice is presented in a thorough and comprehensive written report and must address a complex problem of educational practice. The dissertation in practice will be evaluated on the thoroughness, applicability and appropriateness of the work.

EDG 7987 Dissertation in Practice

Application Requirements

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

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

Official transcript - One official transcript (in a sealed envelope) from each college/university attended.

Master's degree in a closely related field.

Graduate Record Examination scores and transcripts

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

The goal statement - The goal statement is a critical element of your application materials to the EdD program. It should clearly convey the applicant's intended Area of Specialization (see below), professional experience, and professional goals after completion of the program. The admissions committee will review the goal statement to determine whether the EdD program is the right match for the applicant. In addition, as a sample of the applicant's writing ability, the goal statement should be clear and concise.

Area of Specialization - The applicant will be asked to indicate a preferred Area of Specialization in the Goal Statement. Areas of Specialization may be found **here**. Applicants are required to meet or speak with the Specialization Area Advisor about their interests prior to submitting an application. Please contact the **Program Coordinator** to discuss options for Areas of Specialization not included in our current program offerings.

Resume - The applicant should include his/her most recent professional resume or curriculum vitae. The EdD in Curriculum and Instruction is a doctorate in the professional practice of education and as such emphasizes a minimum of three (3) years' experience in the field.

Three letters of reference - Three letters of reference will be read by the admissions committee to determine whether the applicant has the academic ability to succeed in the program. As such, these letters should be written by graduate faculty who are able to judge the applicant's abilities in a doctoral program, including their research and writing skills. One of the letters may be from the applicant's employer/supervisor. This letter will support the applicant's professional experience and commitment to the program.

Interview - The applicant should make an appointment to meet with the program coordinator and the specialization area adviser before the final admission deadline. These appointments may be conducted in person or over the telephone. The interview is an important way for faculty to attach faces to names and draw distinctions among applicants. Students in the EdD in Curriculum and Instruction program will spend three full years working closely with faculty and colleagues in both individual and group settings. The interview allows faculty to meet potential students to begin the process of forming a cohesive and dynamic cohort.

Application Deadlines

Curriculum and Instruction EdD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	May 1		
International Applicants	Jan 15	Jan 15		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Michele Gill PhD

Professor

eddcurriculum@ucf. edu

Telephone: 407-823-1771

ED 223J

Graduate Admissions

Christina Dabrowski

gradadmissions@ucf. edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf. edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf. edu

http://finaid.ucf.edu

Impact on Current Students

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

Activity Log

Michele Gill

+ Yes

(•) Yes ( ) No

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

EdD in Curriculum and Instruction

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

Activity Log

Michele Gill

+ No

( ) Yes (•) No

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

It will not affect students as they haven't begun their proposal writing yet.

Future Students

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

This program is for students who want to become educational leaders in their field, scholar-practitioners. No licensure or certification is associated with this degree.

Year 1

Headcount: 21

SCHs: 126

Year 2

Headcount: 10

SCHs: 60

Year 3

Headcount: 17

SCHs: 102

Indicate likely career or student outcomes upon completion: School district administrator, university instructor, human resources administrator

Please complete the following section on financial support:

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

Year 1

Number of assistantship students: 1

Source of funds: College

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 1

Source of funds: College

Year 2

Number of assistantship students 0

Source of funds:

Number of fellowship students (specify fellowship): 0

Number of tuition remissions: 0

Source of funds:

Year 3

Number of assistantship students	0	Source of Funds	
Number of fellowship students (specify fellowship):	0		
Number of tuition remissions:	0	Source of funds:	

Attachments

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

Faculty List*

Activity Log

Michele Gill

+ Attached

(•) Attached ( ) Not Applicable

Support from involved units that no duplication exists*

Activity Log

Michele Gill

+ Not Applicable

( ) Attached (•) Not Applicable

BOG CIP Change Form

Activity Log

Michele Gill

+ Not Applicable

( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:

Activity Log

Michele Gill

+ College of Education and Human Performance

College of Education and Human Performance

Program OID 9075

Name	Email	Specialization Area
David Boote*	david.boote@ucf.edu	Curriculum & Instruction
Karen Biraimah	karen.biraimah@ucf.edu	Curriculum & Instruction
Randall Hewitt	randall.hewitt@ucf.edu	Curriculum & Instruction
Gillian Eriksson	gillian.eriksson@ucf.edu	Curriculum & Instruction
Thomas Vitale	thomas.vitale@ucf.edu	Curriculum & Instruction
Edmund Short	edmund.short@ucf.edu	Curriculum & Instruction
Constance Goodman	constance.goodman@ucf.edu	Curriculum & Instruction
Michele Gill*	michele.gill@ucf.edu	Educational Psychology
Gillian Eriksson*	gillian.eriksson@ucf.edu	Educational Psychology & Gifted Ed*
Michelle Taub	michelle.taub@ucf.edu	Educational Psychology
Shane Trenta	shane.trenta@ucf.edu	Educational Psychology
Taylar Wenzel	taylar.wenzel@ucf.edu	Educational Psychology
Laurie O. Campbell	locampbell@ucf.edu	Educational Psychology
Elsie Olan*	elsie.olan@ucf.edu	English Language Arts
Nicole Damico	nicole.damico@ucf.edu	English Language Arts
Jeffrey Kaplan	jeffrey.kaplan@ucf.edu	English Language Arts
Dena Slanda *** (can co-chair only)**	dena.slanda@ucf.edu	Exceptional Student Education
Mary Little	mary.little@ucf.edu	Exceptional Student Education
Martha Lue-Stewart	martha.stewart@ucf.edu	Exceptional Student Education
Suzanne Martin	suzanne.martin@ucf.edu	Exceptional Student Education
Karen Biraimah*	karen.biraimah@ucf.edu	Global, International, and Comparative Education
Randall Hewitt	randall.hewitt@ucf.edu	Global, International, and Comparative Education
Gillian Eriksson	gillian.eriksson@ucf.edu	Global, International, and Comparative Education
Anna Wolford	anna.wolford@ucf.edu	Global, International, and Comparative Education
Glenda Gunter*	glenda.gunter@ucf.edu	Instructional Design & Technology
Richard Hartshorne	richard.hartshorne@ucf.edu	Instructional Design & Technology
Atsusi Hirumi	atsusi.hirumi@ucf.edu	Instructional Design & Technology
Laurie O. Campbell	locampbell@ucf.edu	Instructional Design & Technology
Stephen Sivo*	stephen.sivo@ucf.edu	Methodology, Measurement, and Analysis
Debbie Hahs-Vaughn	debbie.hahs-vaughn@ucf.edu	Methodology, Measurement, and Analysis
Haiyan Bai	haiyan.bai@ucf.edu	Methodology, Measurement, and Analysis
MH Clark	m.h.clark@ucf.edu	Methodology, Measurement, and Analysis
Bonnie Swan	bonnie.swan@ucf.edu	Methodology, Measurement, and Analysis
Audra Skukauskaite	audra@ucf.edu	Methodology, Measurement, and Analysis

Joshua Guillemette	joshua.guillemette@ucf.edu	Methodology, Measurement, and Analysis
Vicky Zygouris-Coe*	vassiliki.zygouris-coe@ucf.edu	Reading Education
Michelle Kelley	michelle.kelley@ucf.edu	Reading Education
Karri Williams	karri.williams@ucf.edu	Reading Education
Andrea Gelfuso	andrea.gelfuso@ucf.edu	Reading Education
Malcolm B. Butler*	malcolm.butler@ucf.edu	Science Education
Su Gao	su.gao@ucf.edu	Science Education
Tonjua Freeman	tonjua.freeman@ucf.edu	Science Education
William Russell*	russell@ucf.edu	Social Science Education
Scott Waring	scott.waring@ucf.edu	Social Science Education
Donita Grissom*	donita.grissom@ucf.edu	TESOL
Joyce Nutta	joyce.nutta@ucf.edu	TESOL
Michele Regalla	michele.regalla@ucf.edu	TESOL

NOTES

All of these faculty should be listed as qualified to serve as internal members of CIEDD dissertation committees
Names with asterisks are the specialization area advisors
Faculty may be listed twice if they serve in dual areas of specialization

NOTE: NAMES IN BOLD FONT CAN CHAIR CIEDD Dissertations

Plan of Study: Revision for 2020~~1~~ 1 PROPOSED for FALL 2021 (and retroactively for other cohorts)

Major: **Doctor of Education** Code: **0829D** Degree: **Ed.D**

Print Student's Name:		PID:		Admit term/year:	

Submission Initial: ☐ Revision: ☐ Final: ☐

Prefix #	Course Title	Hrs	Sem/yr	Grade	Notes

AREA I: CORE (~~21~~ 18 hrs) To be taken in the following order

EDP 7517 Facilitating Learning, Development & Motivation	3	Fall – Year 1		
EDF 7457 Data, Assessment & Accountability	3	Fall – Year 1		
EDA 7101 Organizational Theory in Education	3	Spring – Year 1		
EDF 7494 Identifying Complex Problems of Practice	3	Spring – Year 1		
EDF 7478 Analysis of Complex Problems of Practice	3	Fall – Year 2		
~~IDS 7500 Research Seminar~~	~~3~~	~~Spring – Year 2~~		
EDF 7985 Proposing & Implementing Data-Driven Decisions	3	Spring – Year 2 ~~Summer – Year 2~~		

(Summer Year 2: No Credit Proposal Course)

AREA II: RESTRICTED RESEARCH ELECTIVE (3 hrs): Choose ONE

Upon completion of the three research continuum courses, students, with the guidance of their dissertation chairs, will select a fourth research course that will best support their dissertation research. Options include ONE of the following courses:

EDG 6285 Evaluation of School Programs	3	Summer – Year 2		
EDF 7475 Qualitative Research in Education	3	Spring – Year 2		
EDF 7403 Quantitative Foundations of Educational Research	3	Summer or Spring – Year 2		
EDF 7463 Analysis of Survey, Record, and other Qualitative Data	3	Summer– Year 2		

AREA III: CONCENTRATION (15-18 hrs. min.)

EDG 7947 Laboratory of Practice (Internship)	3	Summer – Year 1		
Concentration course	3	Summer – Year 1		
Concentration course	3	Fall – Year 2		
Concentration course	3	Spring or Summer – Year 2		
Concentration course	3	Summer – Year 2		

AREA IV: Dissertation in Practice (~~15~~ 18 hrs. min)

EDG 7987 Dissertation in Practice	6	Fall – Year 3		
EDG 7987 Dissertation in Practice	6	Spring – Year 3		
EDG 7987 Dissertation in Practice	6	~~Spring~~ Summer – Year 3		

Commented [MG1]: Keep at 6

Total hours		**min 54**	**Traveling scholar Hours (with prior approval from program coordinator)**		**max 6**
Concentration hours		**min 15**	**Independent Study Hours**		**max 12**

AREA ~~I~~V: MILESTONES

Milestone One		
Milestone Two		
Milestone Three		

_____		Michele Gill _____	
Student Signature	Date	Program Coordinator/Dept.	Date
_____		_____	
Advisor Signature	Date	Please Print Advisor Name	

Notes for completing the Program of Study form**:**

Entry date: Please enter the semester you were admitted to the Ed.D. program.

Submissions: "Initial" submission of the Program of Study (POS) should be done within the completion of the first semester in the program. Any revisions to the POS must be approved by the Program Coordinator and a "Revised" POS must be filed with the Office of Student Services. It is the responsibility of the student and the Program Coordinator to ensure that revised program of study continues to comply with all program policies. The "final" Program of Study should be completed and submitted for approval at least one semester prior to entering candidacy. Please notice the "Notes" column which indicates any change/issue with the course selection.

Traveling scholar: Please note with a "TS" any classes that were taken at another university during the program. Students should complete the Traveling Scholar form prior to taking the classes and have them approved as part of the Program of Study. Students can count no more than 6 credit hours of traveling scholar classes towards their total hours in the program (though they can take more, if they choose). Taking classes at other universities can be an excellent way to gain more expertise in your area of specialization and meet scholars at other institutions.

Independent Study: Please note with an "IS" any Independent Study classes taken during the program. Independent Study classes are a very good way to focus on your area of specialization and learn research skills. You may not count more than 12 hours towards the degree.

Concentration: A minimum of 12 credit hours, must be at the 6000 or 7000 level. The concentration courses must form a coherent area of study that prepares the student for the Dissertation in Practice.

Dissertation in Practice: Once all courses are complete, Milestones completed, and your admission to candidacy form has been filed, then Capstone hours begin. There is a minimum of 18 hrs for Dissertation in Practice.

IRB: All Dissertation in Practice research must be approved by the IRB (Institutional Review Board) prior to beginning. This requirement should be fulfilled as part of the students' core course requirements.

Plan of Study: Revision for 20201 PROPOSED for FALL 2021 (and retroactively for other cohorts)

Major: **Doctor of Education** Code: **0829D** Degree: **Ed.D**

Print Student's Name:		PID:		Admit term/year:	

Submission Initial: [X] Revision: [ ] Final: [ ]

Prefix #	Course Title	Hrs	Sem/yr	Grade	Notes
AREA I: CORE (21 hrs) To be taken in the following order					
EDP 7517 Facilitating Learning, Development & Motivation		3	Fall – Year 1		
EDF 7457 Data, Assessment & Accountability		3	Fall – Year 1		
EDA 7101 Organizational Theory in Education		3	Spring – Year 1		
EDF 7494 Identifying Complex Problems of Practice		3	Spring – Year 1		
EDF 7478 Analysis of Complex Problems of Practice		3	Fall – Year 2		
~~IDS 7500 Research Seminar~~		3	~~Spring – Year 2~~		
EDF 7985 Proposing & Implementing Data-Driven Decisions		3	Spring – Year 2 ~~Summer – Year 2~~		
(Summer Year 2: No Credit Proposal Course)					
AREA II: RESTRICTED RESEARCH ELECTIVE (3 hrs): Choose ONE *Upon completion of the three research continuum courses, students, with the guidance of their dissertation chairs, will select a fourth research course that will best support their dissertation research. Options include ONE of the following courses:*					
EDG 6285 Evaluation of School Programs		3	Summer – Year 2		
EDF 7475 Qualitative Research in Education		3	Spring – Year 2		
EDF 7403 Quantitative Foundations of Educational Research		3	Summer or Spring – Year 2		
EDF 7463 Analysis of Survey, Record, and other Qualitative Data		3	Summer– Year 2		
AREA III: CONCENTRATION (15-~~18~~ hrs. min.)					
EDG 7947 Laboratory of Practice (Internship)		3	Summer – Year 1		
Concentration course		3	Summer – Year 1		
Concentration course		3	Fall – Year 2		
Concentration course		3	Spring or Summer – Year 2		
Concentration course		3	Summer – Year 2		
AREA IV: Dissertation in Practice (~~15~~-18 hrs. min)					
EDG 7987 Dissertation in Practice		6	Fall – Year 3		
EDG 7987 Dissertation in Practice		6	Spring – Year 3		
EDG 7987 Dissertation in Practice		6	~~Spring~~ Summer – Year 3		

Commented [MG1]: Keep at 6

Total hours		**min 54**	**Traveling scholar Hours (with prior approval from program coordinator)**		**max 6**
Concentration hours		**min 15**	**Independent Study Hours**		**max 12**

AREA ~~I~~V: MILESTONES

Milestone One		
Milestone Two		
Milestone Three		

_____		Michele Gill	
Student Signature	Date	Program Coordinator/Dept.	Date
_____		_____	
Advisor Signature	Date	Please Print Advisor Name	

Notes for completing the Program of Study form**:**

Entry date: Please enter the semester you were admitted to the Ed.D. program.

Submissions: "Initial" submission of the Program of Study (POS) should be done within the completion of the first semester in the program. Any revisions to the POS must be approved by the Program Coordinator and a "Revised" POS must be filed with the Office of Student Services. It is the responsibility of the student and the Program Coordinator to ensure that revised program of study continues to comply with all program policies. The "final" Program of Study should be completed and submitted for approval at least one semester prior to entering candidacy. Please notice the "Notes" column which indicates any change/issue with the course selection.

Traveling scholar: Please note with a "TS" any classes that were taken at another university during the program. Students should complete the Traveling Scholar form prior to taking the classes and have them approved as part of the Program of Study. Students can count no more than 6 credit hours of traveling scholar classes towards their total hours in the program (though they can take more, if they choose). Taking classes at other universities can be an excellent way to gain more expertise in your area of specialization and meet scholars at other institutions.

Independent Study: Please note with an "IS" any Independent Study classes taken during the program. Independent Study classes are a very good way to focus on your area of specialization and learn research skills. You may not count more than 12 hours towards the degree.

Concentration: A minimum of 12 credit hours, must be at the 6000 or 7000 level. The concentration courses must form a coherent area of study that prepares the student for the Dissertation in Practice.

Dissertation in Practice: Once all courses are complete, Milestones completed, and your admission to candidacy form has been filed, then Capstone hours begin. There is a minimum of 15 hrs for Dissertation in Practice.

IRB: All Dissertation in Practice research must be approved by the IRB (Institutional Review Board) prior to beginning. This requirement should be fulfilled as part of the students' core course requirements.

College of Engineering and Computer Science - Graduate Program Addition-New - Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS Track ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Civil Engineering

Type of Action:* [x] Track [ ] Certificate

Name of new track Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS

Name of new track or certificate:* Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS Track ►

Proposed Effective Term and Year:* FALL 2020

Delivery:*
- [x] Face to Face
- [ ] UCF Online (all courses online-approved with UCF Online)
- [ ] Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total accelerated new tracks

New Equipment Fee?* (•) Yes ( ) No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

Will the program be a market tuition rate program?* ( ) Yes (•) No

Will the program be a cost recovery program?* ( ) Yes (•) No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MS track.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

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

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

The program's course work focuses on structural analysis and design, and geotechnical engineering and foundations, but may include electives in transportation planning and operations, traffic engineering, construction engineering, and water resources engineering.

Faculty research interests include geotechnical studies of subsurface conditions, soil testing "superpave" mix design, intelligent transportation systems, traffic safety, structural dynamics, nonlinear structural analysis and software development, reinforced concrete, construction engineering, hydraulic modeling, coastal ocean modeling, stormwater management, and watershed management. Students completing the program find positions in consulting firms, construction, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

Please Note: Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS Track may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/licensure-programs/.

Curriculum

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

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

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

Prerequisites (Articulation)

EGN 3310 - Engineering Analysis—Statics 3 Credit Hours

EGN 3321 - Engineering Analysis—Dynamics 3 Credit Hours

EGN 3331 - Mechanics of Materials 3 Credit Hours

CEG 4011C - Geotechnical Engineering I 4 Credit Hours

CES 4100 - Structural Analysis 4 Credit Hours

CES 4605 - Steel Structures 3 Credit Hours or

CES 4702 - Reinforced Concrete Structures 3 Credit Hours

Required Courses: 12 Credit Hours

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

Geotechnical Engineering

CEG 5700 Geo-Environmental Engineering

[Right] *

CEG 6065 Soil Dynamics

CEG 6115 Foundation Engineering

[Right] *

CEG 6317 Advanced Geotechnical Engineering

CES 6170 Boundary Element Methods in Civil Engineering

[Right] *

TTE 5835 Pavement Engineering

CGN 5506 Advanced Pavement and Civil Engineering Materials

Structural Engineering

CES 5144 Matrix Methods for Structural Analysis

CES 5325 Bridge Engineering

CES 5606 Advanced Steel Structures

[Right] *

CES 5706 Advanced Reinforced Concrete

[Right] *

CES 5821 Masonry and Timber Design

CES 6010 Structural Reliability

CES 6116 Finite Element Structural Analysis

CES 6209 Dynamics of Structures

CES 6220 Wind and Earthquake Engineering

CES 6230 Advanced Structural Mechanics

CES 6527 Nonlinear Structural Analysis

CES 6715 Prestressed Concrete Structures

[Right] *

CES 6840 Composite Steel Concrete Structures

[Right] *

CES 6910 Research in Structural Engineering

Elective Courses: 12 Credit Hours

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

Construction Engineering and Management

CCE 5205 Decision Support for Infrastructure Projects

CCE 5006 Infrastructure Systems Management

CCE 5220 Sustainable Infrastructure Systems

CCE 6036 Advanced Construction Planning and Control

[Right] *

CCE 6211 Design and Monitoring of Construction Processes

CCE 6045 Cost Analysis of Sustainable Infrastructure Systems

Thesis Option: 6 Credit Hours

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

XXX 6971 - Thesis **6 Credit Hours**

Nonthesis Option: 6 Credit Hours

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

Electives **6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one course with a research project and submit an end-of-program portfolio.

Application Requirements

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

The Accelerated BS to MS program in Structural and Geotechnical Engineering allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Structural and Geotechnical Engineering track.

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

- **One official transcript (in a sealed envelope) from each college/university attended.**

A Bachelor of Science degree in civil engineering or another closely related engineering degree.

Résumé.
Statement of educational, research, and professional career objectives.
Three letters of recommendation.
Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

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

Application Deadlines

Structural and Geotechnical Engineering-Acclerated BS to MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

Fellowships

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

Contact Info

Graduate Program

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Engineering II, 211-L

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Engineering II, 211-K

Graduate Admissions

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Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

○ Yes ◉ No

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

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

◉ Yes ○ No

Future Students

Indicate likely career or student outcomes upon completion:

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

The program is intended to retain outstanding UCF undergraduates for graduate programs that will both enhance the size and quality for the non-thesis MS degree programs, and add to the research students for the MS thesis and doctoral programs.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://gpa.ucf.edu/licensure-programs/

visit https://apq.ucf.edu/licensure-programs/.

Year 1

Headcount:	SCHs:

Year 2

Headcount:	SCHs:

Year 3

Headcount:	SCHs:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 2

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 3

Number of	

Number of assistantship students:	
Number of fellowship students (specify fellowship):	
Source of Funds:	
Number of tuition remissions:	
Source of Funds:	

Attachments

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

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable
Library Assessment of Resources*	☑ Attached

Administration Use Only

Program Type	Master
Degree Type	Master of Science
Status*	◉ Active-Visible ○ Inactive-Hidden
Catalog Ownership:	Department of Civil, Environmental, and Construction Engineering

Memo

To: Dr. Andrew Randall, Associate Professor, Environmental Engineering
Dr. Mohamed Abdel-Aty, Chair, Civil, Environmental, and Construction Engineering Department
Dr. Michael Georgiopoulos, Dean, College of Engineering & Computer Science
Ms. Ying Zhang, Interim Associate Director, Collection Services & Resource Management
Mr. Frank Allen, Interim Director of Libraries

From: Buenaventura (Ven) Basco, Engineering Librarian

Subject: Library Evaluation of the Proposal to add 7 accelerated Bachelor's to Master's programs in the College of Engineering and Computer Science

College of Engineering and Computer Science - Graduate Program Addition
Civil Engineering MS, Structural and Geotechnical Engineering Accelerated BS to MS Track
Civil Engineering MS, Transportation Systems Engineering Accelerated BS to MS Track
Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track
Civil Engineering MSCE, Accelerated BS to MSCE Track
Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track
Environmental Engineering MS, Accelerated BS to MS Track
Environmental Engineering MSEnvE, Accelerated BS to MSEnvE

Date: October 19, 2020

When reviewing library support for a new proposed degree path from the existing Bachelor's degrees above to the existing Master's degrees listed above, I looked at all the existing bachelor's programs and the Master's programs. I carefully reviewed the information submitted in Curriculog and sought clarification from the College of Graduate Studies and the Department of Civil, Environmental and Construction Engineering.

In my preliminary analysis, I determined that this program does not need a full library analysis. I came to this conclusion because all these programs currently exist and are currently supported by library resources. These new paths do not add any new courses or tracks, and do not change the focus of any program. If a new track or focus is added in the future, a full library analysis will need to be completed at that time.

It is extremely important that the library have the opportunity to review all proposals, even when no new courses are planned. I thank Emily Stettner from the College of Graduate Studies for working with me to complete this preliminary analysis.

The Library journals and database holdings appear to meet the current needs for the proposed degrees, and therefore no immediate subscription or monograph costs are requested. **However, the Library budget is facing severe cuts, existing subscriptions and resources are under review and consideration for cut.** Should a major database critical to this program is cancelled, the library will not be able to support the program, and therefore additional recurring funds will be requested at that point.

College of Engineering and Computer Science - Graduate Program Addition-New - Civil Engineering MS, Transportation Systems Engineering Accelerated BS to MS Track ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* ◉ Program ○ Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Civil Engineering

Type of Action:* ☑ Track ☐ Certificate

Name of new track Civil Engineering MS, Transportation Systems Engineering Accelerated BS to MS Track

Name of new track or certificate:* Civil Engineering MS, Transportation Systems Engineering Accelerated BS to MS Track ▶

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- ☐ Face to Face
- ☑ UCF Online (all courses online-approved with UCF Online)
- ☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total accelerated track additions

New Equipment Fee?* ◉ Yes ○ No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Will the program be a cost recovery program?* ○ Yes ◉ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MS track.

This program is consistent with growing the educated citizenry, creating qualified students that will enter the workforce in the much needed STEM fields, and increasing research activity. It also has the potential to increase degree productivity and efficiency. Finally, indirect effects if successful include strengthening the quality and reputation of academic programs and potentially increase the collaboration and external support for research.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Transportation Systems Engineering Accelerated BS to MS track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the transportation infrastructure of society. The program's course work focuses on transportation planning and operations, traffic engineering and construction engineering.

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

Faculty research interests include intelligent transportation systems, traffic safety, traffic signal design, and construction engineering. Students completing the program find positions in consulting firms, construction, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

Please Note: Civil Engineering MS, Transportation Systems Accelerated BS to MS Track may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

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

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/licensure-programs/.

Curriculum

The Transportation Systems Engineering Accelerated BS to MS track in the Civil Engineering MS program is for students with appropriate science or engineering baccalaureate backgrounds. See undergraduate engineering major requirements in the Undergraduate Catalog.

Both a thesis option and a nonthesis option are available with each requiring 30 credit hours of graduate courses. The thesis option requires 15 credit hours of required courses, 9 credit hours of elective courses (exclusive of thesis and research), and a thesis (6 credit hours). The nonthesis option requires 15 credit hours of required courses and 15 credit hours of elective graduate course work. The nonthesis option also requires submission of an end-of-program portfolio. The student must develop an individual program of study with a faculty adviser and must have background or articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

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

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

Prerequisites

STA 3032 - Probability and Statistics for Engineers **3 Credit Hours**

TTE 3810 - Transportation Engineering **3 Credit Hours**

Required Courses: 15 Credit Hours

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

TTE 5204 Traffic Engineering
[Right] *
TTE 6205 Highway Capacity
TTE 5805 Geometric Design of Transportation Systems
[Right] *
TTE 5835 Pavement Engineering
TTE 6256 Traffic Operations
[Right] *
TTE 6270 Intelligent Transportation Systems
TTE 6315 Traffic Safety Analysis
[Right] *
TTE 6526 Planning and Design of Airports
[Right] *
CGN 6655 Regional Planning, Design, and Development
[Before]
ESI 5219 Engineering Statistics
[Right] or
STA 5206 Statistical Analysis

Elective Courses: 9 Credit Hours

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

Electives **9 Credit Hours**

Thesis Option: 6 Credit Hours

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

TTE 6971 - Thesis **6 Credit Hours**

Nonthesis Option: 6 Credit Hours

For those pursuing the nonthesis option, two additional electives are required, which should preferably come from the above list, although other courses may be chosen with adviser's consent.

Electives **6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. the portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

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

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.
The Accelerated BS to MS program in Transportation Systems Engineering allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Transportation Systems Engineering track.

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

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **A Bachelor of Science degree in civil engineering or another closely related engineering degree.**
- **Résumé.**
- **Statement of educational, research, and professional career objectives.**
- **Three letters of recommendation.**
- **Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.**

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

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

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

check the prerequisites. Additional undergraduate courses may be required.

Application Deadlines

Transportation Systems Engineering Accelerated BS to MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	-
International Applicants	Jan 15	Jan 15	Jul 1	-
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Andrew Randall PhD PE

Professor

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andrewlrandall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

Ana Lucia Salas

Graduate Student Services Coordinator

AnaLucia.Salas@ucf.edu

Telephone: 407-823-1299

Engineering II, 211-K

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.	
Will students have the option to stay in their existing program, track, or certificate?*	(•) Yes ( ) No

Future Students

Indicate likely career or student outcomes upon completion:	
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Undergraduate students in the accelerated counterpart program.

Year 1

Headcount:	**SCHs:**

Year 2

Headcount:	**SCHs:**

Year 3

Headcount:	**SCHs:**

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students:	
Number of fellowship students (specify fellowship):	
Source of Funds:	
Number of tuition remissions:	**Source of Funds:**

Attachments

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

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable

Library Assessment of Resources* ☑ Attached

Administration Use Only

Program Type Master

Degree Type Master of Science

Status* ◉ Active-Visible ○ Inactive-Hidden

Catalog Ownership: Department of Civil, Environmental, and Construction Engineering

College of Engineering and Computer Science - Graduate Program Addition-New - Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* ◉ Program ○ Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Civil Engineering

Type of Action:* ☑ Track ☐ Certificate

Name of new track Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track ►

Name of new track or certificate:* Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track ►

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- ☐ Face to Face
- ☑ UCF Online (all courses online-approved with UCF Online)
- ☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total proposals adding accelerated tracks

New Equipment Fee?* ◉ Yes ○ No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Will the program be a cost recovery program?* ○ Yes ◉ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MS track.

The program is intended to retain outstanding UCF undergraduates for graduate programs that will both enhance the size and quality for the non-thesis MS degree programs, and add to the research students for the MS thesis and doctoral programs.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Water Resources Engineering Accelerated BS to MS track in the Civil Engineering MS program reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the sustainable infrastructure for society.The program's course work focuses on water resources modeling, hydraulics and hydrology.

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

Water Resource faculty research interests include ecohydraulic and ecohydrologic modeling, groundwater and surface hydrology, sea level rise and other climate change impact assessments, stormwater management, tide, wind-wave and hurricane storm surge modeling, and environmental water resources management. Students completing the program find positions in consulting firms, construction and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

Please Note: Civil Engineering MS, Water Resources Engineering Accelerated BS to MS Track may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit **https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Civil-Engineering-MS-June2020.pdf**.

Curriculum

The Water Resources Engineering Accelerated BS to MS track in the Civil Engineering MS program is for students with appropriate science or engineering baccalaureate backgrounds. See undergraduate engineering major requirements in the Undergraduate Catalog.

Both thesis and non-thesis options are available with each requiring 30 credit hours. The thesis option requires 15 credit hours of required courses, 9 credit hours of elective graduate course work exclusive of thesis and research, and a thesis (6 credit hours). The nonthesis option requires 15 credit hours of required graduate course work, 15 credit hours of electives, and submission of an end-of-program portfolio. Each student must have an individual program of study approved by his/her faculty committee and have completed all required articulation course work as described below. At least one-half of the required credits must be taken at the 6000 level.

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

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

Prerequisites (Articulation)

CEG 4011C - Geotechnical Engineering I 4 Credit Hours

CWR 4632C - Water Resources I 4 Credit Hours

CWR 4633C - Water Resources II 3 Credit Hours

EGN 3613 - Engineering Economic Analysis 2 Credit Hours

STA 3032 - Probability and Statistics for Engineers 3 Credit Hours

Required Courses: 15 Credit Hours

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

CWR 5125 Groundwater Hydrology
CWR 5205 Hydraulic Engineering

CWR 5209 Hydraulic Engineering

CWR 5515 Numerical Methods in Civil and Environmental Engineering

CWR 5545 Water Resources Engineering

CWR 5634 Water Resources in a Changing Environment

CWR 6102 Advanced Hydrology

[Right] *

CWR 6126 Groundwater Modeling

[Right] *

CWR 6235 Open Channel Hydraulics

CWR 6236 River Engineering and Sediment Transport

CWR 6535 Modeling Water Resources Systems

[Right] *

CWR 6539 Finite Elements in Surface Water Modeling

Elective Courses: 9 Credit Hours

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

Electives **9 Credit Hours**

Thesis Option: 6 Credit Hours

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

CWR 6971 - Thesis **6 Credit Hours**

Nonthesis Option: 6 Credit Hours

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

Electives **6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

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

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.
The Accelerated BS to MS program in Water Resources Engineering allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Water Resources Engineering track.

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

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **A Bachelor of Science degree in civil engineering or another**

closely related engineering degree.
Résumé.

Statement of educational, research, and professional career objectives.
Three letters of recommendation.
Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

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

Application Deadlines

Water Resources Engineering Accelerated BS to MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

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

Contact Info

Graduate Program

Andrew Randall PhD PE

Professor

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Engineering II, 211-L

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Engineering II, 211-K

Graduate Admissions

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Telephone: 407-823-5692

Millican Hall 230

[Online Application]

[Graduate Admissions]

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this new track or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.	
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No

Future Students

Indicate likely career or student outcomes upon completion:	
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Students that are in the undergraduate accelerated program counterpart.

Year 1

Headcount:	
	SCHs:

Year 2

Headcount:	
	SCHs:

Year 3

Headcount:	
	SCHs:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	
	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	
	Source of funds:

Year 2

Number of assistantship students:	
	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	
	Source of funds:

Year 3

Number of assistantship students:	
Number of	

fellowship students (specify fellowship):

Source of Funds:

Number of tuition remissions:

Source of Funds:

Attachments

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

Faculty List* ☑ Attached

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

Library Assessment of Resources* ☑ Attached

Administration Use Only

Program Type: Master

Degree Type: Master of Science

Status* ◉ Active-Visible ○ Inactive-Hidden

Catalog Ownership: Department of Civil, Environmental, and Construction Engineering

College of Engineering and Computer Science - Graduate Program Addition-New - Civil Engineering MSCE, Accelerated BS to MSCE Track ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Civil Engineering

Type of Action:* [x] Track [ ] Certificate

Name of new track Civil Engineering MSCE, Accelerated BS to MSCE Track ►

Name of new track or certificate:* Civil Engineering MSCE, Accelerated BS to MSCE Track ►

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- [ ] Face to Face
- [x] UCF Online (all courses online-approved with UCF Online)
- [ ] Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total proposals to add accelerated tracks

New Equipment Fee?* (•) Yes ( ) No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

Will the program be a market tuition rate program?* ( ) Yes (•) No

Will the program be a cost recovery program?* ( ) Yes (•) No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MSCE track.

This program is consistent with growing the educated citizenry, creating qualified students that will enter the workforce in the much needed STEM fields, and increasing research activity. It also has the potential to increase degree productivity and efficiency. Finally, indirect effects if successful include strengthening the quality and reputation of academic programs and potentially increase the collaboration and external support for research.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

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

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

The Master of Science in Civil Engineering (MSCE), Accelerated BS to MSCE degree is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The program includes course work in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, and water resources engineering.

Faculty research interests include geotechnical studies of subsurface conditions, soil testing "superpave" mix design, intelligent transportation systems, traffic safety, structural dynamics, nonlinear structural analysis and software development, reinforced concrete, construction engineering, hydraulic modeling, coastal ocean modeling, stormwater management, and watershed management. Students completing the program find positions in consulting firms, construction, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Civil-Engineering-MSCE-June2020.pdf.

Please Note: Civil Engineering MSCE, Accelerated BS to MSCE may be completed fully online,although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

UCF is not authorized to provide online courses or instruction to students in

UCF is not authorized to provide online courses of instruction to students in some states. Refer to **State Restrictions** for current information.

Curriculum

The Civil Engineering MSCE program requires a minimum of 30 credit hours beyond the bachelor's degree, and both thesis and nonthesis options are available. The thesis option requires 24 credit hours of formal graduate-level course work and 6 credit hours of thesis. The nonthesis option requires 30 hours of formal course work and completion of a culminating experience. For nonthesis MS students, the culminating experience is submission of a portfolio that satisfies program requirements. It is strongly suggested that part-time students pursue the nonthesis option.

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

Students must develop an individual plan of study with a faculty adviser by their second semester of study. At least one-half of the required credits must be taken at the 6000 level.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area. In addition, students may engage in directed independent studies, directed research or a research report during their studies. Courses with asterisks represent those with specific independent learning experiences, and all nonthesis students must choose at least one course with an asterisk.

Elective Courses: 24 Credit Hours

Thesis MS students must take a minimum of 24 credit hours of course work with at least 18 credit hours from the Civil, Environmental and Construction Engineering (CECE) Department in their program of study.

Nonthesis MS students must take at least 24 credit hours of course work from the CECE Department in their program of study. Nonthesis students must take

at least one course where a research project is required (one course marked with an asterisk).

Geotechnical Engineering

CEG 6065 Soil Dynamics
[Right] *
CEG 6115 Foundation Engineering
CEG 6317 Advanced Geotechnical Engineering

Structural Engineering

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

Transportation Engineering

TTE 5204 Traffic Engineering
TTE 5805 Geometric Design of Transportation Systems
TTE 5835 Pavement Engineering
TTE 6205 Highway Capacity
[Right] *
TTE 6256 Traffic Operations
TTE 6270 Intelligent Transportation Systems

[Right] *

TTE 6315 Traffic Safety Analysis

[Right] *

TTE 6526 Planning and Design of Airports

TTE 6625 Mass Transportation Systems

CGN 6655 Regional Planning, Design, and Development

Water Resources Engineering

CWR 5125 Groundwater Hydrology

CWR 5205 Hydraulic Engineering

CWR 5515 Numerical Methods in Civil and Environmental Engineering

CWR 5545 Water Resources Engineering

CWR 5634 Water Resources in a Changing Environment

CWR 6102 Advanced Hydrology

[Right] *

CWR 6126 Groundwater Modeling

[Right] *

CWR 6235 Open Channel Hydraulics

CWR 6236 River Engineering and Sediment Transport

CWR 6535 Modeling Water Resources Systems

[Right] *

Construction Engineering and Management

CCE 5205 Decision Support for Infrastructure Projects

CCE 5006 Infrastructure Systems Management

CCE 5220 Sustainable Infrastructure Systems

[After] CCE 5937 - Construction Contracts **3 Credit Hours**

CCE 6036 Advanced Construction Planning and Control

[Right] *

CCE 6211 Design and Monitoring of Construction Processes

[Right] *

CCE 6045 Cost Analysis of Sustainable Infrastructure Systems

Thesis Option: 6 Credit Hours

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

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

> **XXX 6971 - Thesis 6 Credit Hours (with the course prefix of CGN, CEG, CES, CWR or TTE)**

Nonthesis Option: 6 Credit Hours

Students in the nonthesis option must complete 6 credit hours of electives in addition to the 24 credit hours of formal course work described above. All totaled, the nonthesis option requires 30 credit hours of course work.

> **Electives 6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of their portfolio of activities by the course Withdrawal date of the semester prior to their intended graduation. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at lease one course where a research project is required and submit an end-of-program portfolio

where a research project is required and submit an end-of-program portfolio.

Application Requirements

The **Accelerated BS to MSCE** program allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Civil Engineering MSCE. For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A Bachelor of Science degree in civil engineering or another closely related engineering degree.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

Application Deadlines

Civil Engineering MSCE, Accelerated BS to MSCE	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the				

be considered for university fellowships or assistantships should apply by the Fall Priority date.

Financials

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

Fellowships

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

Contact Info

Graduate Program

Andrew Randall PhD PE

Professor

andrew.randall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

Ana Lucia Salas

Graduate Student Services Coordinator

AnaLucia.Salas@ucf.edu

Telephone: 407-823-1299

Engineering II, 211-K

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

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

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

Future Students

Indicate likely career or student outcomes upon completion:	
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Undergraduate students in the accelerated counterpart program.

Year 1

Headcount:	**SCHs:**

Year 2

Headcount:	**SCHs:**

Year 3

Headcount:	**SCHs:**

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students:	
Number of fellowship students (specify fellowship):	
Source of Funds:	
Number of tuition remissions:	**Source of Funds:**

Attachments

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

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable
Library Assessment of Resources*	☑ Attached

Administration Use Only

Program Type	Master
Degree Type	Master of Science in Civil Engineering

Status* (•) Active-Visible ( ) Inactive-Hidden

Catalog Ownership: Department of Civil, Environmental, and Construction Engineering

College of Engineering and Computer Science - Graduate Program Addition-New - Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* ◉ Program ○ Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Construction Engineering

Type of Action:* ☑ Track ☐ Certificate

Name of new track Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track ►

Name of new track or certificate:* Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track ►

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- ☐ Face to Face
- ☑ UCF Online (all courses online-approved with UCF Online)
- ☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total proposals to add accelerated tracks

New Equipment Fee?* ◉ Yes ○ No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Will the program be a cost recovery program?* ○ Yes ◉ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MSCE track.

This program is consistent with growing the educated citizenry, creating qualified students that will enter the workforce in the much needed STEM fields, and increasing research activity. It also has the potential to increase degree productivity and efficiency. Finally, indirect effects if successful include strengthening the quality and reputation of academic programs and potentially increase the collaboration and external support for research.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Master of Science in Civil Engineering, Construction Engineering Accelerated BS to MSCE track is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree.See undergraduate engineering major requirements in the Undergraduate Catalog.

Graduate work and research in civil engineering reflect the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society.

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

The Master of Science in Civil Engineering (MSCE), Construction Engineering Accelerated BS to MSCE Track is designed for students who have an undergraduate degree in Civil Engineering or another closely related engineering degree. Graduate work and research in civil engineering reflects the very broad nature of the field, which encompasses the design, construction, and enhancement of the infrastructure of society. The program includes course work in structural analysis and design, geotechnical engineering and foundations, transportation planning and operations, traffic engineering, construction engineering, and water resources engineering.

Faculty research interests include geotechnical studies of subsurface conditions, soil testing "superpave" mix design, intelligent transportation systems, traffic safety, structural dynamics, nonlinear structural analysis and software development, reinforced concrete, construction engineering, hydraulic modeling, coastal ocean modeling, stormwater management, and watershed management. Students completing the program find positions in consulting firms, construction, and construction-related industries, in city, county, state, and federal government agencies, and academic institutions.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Civil-Engineering-MSCE-June2020.pdf.

Please Note: Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE may be completed fully online,although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

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

visit http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

Curriculum

The Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE Track program requires a minimum of 30 credit hours beyond the bachelor's degree, and both thesis and nonthesis options are available. The thesis option requires 24 credit hours of formal graduate-level course work and 6 credit hours of thesis. The nonthesis option requires 30 hours of formal course work and completion of a culminating experience. For nonthesis MS students, the culminating experience is submission of a portfolio that satisfies program requirements. It is strongly suggested that part-time students pursue the nonthesis option.

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

Students must develop an individual plan of study with a faculty adviser by their second semester of study. At least one-half of the required credits must be taken at the 6000 level.

Research studies are required in one or more courses. The research study and report will focus on reviewing and analyzing contemporary research in a student's particular specialization within the profession in order to help students acquire knowledge and skills pertaining to research-based best practices in that specialization area. In addition, students may engage in directed independent studies, directed research or a research report during their studies. Courses with asterisks represent those with specific independent learning experiences, and all nonthesis students must choose at least one course with an asterisk.

Elective Courses: 24 Credit Hours

Thesis MS students must take a minimum of 24 credit hours of course work with at least 18 credit hours from the Civil, Environmental and Construction Engineering (CECE) Department in their program of study.

Nonthesis MS students must take at least 24 credit hours of course work from the CECE Department in their program of study. Nonthesis students must take at least one course where a research project is required (one course marked with an asterisk).

Geotechnical Engineering

CEG 6065 Soil Dynamics

[Right] *

CEG 6115 Foundation Engineering

CEG 6317 Advanced Geotechnical Engineering

Structural Engineering

CES 5144 Matrix Methods for Structural Analysis

CES 5325 Bridge Engineering

[Right] *

CES 5606 Advanced Steel Structures

CES 5706 Advanced Reinforced Concrete

CES 5821 Masonry and Timber Design

CES 6010 Structural Reliability

CES 6116 Finite Element Structural Analysis

CES 6209 Dynamics of Structures

[Right] *

CES 6220 Wind and Earthquake Engineering

CES 6230 Advanced Structural Mechanics

CES 6527 Nonlinear Structural Analysis

CES 6715 Prestressed Concrete Structures

[Right] *

CES 6840 Composite Steel Concrete Structures

[Right] *

CES 6910 Research in Structural Engineering

Transportation Engineering

TTE 5204 Traffic Engineering

TTE 5805 Geometric Design of Transportation Systems

TTE 5835 Pavement Engineering

TTE 6205 Highway Capacity

[Right] *

TTE 6256 Traffic Operations

TTE 6270 Intelligent Transportation Systems

[Right] *

TTE 6315 Traffic Safety Analysis

[Right] *

TTE 6526 Planning and Design of Airports

TTE 6625 Mass Transportation Systems

CGN 6655 Regional Planning, Design, and Development

Water Resources Engineering

CWR 5125 Groundwater Hydrology

CWR 5205 Hydraulic Engineering

CWR 5515 Numerical Methods in Civil and Environmental Engineering

CWR 5545 Water Resources Engineering

CWR 5634 Water Resources in a Changing Environment

CWR 6102 Advanced Hydrology

[Right] *

CWR 6126 Groundwater Modeling

[Right] *

CWR 6235 Open Channel Hydraulics

CWR 6236 River Engineering and Sediment Transport

CWR 6535 Modeling Water Resources Systems

[Right] *

Construction Engineering and Management

CCE 5205 Decision Support for Infrastructure Projects

CCE 5006 Infrastructure Systems Management

CCE 5220 Sustainable Infrastructure Systems

[After] CCE 5937 - Construction Contracts **3 Credit Hours**

CCE 6036 Advanced Construction Planning and Control

[Right] *

CCE 6211 Design and Monitoring of Construction Processes

[Right] *

CCE 6045 Cost Analysis of Sustainable Infrastructure Systems

Thesis Option: 6 Credit Hours

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

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

XXX 6971 - Thesis **6 Credit Hours** (with the course prefix of CGN, CEG, CES, CWR or TTE)

Nonthesis Option: 6 Credit Hours

Students in the nonthesis option must complete 6 credit hours of electives in addition to the 24 credit hours of formal course work described above. All totaled, the nonthesis option requires 30 credit hours of course work.

Electives **6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of their portfolio of activities by the course Withdrawal date of the semester prior to their intended graduation. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

A research or design project serves as the independent learning experience for thesis students. Nonthesis students are required to take at least one course

thesis students. Nonthesis students are required to take at lease one course where a research project is required and submit an end-of-program portfolio.

Application Requirements

The **Accelerated BS to MSCE** track in Construction Engineering allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Civil Engineering MSCE.
For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

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

- One official transcript (in a sealed envelope) from each college/university attended.
- A Bachelor of Science degree in civil engineering or another closely related engineering degree.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

Application Deadlines

Civil Engineering MSCE, Construction Engineering Accelerated BS to MSCE	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	

International Applicants	Jan 15	Jan 15	Jul 1	

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

Financials

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

Fellowships

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

Contact Info

Graduate Program

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Engineering II, 211-L

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Engineering II, 211-K

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

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

Will students have the option to stay in their existing ◉ Yes ○ No

their existing program, track, or certificate?*	

Future Students

Indicate likely career or student outcomes upon completion:	
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Undergraduate students in the accelerated counterpart program.

Year 1

Headcount:	SCHs:

Year 2

Headcount:	SCHs:

Year 3

Headcount:	SCHs:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 2

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students:	
Number of fellowship students (specify fellowship):	
Source of Funds:	
Number of tuition remissions:	**Source of Funds:**

Attachments

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

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable
Library Assessment of Resources*	☑ Attached

Administration Use Only

Program Type	Master

College of Engineering and Computer Science - Graduate Program Addition-New - Environmental Engineering MS, Accelerated BS to MS Track

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.
LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Select *Program* below.

Program Type* (•) Program ( ) Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Environmental Engineering

Type of Action:* [x] Track [ ] Certificate

Name of new track Environmental Engineering MS, Accelerated BS to MS Track

Name of new track or certificate:* Environmental Engineering MS, Accelerated BS to MS Track

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- [x] Face to Face
- [ ] UCF Online (all courses online-approved with UCF Online)
- [ ] Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total proposals to add accelerated tracks

New Equipment Fee?* (•) Yes ( ) No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

Will the program be a market tuition rate program?* ( ) Yes (•) No

Will the program be a cost recovery program?* ( ) Yes (•) No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:*

Adding accelerated BS to MS track.

This program is consistent with growing the educated citizenry, creating qualified students that will enter the workforce in the much needed STEM fields, and increasing research activity. It also has the potential to increase degree productivity and efficiency. Finally, indirect effects if successful include strengthening the quality and reputation of academic programs and potentially increase the collaboration and external support for research.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Environmental Engineering MS, Accelerated BS to MS Track in the is for students with science, math, or a similar background, and usually requires a number of undergraduate engineering courses as articulation to become fully prepared for graduate work in environmental engineering. See undergraduate engineering major requirements in the Undergraduate Catalog.

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

Applicants to the program are expected to be knowledgeable in topics including chemistry, process design, water resources, and air pollution. The program focuses on pollution control, pollution prevention, and the correction of pollution effects on natural and man-made environments.

The program is noted for its strong faculty research interests, and areas of study include drinking water treatment, wastewater treatment, solid and hazardous waste management, atmospheric pollution control and modeling, environmental water resources, and stormwater management. The program's overall mission is to prepare students for careers in environmental engineering with consulting firms; with industry; within federal, state, and local governments; and/or in higher education.

The program's overall mission is to prepare students for Environmental Engineering careers in federal, state, and local governments; higher education; consulting; and industry.

Other key objectives include:

- Producing graduates who have technical knowledge in critical areas of environmental engineering
- Providing a professional engineering education that challenges our graduates to think critically
- Forming and maintaining partnerships with industry, government agencies, and professional organizations
- Developing awareness of the changing environmental needs of society and the global environment.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Environmental-Engineering-MS-June2020.pdf.

Curriculum

The Environmental Engineering MS, Accelerated BS to MS Track offers both thesis and nonthesis options with each requiring 30 credit hours of courses beyond the baccalaureate degree. Students choosing the thesis option must take 12 credit hours of required courses, 12 credit hours of electives, and 6 thesis credit hours. Students choosing the nonthesis option must take 12 credit hours of required courses, 18 credit hours of electives, and submit an end-of-program portfolio. Students develop an individualized program of study with a faculty adviser.

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

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

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

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

Prerequisites (Articulation)

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

The following mathematics prerequisite requirement is for all students.

Calculus through Differential Equations

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

ENV 3001 - Introduction to Environmental Engineering 3 Credit Hours

CWR 3201 - Engineering Fluid Mechanics 3 Credit Hours

STA 3032 - Probability and Statistics for Engineers 3 Credit Hours

CWR 4202 - Hydraulics 3 Credit Hours

CWR 4120 - Hydrology **3 Credit Hours**

EES 4111C - Biological Process Control **3 Credit Hours**

EES 4202C - Chemical Process Control **3 Credit Hours**

EGN 3613 - Engineering Economic Analysis **2 Credit Hours**

ENV 4120 - Air Pollution Control **3 Credit Hours**

ENV 4531 - Environmental Engineering Operations and Processes I **3 Credit Hours**

Required Courses—12 Credit Hours

Students must choose one course from each group.

Biological Waste Treatment

ENV 6016 Biological Treatment Systems in Environmental Engineering

Chemical Waste Treatment

ENV 6015 Physical/Chemical Treatment Systems in Environmental Engineering

Environmental/Water Quality

ENV 6519 Aquatic Chemical Processes
ENV 6616 Ecological Engineering and Receiving Water Impacts
ENV 5410 Water Treatment
EES 5318 Industrial Ecology
ENV 6558 Industrial Waste Treatment

Civil Water Resources

Any CWR course at the 5000 or 6000 level **3 Credit Hours**. See course listings in the drop-down catalog menu above.

Note: Courses with an asterisk (*) provide independent learning experiences. Nonthesis students are required to take at least one course with an asterisk. This criteria is fulfilled by taking the required ENV 6106 - Theory and Practice of Atmospheric Dispersion Modeling course.

It is also met by the elective courses:

ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling [Right] *
ENV 6126 Design of Air Pollution Controls [Right] *

Elective Courses—12 Credit Hours

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

Electives **12 Credit Hours**

Thesis Option—6 Credit Hours

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

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

XXX 6971 - Thesis **6 Credit Hours**

Nonthesis Option—6 Credit Hours

The nonthesis option requires 6 more credit hours of electives in addition to the 12 credit hours of electives described above.

Electives	**6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

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

Application Requirements

The Environmental Engineering MS, Accelerated BS to MS Track allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Environmental Engineering MS.

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

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

- One official transcript (in a sealed envelope) from each college/university attended.
- Résumé.
- Statement of educational, research, and professional career objectives.
- Three letters of recommendation.
- Applicants applying to this program who have attended a college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation. Credential evaluations are accepted from World Education Services (WES) or Josef Silny and Associates, Inc. only.

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

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

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

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

Application Deadlines

Environmental Engineering Sciences, Accelerated BS to MS	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 1	

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

Financials

Graduate students may receive financial assistance through fellowships,

assistantships, tuition support, or loans. For more information, see the College of Graduate Studies Funding website, which describes the types of financial

assistance available at UCF and provides general guidance in planning your graduate finances. The Financial Information section of the Graduate Catalog is another key resource.

Fellowships

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

Contact Info

Graduate Program

Andrew Randall PhD PE

Professor

andrew.randall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

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

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

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

Future Students

Indicate likely career or student outcomes upon completion:

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

Year 1

Headcount:

SCHs:

SCHs:

Year 2

Headcount:	SCHs:

Year 3

Headcount:	SCHs:

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 2

Number of assistantship students:	Source of funds:
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	Source of funds:

Year 3

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

Source of Funds:	
Number of tuition remissions:	**Source of Funds:**

Attachments

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

Faculty List*	☑ Attached
Support from involved units that no duplication exists*	☐ Attached ☑ Not Applicable
Library Assessment of Resources*	☑ Attached

Administration Use Only

Program Type	Master
Degree Type	Master of Science
Status*	◉ Active-Visible ○ Inactive-Hidden
Catalog Ownership:	Department of Civil, Environmental, and Construction Engineering

College of Engineering and Computer Science - Graduate Program Addition-New - Environmental Engineering MSEnvE, Accelerated BS to MSEnvE ►

2021-2022 Graduate New Certificate or Track

General Catalog Information

Read before you begin

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

Select *Program* below.

Program Type* ◉ Program ○ Shared Core

Proposal Type:* Graduate Program Addition-New

This form is to be used to ADD graduate tracks or certificate programs. If there are multiple tracks being added to a program, one Curriculog proposal must be submitted for each of the track additions. An additional Curriculog proposal must be submitted to revise the original program to add the track(s).

Please refer to the Graduate Council Curriculum meeting schedule for submission deadlines.

College:* College of Engineering and Computer Science

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

Primary Unit Housing Program:* Environmental Engineering

Type of Action:* ☑ Track ☐ Certificate

Name of new track Environmental Engineering MSEnvE, Accelerated BS to MSEnvE ►

Name of new track or certificate:* Environmental Engineering MSEnvE, Accelerated BS to MSEnvE ►

Proposed Effective Term and Year:* Fall 2020

Delivery:*
- ☐ Face to Face
- ☑ UCF Online (all courses online-approved with UCF Online)
- ☐ Mixed Delivery

If you will be submitting other forms for tracks or course actions, please list them here: 7 total proposals to add accelerated tracks

New Equipment Fee?* ◉ Yes ○ No

If yes, also complete the 2021-2022 Graduate Equipment Fee form.

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

Will the program be a cost recovery program?* ○ Yes ◉ No

For the Informational Description Chart box below, please copy and paste this example chart and add your relevant program information:

College: Link to College website	**Degree: CRT**
Department: Link to department website	**Option: N/A**
Program Websites: Link to program website	

Informational Description Chart:*

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

Rationale:* Adding accelerated BS to MSEnvE track.

This program is consistent with growing the educated citizenry, creating qualified students that will enter the workforce in the much needed STEM fields, and increasing research activity. It also has the potential to increase degree productivity and efficiency. Finally, indirect effects if successful include strengthening the quality and reputation of academic programs and potentially increase the collaboration and external support for research.

Add complete catalog copy here! Must include description, curriculum, contact information, application requirements, and application deadlines. After you add/import courses, click on the View Curriculum Schema button below to add the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

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

Step 1

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

Step 2

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

Prospective Curriculum*

Track Description

The Master of Science in Environmental Engineering, Accelerated BS to MSEnvE track was created for students who have an undergraduate degree in environmental engineering or any other closely related degree in engineering. Applicants are expected to be knowledgeable in topics including chemistry, process design, water resources, and air pollution. The program focuses on pollution control, pollution prevention, and the correction of pollution effects on natural and man-made environments.

The program allows highly qualified undergraduate majors in Civil Engineering to begin taking graduate-level courses that will count toward their master's degree while completing their baccalaureate degree program.

The program is noted for its strong faculty research interests, and areas of study include drinking water treatment, wastewater treatment, solid and hazardous waste management, atmospheric pollution control and modeling, environmental water resources, and stormwater management. The program's overall mission is to prepare students for careers in environmental engineering with consulting firms; with industry; within federal, state, and local governments; and/or in higher education.

The program's overall mission is to prepare students for Environmental Engineering careers in federal, state, and local governments; higher education; consulting; and industry. Other key objectives include:

- Producing graduates who have technical knowledge in critical areas of environmental engineering
- Providing a professional engineering education that challenges our graduates to think critically
- Forming and maintaining partnerships with industry, government agencies, and professional organizations
- Developing awareness of the changing environmental needs of society and the global environment.

This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please visit https://apq.ucf.edu/files/Licensure-Disclosure-CECS-Environmental-Engineering-MSVE-June2020.pdf.

Please Note: Environmental Engineering MSEnvE, Accelerated BS to MSEnvE may be completed fully online, although not all elective options or program prerequisites may be offered online. Newly admitted students choosing to complete this program exclusively via UCF online classes may enroll with a reduction in campus-based fees.

International students (F or J visa) are required to enroll in a full-time course load of 9 credit hours during the fall and spring semesters. Only 3 of the 9 credit hours may be taken in a completely online format. For a detailed listing of enrollment requirements for international students, please

visit http://global.ucf.edu/. If you have questions, please consult UCF Global at 407-823-2337.

UCF is not authorized to provide online courses or instruction to students in some states. Refer to **State Restrictions** for current information.

Curriculum

The Environmental Engineering MSEnvE, Accelerated BS to MSEnvE track offers both thesis and nonthesis options with each requiring 30 credit hours of courses beyond the bachelor's degree. Prerequisites are required depending upon the discipline of a student's bachelor's degree. See undergraduate engineering major requirements in the Undergraduate Catalog

The thesis option is primarily for those who can devote a full-time effort to their research project and is required for all students supported by contracts and grants, as well as any student receiving department financial support. The nonthesis option is recommended strongly for part-time students and requires submission of an end-of-program portfolio as a requirement for graduation.

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

Students choosing the thesis option must take 12 credit hours of required credit hours of electives, and 6 thesis credit hours. Students choosing the nonthesis option must take 12 credit hours of required courses, 18 credit hours of electives, and submit a portfolio (which includes a comprehensive final examination) before graduating.

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

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

Prerequisites (Articulation)

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

The following mathematics prerequisite requirement is for all students.

Calculus through Differential Equations

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

ENV 3001 Introduction to Environmental Engineering **3 Credit Hours**

STA 3032 Probability and Statistics for Engineers **4 Credit Hours**

CWR 4202 Hydraulics **3 Credit Hours**

ENV 4120 Air Pollution Control **3 Credit Hours**

ENV 4531 Environmental Engineering Operations and Processes I **3 Credit Hours**

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

ENV 3001 Introduction to Environmental Engineering **3 Credit Hours**

STA 3032 Probability and Statistics for Engineers **3 Credit Hours**

CWR 4202 Hydraulics **3 Credit Hours**

CWR 4120 Hydrology **3 Credit Hours**

EES 4111C Biological Process Control **3 Credit Hours**

EES 4202C Chemical Process Control **3 Credit Hours**

ENV 4120 Air Pollution Control **3 Credit Hours**

ENV 4531 Environmental Engineering and Processes I **3 Credit Hours**

Required Courses: 12 Credit Hours

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

ENV 6015 Physical/Chemical Treatment Systems in Environmental Engineering

ENV 6016 Biological Treatment Systems in Environmental Engineering

[Right] *

Waste Treatment/ Water Treatment/ Industrial Waste Treatment

ENV 6558 Industrial Waste Treatment

ENV 5410 Water Treatment

EES 5318 Industrial Ecology

Water Resources

Any CWR course at the 5000 or 6000 level 3 Credit Hours

Note:

Courses with an asterisk (*) provide an independent learning experience for students, consisting of a research or design project. Nonthesis students are required to take at least one of the courses with an asterisk. This requirement is fulfilled in the required course ENV 6016 above and is also fulfilled by the elective course ENV 6126 Design of Air Pollution Controls* (3 credit hours) and the elective course ENV 6106 Theory and Practice of Atmospheric Dispersion Modeling (3 credit hours).

Elective Courses: 12 Credit Hours

All students, both thesis and nonthesis, are required to take 12 credit hours of elective courses. Courses that comprise the elective part of the program are

selected in accordance with the general requirements of the College of

Engineering and Computer Science and often include courses taken from the following two sub-discipline areas:

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

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

Thesis Option: 6 Credit Hours

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

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

XXX 6971 - Thesis 6 Credit Hours

Nonthesis Option: 6 Credit Hours

Nonthesis students must take 6 more credit hours of electives in addition to the 12 credit hours of electives described above.

Electives **6 Credit Hours**

Portfolio Requirement

Students are required to complete a culminating experience. The culminating experience for nonthesis MS students is submission of an end-of-program portfolio. The portfolio requirements are listed on the CECE website.

Equipment Fee

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

Independent Learning

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

Application Requirements

The Accelerated BS to MSEnvE track allows highly qualified University of Central Florida undergraduate majors in Civil Engineering to begin taking graduate level courses that will count toward their master's degree while completing their baccalaureate degree program. Students apply for admission to the accelerated program in either their junior year or senior year. If the student has a degree in the discipline but was not previously part of this accelerated program, then they should apply to the Environmental Engineering MSEnvE program.
For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

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

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

- **One official transcript (in a sealed envelope) from each college/university attended.**
- **Résumé.**
- **Statement of educational, research, and professional career objectives.**
- **Three letters of recommendation.**
- **Applicants applying to this program who have attended a**

college/university outside the United States must provide a course-by-course credential evaluation with GPA calculation.

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

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

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

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

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

Application Deadlines

Environmental Engineering MSEnvE, Accelerated BS to MSEnvE	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Jul 1	Dec 1	
International Applicants	Jan 15	Jan 15	Jul 1	
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Financials

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

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance,

based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do to be considered for a fellowship.

Contact Info

Graduate Program

Andrew Randall PhD PE

Professor

andrew.randall@ucf.edu

Telephone: 407-823-6429

Engineering II, 211-L

Graduate Admissions

Ashley Rivera Mercado

gradadmissions@ucf.edu

Telephone: 407-823-5692

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf.edu

https://funding.graduate.ucf.edu

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf.edu

http://finaid.ucf.edu

Impact on Current Students

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this new track or certificate?*	○ Yes ◉ No
If yes, state the name of the program or track where students are currently enrolled and the current enrollment numbers.	
Will students have the option to stay in their existing program, track, or certificate?*	◉ Yes ○ No

Future Students

Indicate likely career or student outcomes upon completion:	
Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.	Undergraduate students in the accelerated counterpart program.

Year 1

Headcount:	**SCHs:**

Year 2

Headcount:	**SCHs:**

Year 3

Headcount:	**SCHs:**

Please complete the following section on financial support:

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

Year 1

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students:	
Number of fellowship students (specify fellowship):	
Source of Funds:	
Number of tuition remissions:	**Source of Funds:**

Attachments

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

College of Health Professions and Sciences - Grad Course Continuation - GEY 5648 Gerontology: An Interdisciplinary Approach

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

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

Prefix:* GEY

Code:* 5648

Name:* Gerontology: An Interdisciplinary Approach

Full Title:* GEY 5648 Gerontology: An Interdisciplinary Approach

Course Description:* The study of aging will be presented from an interdisciplinary and multidisciplinary approach spanning the social sciences and health.

Prerequisite(s): Graduate status or senior standing or C.I.

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* As the Disability, Aging & Technology (DAT) Faculty Cluster continues for now in a faculty hiring phase, it is anticipated this course could be used and should be continued.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

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

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

Attached* ☑ I have attached an updated course syllabus.

University of Central Florida
School of Social Work

GEY 5648– Gerontology: An Interdisciplinary Approach
3 credit hours

Instructor: Dr. Denise Gammonley, LCSW
Office: HS I, 204
Office Phone: 407-823-2215
E-mail: denise.gammonley@ucf.edu
Office Hours: TBD

Term:
Class Day:
Class Hours:
Location:

COURSE DESCRIPTION:
The study of aging will be presented from an interdisciplinary and multidisciplinary approach spanning the social sciences and health.

COURSE LEARNING OBJECTIVES: By the end of the term, students should be able to:

1. Define the scope of the field of gerontology as an interdisciplinary endeavor encompassing research, service, and public policy.
2. Describe the biological, psychological, and social factors and theoretical perspectives associated with the process of human aging.
3. Identify the implications of common disabilities and health conditions occurring in later life for health and long-term care delivery systems and interprofessional practice.
4. Understand the consequences of the demographic imperative of a global aging society while considering diverse cross-cultural values about aging.
5. Examine key political, economic, and technology issues associated with an aging society that affect older adults, the health care, and social service systems.
6. Analyze ongoing ethical controversies brought on by an aging population and the impacts of racism, ageism, and structural inequalities on economic, social, and health disparities in later life.
7. Recognize methods of aging research and evaluate the evidence-based literature in applied gerontology focused on a health or social issue facing older adults.

REQUIRED TEXT:
Sasser, J. R., Moody, H. R. (2018). *Gerontology: The Basics*. London: Routledge, https://doi.org/10.4324/9781351113236

UCF Library EBook: https://ucf.catalog.fcla.edu/permalink.jsp?29CFPDA008993460

Recommended Text:
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. https://doi.org/10.1037/0000165-000
Weil, J. (2017). *Research design in aging and social gerontology: Quantitative, qualitative, and mixed methods.* Routledge/Taylor & Francis Group. https://doi.org/10.4324/9781315450162

Supplemental Readings:

Albert, S. M. (2020). Convergence gerontology: Rethinking translation in research on aging. *Innovation in Aging*, *4*(2), 1-5. doi:10.1093/geroni/igaa003

Burnes, D., Sheppard, C., Henderson Jr, C. R., Wassel, M., Cope, R., Barber, C., & Pillemer, K. (2019). Interventions to reduce ageism against older adults: A systematic review and meta-analysis. *American Journal of Public Health*, 109(8), e1-e9.

CDC. (2020). About social determinants of health. https://www.cdc.gov/socialdeterminants/about.html

Czaja S. J. (2019). The healthcare challenge for an aging population: The role of technology. *Innovation in Aging*, *3*(Suppl 1), S32. https://doi.org/10.1093/geroni/igz038.124

Fingerman, K. L., Huo, M., & Birditt, K. S. (2020). A decade of research on intergenerational ties: Technological, economic, political, and demographic changes. *Journal of Marriage and Family*, *82*(1), 383-403.DOI:10.1111/jomf.12604

Gee, G. C., Hing, A., Mohammed, S., Tabor, D. C., & Williams, D. R. (2019). Racism and the life course: Taking time seriously. *American Journal of Public Health*, *109*(S1), S43-S47. https://doi.org/10.2105/AJPH.2018.304766

Izquierdo, M., Rodriguez-Mañas, L., Casas-Herrero, A., Martinez-Velilla, N., Cadore, E. L., & Sinclair, A. J. (2016). Is it ethical not to prescribe physical activity for the elderly frail?. *Journal of the American Medical Directors Association*, *17*(9), 779-781. https://doi.org/10.1016/j.jamda.2016.06.015

Kane R.L., & Ouslander J.G., & Resnick B, & Malone M.L.(Eds.), (2017). Clinical implications of the aging process. *Essentials of Clinical Geriatrics*, 8e. McGraw-Hill. https://accessmedicine.mhmedical.com/content.aspx?bookid=2300&sectionid=178118577

Koren, M. J. (2010). Person-centered care for nursing home residents: The culture-change movement. *Health Affairs*, *29(20)*, 312-317. https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2009.0966

Morrow-Howell, N., & Gonzales, E. (2020). Recovering from Coronavirus disease 2019 (COVID-19): Resisting ageism and recommitting to a productive aging perspective. *The Public Policy and Aging Report*. XX, (XX), 1–5. doi: 10.1093/ppar/praa021

Morrow-Howell, N., Galucia, N., & Swinford, E. (2020). Recovering from the COVID-19 pandemic: A focus on older adults. *Journal of Aging & Social Policy*, 1-9. https://doi.org/10.1080/08959420.2020.1759758

Smith, G. C., & Hayslip, B.,Jr. (2012). Resilience in adulthood and later life: What does it mean and where are we heading? *Annual Review of Gerontology & Geriatrics*, *32*(1), 3-28. https://search.proquest.com/docview/922382234?accountid=10003

United Nations. (2017). Ageing, older persons and the 2030 Agenda for Sustainable Development. https://www.un.org/development/desa/ageing/news/2017/07/ageing-older-persons-and-the-2030-agenda-for-sustainable-development/

Wayne, K. (2019). How can ethics support innovative health care for an aging population? *Ethics & Behavior*, 29(3), 227-253. https://doi.org/10.1080/10508422.2018.1526087

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

ONLINE RESOURCES
Assignment guidelines and other course handouts are available through www.webct.ucf.edu or MyUCF, **Online Course Tools** through **Canvas** which is a secure website. PowerPoints and other materials will be available via the online course section. Quizzes may be online or in-class and assignments will be turned in to the instructor in class. Please also note that all email should be sent through the web course section.

LIBRARY RESOURCES
Your best library resource is your Social Work Librarian, Shane Roopnarine, PhD (shane.roopnarine@ucf.edu. He can meet with you individually to discuss your research needs, or answer questions via phone and email.

For links to our materials, research guides, study rooms, and more visit the Services for Undergrads (http://library.ucf.edu/services/services-for-undergrads/) or Services for Grad Students (http://library.ucf.edu/services/services-for-grad-students/) pages.
For general help, Ask Us (http://library.ucf.edu/ask).

Students will be expected to utilize UCF library resources to search library databases for required readings. The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction Sessions - https://library.ucf.edu/videos/
2. Streaming Videos - https://guides.ucf.edu/socialwork/video
3. Research Guides - https://guides.ucf.edu/socialworkresearch
4. Ask a Librarian Service - https://guides.ucf.edu/socialwork/help

Evaluation of Learning and Grading: Assignments should be described and explained here; feel free to use the table below, or not.

Assignments	Points/Percentage	Due Dates
Research article review paper.	10	Week 3
Quiz #1	10	Week 7
Social Determinants of Health Short Paper	10	Week 8
Quiz #2	10	Week 10
Assistive	10	Week 11

Technology Short Paper and Presentation		
Final Paper: Evidence-based review of an intervention for older adults	30	Week 15
Final Exam	20	Week 16
Total	**100 points**	

A **final course grade** will be based upon the total number of points/percentage accumulated by a student on the above evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	C	74-76	2.00
A –	90-94	3.75	C –	70-73	1.75
B +	87-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B –	80-83	2.75	D –	60-63	0.75
C +	77-79	2.25	F	59 points and below	0.00

POLICIES

In addition to the information below, the student should become familiar with the School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students https://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf . All policies included in these handbooks apply to this class.

Due to COVID-19, we are aware of certain circumstances students may encounter during this time. Please reach out to your instructor if you are experiencing any difficulties and need assistance.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Zoom Instruction
Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course may use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.
Please take the time to familiarize yourself with Zoom by visiting the **UCF Zoom Guides** at **https://cdl.ucf.edu/support/webcourses/zoom/ .** You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:
- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact **Webcourses@UCF Support at https://cdl.ucf.edu/support/webcourses/** if you have any technical issues accessing Zoom.

Cell phones, Laptops, and recorders
- Students are asked to **turn off** cell phones during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum
- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or counseling/support seeking.

Professional Behavior
Professionalism is a practice behavior that students are expected to demonstrate throughout this course and in the BSW Program. Being respectful is important. Students may not agree with what everyone states, however you are expected to listen and be respectful. Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via web course tools, interactions with classmates or the instructor; and/or biased or prejudiced language towards any of the populations served by social

work. Should a student exhibit unprofessional behavior the instructor will request a meeting with the students involved. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program director and the Office of Student Conduct. (see Professional Standards attached to syllabus)

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX (Title Nine) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office - http://www.ombuds.ucf.edu

Academic Integrity/Plagiarism

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise, unless specifically authorized by the instructor of record, is unacceptable. The unauthorized possession of examination or course-related material also constitutes cheating. There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites 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 may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties.

If a student has knowledge that this type of material is on such website, they must notify the instructor.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Paraphrasing is a skill that requires reading information and, using your own thoughts to summarize the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text (per APA style). Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience, and most writing assignments for this course will include a limit to the number of direct quotes you can use.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity https://honor.sdes.ucf.edu/integrity/

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"
http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false

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.

Any acts of plagiarism, *including not acknowledging sources of information appropriately, cutting & pasting, not citing someone else's work correctly, citing an entire page and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students who observe others violate this policy are expected to report this to the instructor. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com
The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit http://www.turnitin.com.

Attendance and Participation
Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Please come prepared for class so that you can participate in class discussions and exercises. Students must be present for exams and quizzes depending on modality. Make-up exams/quizzes will be given **ONLY** in extreme circumstances and the student must have documentation of the extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident). The student must notify the instructor for approval as soon as possible and present documentation. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. **Students who miss three (3) classes regardless of the reason will have their final grade lowered by a partial letter grade** (A- to B+; B to B-, etc.)**.**

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Academic Engagement
All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, a discussion post/assignment is included and/or attendance will be taken during each class (depending if this is an "M", face-to-face, or online class). **Failure to complete the discussion posting or sign in to show you have engaged in this course may result in a delay in the disbursement of your financial aid.**

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: https://policies.ucf.edu/documents/4-401.pdf

Written Assignments
Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and adhere to accepted APA standards of writing. Correct use of ***grammar, punctuation, and spelling will be considered when assignments are graded.*** All written assignments must be typed in a 12 point, Times New Roman font style, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. When required, references should be included in the APA format.

Assignments emphasize the skills needed in social work practice. Assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style
2. Adequate number of references cited (if applicable)

3. Organization and clarity of ideas presented
4. Ability to integrate theory and practice appropriately
5. Ability to use analytical skills throughout the assignment
6. Creative ways of responding to the instructions beyond the requirements

Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in Trevor Colburn Hall, room 109. UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

Late Assignments

All assignments must be submitted at the beginning of the class or online through Webcourses by the due date and time. No assignments will be accepted by email unless the instructor has given explicit prior approval. **Late assignments will receive grade deductions (up to the discretion of each instructor) for each day that they are late regardless of the reason unless the student gained prior approval from the instructor.** No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

Incomplete grades are only granted by the instructor, when the student who has completed most of the course work, attended class regularly and submitted all prior assignments is faced with an exceptional circumstance that prevents the student from taking an exam, a quiz, or submitting the remaining assignments. In those exceptional circumstances (death in the family, student in a car accident, student hospitalization, etc.), the student or a member of the student's family should contact the instructor. Once able, the student will provide the necessary documentation per School and University policies and make arrangements with the instructor for the work to be completed to qualify for an incomplete grade. All work must be completed by the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:
https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf (add link)

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.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call

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

Course Accommodation Statement

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

Campus Safety Statement

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

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

THE UCF CREED

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

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

COURSE OUTLINE AND SCHEDULE

Week 1 Introduction to Gerontology and Field of Aging

Content: Gerontology vs. Geriatrics
Multidisciplinary and interdisciplinary focus on later life
Life-course perspective on aging
What is a gerontologist?

Readings: Sasser & Moody (2018). Chapter 1: Introduction to the field of gerontology

Class Activities: Lecture, Discussion
Video overview: Reframing Aging and Longevity- https://youtu.be/yU6ez8vWXxU

Week 2 Research Methods in Gerontology

Content: Approaches to studying the aging process
Chronological aging and age-period-cohort effects
Research on age-related changes in functioning, common disabilities and disease in later life
Research on age-related social issues, health systems, and public policy

Readings: Sasser & Moody (2018). Chapter 1: Introduction to the field of gerontology

Weil, J. (2017). Chapter 1. Introduction
Chapter 2. Designing research about older people and aging

Tyrrell, C. J., & Williams, K. N. (2020). The paradox of social distancing: Implications for older adults in the context of COVID-19. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S214.

Albert, S. M. (2020). Convergence gerontology: Rethinking translation in research on aging. *Innovation in Aging*, *4*(2), 1-5. doi:10.1093/geroni/igaa003

Class Activities: Research brainstorming exercise

Week 3 The Aging Body

Content: Biomarkers, molecules, cells, tissues & systems, Gompertz law
Theories of biological aging
Age-related changes and heterogeneity in aging
Life-expectancy and life-span; compression of morbidity

Readings: Sasser & Moody (2018). Chapter 2: The aging body

Rowe, J. W., & Kahn, R. L. (2015). Successful aging 2.0: Conceptual expansions for the 21st century. *The Journals of Gerontology: Series B, 70*(4), 593-596. https://doi.org/10.1093/geronb/gbv025

Class Activities: Lecture and discussion
Assignments Due: Research article review applying gerontology focus to your discipline.

Week 4 The Aging Body (continued)

Content: Organism and species
Physical changes with normal aging
Common chronic conditions in later life
Functional status

Readings:

Kane R.L., & Ouslander J.G., & Resnick B, & Malone M.L.(Eds.), (2017). Clinical implications of the aging process. *Essentials of Clinical Geriatrics*, 8e. McGraw-Hill. https://accessmedicine.mhmedical.com/content.aspx?bookid=2300&sectionid=178118577

Class Activities:

Video: How the body ages.
https://search.alexanderstreet.com/lti/view/work/bibliographic_entity%7Cvideo_work%7C2033807

Week 5 The Aging Mind

Content: Intelligence in later life
Gains and losses
Mature mind and gerotranscendence
Dementia
Selection-Optimization-Compensation (SOC) Model
Personality in later life and the U-shaped "paradox" of aging
Mental disorders in later life

Readings: Sasser & Moody (2018). Chapter 3: The aging mind

Smith, G. C., & Hayslip, B.,Jr. (2012). Resilience in adulthood and later life: What does it mean and where are we heading? *Annual Review of Gerontology & Geriatrics*, *32*(1), 3-28. https://search.proquest.com/docview/922382234?accountid=10003

Class Activities: Lecture and discussion

Week 6 Interprofessional practice to promote health in older adults.

Readings: Sasser & Moody (2018). Chapter 3: The aging mind

Smith, G. C., & Hayslip, B.,Jr. (2012). Resilience in adulthood and later life: What does it mean and where are we heading? *Annual Review of Gerontology & Geriatrics*, *32*(1), 3-28. https://search.proquest.com/docview/922382234?accountid=10003

Class Activities: Lecture and discussion

Case Study: Interprofessional health care for older adults

https://pogoe.org/video/13488

https://pogoe.org/productid/21709

Week 7 Aging in Society

Content: Social structures and social agency
Ageism
The Life Course Perspective
Generational equity

Readings: Sasser & Moody (2018). Chapter 4: Aging in Society

Class Activities: Quiz #1

Week 8 Social Determinants of Health in Later Life

Content: Income
Racism and structural inequality
Nutrition
Neighborhood and Built Environment
Social support
Health services
Work and productive engagement

Readings:

Gee, G. C., Hing, A., Mohammed, S., Tabor, D. C., & Williams, D. R. (2019). Racism and the life course: Taking time seriously. *American Journal of Public Health, 109*(S1), S43-S47. https://doi.org/10.2105/AJPH.2018.304766

Morrow-Howell, N., & Gonzales, E. (2020). Recovering from Coronavirus disease 2019 (COVID-19): Resisting ageism and recommitting to a productive aging perspective. *The Public Policy and Aging Report*. XX, (XX), 1–5. doi: 10.1093/ppar/praa021

CDC. (2020). About social determinants of health. https://www.cdc.gov/socialdeterminants/about.html

Class Activities: Video: Prisoners of Age. *Films On Demand*, Films Media Group, 2004, fod.infobase.com/PortalPlaylists.aspx?wID=150523&xtid=35274. Accessed 12 Oct. 2020.

Week 8

Content: Third Age and Political Economy of Aging
Work, Retirement and Social Security
Global Aging and Population Aging

Cumulative Disadvantage

Readings: Sasser & Moody (2018). Chapter 5: The political economy of aging

United Nations. (2017). Ageing, older persons and the 2030 Agenda for Sustainable Development. https://www.un.org/development/desa/ageing/news/2017/07/ageing-older-persons-and-the-2030-agenda-for-sustainable-development/

Class Activities: Lecture and Discussion

Assignments Due: Social determinants of health article review short paper.

Week 9 Long-term care and family caregiving

Content: The generational equity debate
Family caregiver roles, responsibilities and impacts
Long-term care settings for older adults: home, assisted-living, nursing homes
Person-centered care practices

Readings:

Fingerman, K. L., Huo, M., & Birditt, K. S. (2020). A decade of research on intergenerational ties: Technological, economic, political, and demographic changes. *Journal of Marriage and Family, 82*(1), 383-403.DOI:10.1111/jomf.12604

Koren, M. J. (2010). Person-centered care for nursing home residents: The culture-change movement. *Health Affairs, 29(20)* 312-317. https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2009.0966

Class Activities: Person-centered care preferences exercise

Week 10 Technology and Aging

Content: Assistive Devices to support aging in place
Ethical issues in using technology to support older adults
Public policy considerations in using technology to support aging in place

Readings:

Czaja S. J. (2019). The healthcare challenge for an aging population: The role of technology. *Innovation in Aging, 3(Suppl 1*), S32. https://doi.org/10.1093/geroni/igz038.124

Wang, J. (2018). Mobile and connected health technologies for older adults aging in place. *Journal of Gerontological Nursing, 44*(6), 3-5. https://doi.org/10.3928/00989134-20180509-01

Class Activities: Video: Technology for Aging in Place: **https://youtu.be/hXCLQKvHLY4**

Assignments Due: Quiz #2

Week 11 Work and Retirement in Later Life

Content: Adapting Work Settings to Aging
Retirement
Income support in retirement

Readings: Sasser & Moody (2018). Chapter 5: The political economy of aging

Class Activities: Student Paper Presentations

Assignments Due: Assistive Technology Short Paper and Presentation

Week 12 Ageism

Content: Definitions of ageism
Impacts of negative stereotypes, prejudice, and discrimination toward older adults
Internalized ageism and older adults
Ageism in the health professions
Interventions to address ageism

Readings: Sasser & Moody (2018). Chapter 5: The political economy of aging

Burnes, D., Sheppard, C., Henderson Jr, C. R., Wassel, M., Cope, R., Barber, C., & Pillemer, K. (2019). Interventions to reduce ageism against older adults: A systematic review and meta-analysis. *American Journal of Public Health*, 109(8), e1-e9.

Class Activities: Implicit Bias test for Ageism **https://implicit.harvard.edu/implicit/selectatest.html**

Week 13 Ethical Issues in Gerontology

Content: Ethical issues in delivering health care to older adults
Ethics in end-of-life care

Readings:

Wayne, K. (2019). How can ethics support innovative health care for an aging population? *Ethics & Behavior*, 29(3), 227-253. https://doi.org/10.1080/10508422.2018.1526087

Izquierdo, M., Rodriguez-Mañas, L., Casas-Herrero, A., Martinez-Velilla, N., Cadore, E. L., & Sinclair, A. J. (2016). Is it ethical not to prescribe physical activity for the elderly frail?. *Journal of the American Medical Directors Association*, *17*(9), 779-781. https://doi.org/10.1016/j.jamda.2016.06.015

Class Activities: Lecture and Discussion

Week 14 Gerontology and Public Policy

Content: Contemporary policy issues
Future choices

Readings:

Morrow-Howell, N., Galucia, N., & Swinford, E. (2020). Recovering from the COVID-19 pandemic: A focus on older adults. *Journal of Aging & Social Policy*, 1-9. https://doi.org/10.1080/08959420.2020.1759758

Scan Foundation. (2020). Building a master plan for aging: Key elements from states planning for an aging population. https://www.thescanfoundation.org/publications/building-a-master-plan-for-aging-key-elements-from-states-planning-for-an-aging-population/

Class Activities: Lecture and Discussion

Week 15 Course Review and Wrap Up

Class Activities: Final Exam Review

Assignments Due: Final Paper: Evidence-based Review

Week 16

Final Exam

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Clark, P. G. (2020). Potentials and pitfalls of networking in interdisciplinary education: Taking on the challenges in gerontology and geriatrics. *Gerontology & Geriatrics Education, 41*(3) 264-272. https://doi.org/10.1080/02701960.2020.1725750

Clarke, P., & Latham, K. (2014). Life course health and socioeconomic profiles of Americans aging with disability. *Disability and Health Journal*, *7*(1), S15-S23. doi: 10.1016/j.dhjo.2013.08.008

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Furstenberg, F. F., Hartnett, C. S., Kohli, M., & Zissimopoulos, J. M. (2015). The future of intergenerational relations in aging societies. *Daedalus*, *144*(2), 31-40. https://doi.org/10.1162/DAED_a_00328

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Hummer, R. A., & Hayward, M. D. (2015). Hispanic older adult health & longevity in the United States: Current patterns & concerns for the future. *Daedalus*, *144*(2), 20-30. https://doi.org/10.1162/DAED_a_00327

Jeppsson Grassman, E., Holme, L., Taghizadeh Larsson, A., & Whitaker, A. (2012). A long life with a particular signature: life course and aging for people with disabilities. *Journal of Gerontological Social Work*, *55*(2), 95-111. https://doi.org/10.1080/01634372.2011.633975

Kane R.L., & Ouslander J.G., & Resnick B, & Malone M.L.(Eds.), (2017). *Essentials of Clinical Geriatrics*, 8e. McGraw-Hill. https://accessmedicine.mhmedical.com/content.aspx?bookid=2300&sectionid=178118577

Garcia, M.A., Homan, P.A., García, C., Brown, T.A., The color of COVID-19: Structural racism and the disproportionate impact of the pandemic on older Black and Latinx adults, *The Journals of Gerontology: Series B,* , gbaa114, https://doi.org/10.1093/geronb/gbaa114

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Mitzner, T. L., Sanford, J. A., & Rogers, W. A. (2018). Closing the capacity-ability gap: Using technology to support aging with disability. *Innovation in Aging*, *2*(1), igy008, https://doi.org/10.1093/geroni/igy008

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Nigg, C. R., & Durand, Z. (2016). The theoretical basis for engagement in physical activity among older adults. *Annual Review of Gerontology & Geriatrics*, *36*(1), 251-271. http://dx.doi.org/10.1891/0198-8794.36.251

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Rosenberg, E., & Letrero, I. L. (2006). Using age, cohort, and period to study elderly volunteerism. *Educational Gerontology*, *32*(5), 313-334. DOI: 10.1080/03601270600564088

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Wischenka, D. M., Marquez, C., & Felsted, K. F. (2016). Benefits of physical activity on cognitive functioning in older adults. *Annual Review of Gerontology & Geriatrics*, *36*(1), 103-122. http://dx.doi.org/10.1891/0198-8794.36.103

Standards for Professional Behavior

Policy: The School of Social Work students will adhere to professional standards in the face-to-face, virtual and field environments. Professional behavior is defined by the following guidelines:

Field Education:

1. Relating well to clients and establishing sensitive and professional relationships with clients.
2. Exhibiting grooming, dress and hygiene standards commensurate with responsibilities.
3. Being punctual and dependable.
4. Demonstrating maturity and a positive attitude.
5. Interacting effectively and consistently with faculty, staff and clients.
6. Responding to feedback and constructive criticism with appropriate modification of behavior.
7. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients (public and private) and including social media platforms.
8. Consistently taking responsibility for own learning and showing motivation for self-learning.
9. Consistently demonstrating flexibility and initiative.
10. Consistently presenting a professional demeanor and attitude for field education, classroom education and events.
11. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

Classroom and On-line Education:

1. Attendance at regularly scheduled instruction.
2. Participating actively, respectfully and consistently in classroom discussions and assignments.
3. Clear, concise writing with appropriate AOA documentation, correct grammar, spelling and utilization of accurate social work concepts and terminology.
4. Responding to feedback and constructive criticism with appropriate modification of behavior.
5. Demonstrating maturity and a positive attitude.
6. Consistently demonstrating flexibility and initiative.
7. Consistently taking responsibility for own learning and showing motivation for self-learning.
8. Interacting effectively and consistently with faculty, staff and clients.
9. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients both public and private and including social media platforms.
10. Being punctual and dependable.
11. Consistently presenting a professional demeanor and attitude for field, class and events.
12. Exhibiting grooming, dress and hygiene standards commensurate with responsibilities.
13. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

COVID-19 Policies

The following is directly from the UCF website regarding COVID-19
As we return to campus, UCF continues to prioritize our community's health and well-being — following guidance from state and public health officials. Right now, it is more important than ever that we take care of ourselves and one another. And as fall semester approaches, our plans remain flexible and we must practice patience and care for each other.
We understand the past several months have been challenging and that things may look different than we are used to, but as Knights, we will get through this together.
https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf

Potential COVID-19 Exposure
Because risk of exposure exists in any public place where people are present and the pandemic is a reality across our broader community, we can expect that UCF will not be immune from continued impact.
If you or someone you know tests positive for COVID-19, here are the steps you should take:

- Stay home and do not come to campus.
- Self-isolate and avoid contact with other people and social gatherings.
- Let your supervisor know that you're ill and not able to return to work (for UCF employees)
- Follow the instructions of your healthcare provider to determine if testing or treatment is needed.
- Call the Call the UCF COVID Line at 407-823-2509 if you test positive.

For updates check https://www.ucf.edu/coronavirus/

CHPS Policy (per Dr. Barry Hoffman Ruddy, Associate Dean of Clinical Affairs)
The procedure on reporting students who notify instructors that they have tested positive for COVID-19 reflects the new UCF COVID phone line, where members of the UCF community can receive guidance about testing or report their positive test. It also includes new guidance from the CDC to isolate when sick and quarantine if you may be sick.

The document is also linked below for your reference:
Updated CHPS Procedure on Reporting Students Positive for COVID-19

Procedure for Reporting Students Who Test Positive for COVID-19:
The College of Health Professions and Sciences has implemented the procedures outlined below to address what to do if a student reports testing positive for COVID-19. This procedure is based on guidance from the CDC, please continue to check cdc.gov for updates. Students are expected to adhere to these procedures.
This will be updated as new information becomes available.
Procedure:
1. Students must notify their program director/unit designee if they test positive for COVID-19.
2. The unit designee should call the **UCF COVID line at 407-823-2509** to let them know of the positive test result. You will be asked to identify the student so Student Health Services can report the case to the Orange County Health Department (OCHD) and begin contact tracing.

3. All positive cases are referred to OCHD for contact tracing. If instructed to do so by Student Health Services, the Program Director/Unit Designee will notify Orange County Health Department of the positive test result report (OCHD, 407-723-5004). a. Student Health Services nurse manager, Jackie Hop (407-823-2509) helps with contact tracing that has direct UCF impact (e.g. housing or support services), but the OCHD is primarily responsible for formal contact tracing.
4. Students who test positive should inform those with whom they have been in close contact. Those who test positive should isolate. Those who were in close contact with someone known to have COVID-19 should quarantine.
5. If a student notifies you that they have been exposed to an individual with COVID-19, he or she should be directed to call the UCF COVID line (407-823-2509). Student Health Services will evaluate students via a telehealth visit and refer for testing (mostly Aventus Biolabs in garage A) if indicated.

** Students who fail to comply with notification and / or contact of UCF Student Health Services may be deemed a professional standards violation and disciplined by CHPS academic unit for failure to comply with expectations to abide by guidelines to safeguard the public.*

College of Health Professions and Sciences - Grad Course Continuation - SOW 6635 Social Work Practice in Schools

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

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

Prefix:* SOW

Code:* 6635

Name:* Social Work Practice in Schools

Full Title:* SOW 6635 Social Work Practice in Schools

Course Description:* Enhance clinical knowledge and skills that are essential to effective school based practice with students, teachers, families, schools and communities.

Prerequisite(s): Admission to MSW program or Social Work Graduate Certificate or C.I.

Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Justification for Course Continuation

What is the rationale for continuing this course?*	This course may be used as a certificate or concentration course in the future.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

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

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

Attached* ☑ I have attached an updated course syllabus.

University of Central Florida
School of Social Work

SOW 6635-OW61 - Social Work in Schools
3 credit hours

Instructor: Iradly Roche, MSW
Office: HS, 208
Office Phone: 407-823-1068
E-mail: iradly.roche@ucf.edu
Office Hours: TBD

Term:
Class Day:
Class Hours:
Location:

COURSE DESCRIPTION:

The purpose of this course is to enhance clinical knowledge and interdisciplinary skills that are essential to effective school-based practice with students, families, and the community.

This course uses an ecological perspective for the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public, charter and nontraditional schools; school social work practice models; and the professional code of ethics.

COURSE LEARNING OBJECTIVES:

By the end of the course students should be able to demonstrate the following knowledge and skills:

1. Analyze and assess the school as part of an ecosystem with the student, family, and community.
2. Demonstrate assessment competence with diverse populations within the school system by completing class projects to evaluate this process.
3. Deconstruct the ecology of the school organization, identifying legal, educational, and policy issues that impact this system.
4. Integrate the effects of legal, educational, and social policy issues with school-based intervention planning.
5. Articulate the school social worker's roles and position within the ecology of the school.
6. Integrate the factors of developmental level, socioeconomic status, culture, race and ethnicity, disability, gender, religious, and sexual orientation in psychosocial assessment and treatment planning for students.
7. Critically apply practice theories, particularly cognitive behavioral theory and solution-focused theory, in assessment and intervention in school settings.
8. Compare and contrast evidence-based social work programs and interventions commonly utilized in school mental health and how these are effective with particular student groups.
9. Critically analyze the process of social work consultation with teachers and other school staff who impact the social and psychological well-being of children and adolescents.
10. Analyze local, state, and federal laws which govern the delivery of mental health and social work services to children and adolescents with special needs.

REQUIRED TEXT:

Massat, C.R., Kelly, M.S., & Constable, R. (2016). *School of Social Work: Practice, Policy and Research* (8th ed.). Oxford University Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. https://doi.org/10.1037/0000165-000

Supplemental Readings:

Barry, L.M., & Mendoza, A. (2006). *The best Teachers' test preparation for Florida Teacher Certification Examination (FTCE) General Knowledge.* Research & Education Assoc.

Pamela Orpinas, Arthur M. Horne & Deborah Staniszewski (2003) School bullying: Changing the problem by changing the school. *School Psychology Review*, *32*:3, 431-444, DOI: 10.1080/02796015.2003.12086210

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

ONLINE RESOURCES
Assignment guidelines and other course handouts are available through www.webct.ucf.edu or MyUCF, **Online Course Tools** through **Canvas** which is a secure website. PowerPoints and other materials will be available via the online course section. Quizzes may be online or in-class and assignments will be turned in to the instructor in class. Please also note that all email should be sent through the web course section.

LIBRARY RESOURCES
Your best library resource is your Social Work Librarian, Shane Roopnarine, PhD (shane.roopnarine@ucf.edu. He can meet with you individually to discuss your research needs, or answer questions via phone and email.

For links to our materials, research guides, study rooms, and more visit the Services for Undergrads (http://library.ucf.edu/services/services-for-undergrads/) or Services for Grad Students (http://library.ucf.edu/services/services-for-grad-students/) pages.
For general help, Ask Us (http://library.ucf.edu/ask).

Students will be expected to utilize UCF library resources to search library databases for required readings. The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction Sessions - https://library.ucf.edu/videos/
2. Streaming Videos - https://guides.ucf.edu/socialwork/video
3. Research Guides - https://guides.ucf.edu/socialworkresearch
4. Ask a Librarian Service - https://guides.ucf.edu/socialwork/help

Evaluation of Learning and Grading: Assignments should be described and explained here; feel free to use the table below, or not.

Assignments	Points	Week Due
Reflection Paper	15	Week 3
Discussion Post (Article Review) Discussion Post (School Board Policy Related)	10 10	Week 5 Week 9
Social History Assessment	25	Week 7
Intervention Paper	25	Week 11
Final Narrated Presentation	15	Week 14-16

A **final course grade** will be based upon the total number of points accumulated by a student on the above evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	C	74-76	2.00
A –	90-94	3.75	C –	70-73	1.75
B +	87-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B –	80-83	2.75	D –	60-63	0.75
C +	77-79	2.25	F	59 points and below	0.00

POLICIES

In addition to the information below, the student should become familiar with the School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students https://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf . All policies included in these handbooks apply to this class.

Due to COVID-19, we are aware of certain circumstances students may encounter during this time. Please reach out to your instructor if you are experiencing any difficulties and need assistance.

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Zoom Instruction

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.
Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at https://cdl.ucf.edu/support/webcourses/zoom/ **.** You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support **at** https://cdl.ucf.edu/support/webcourses/ if you have any technical issues accessing Zoom.

Cell phones, Laptops, and recorders

- Students are asked to **turn off** cell phones during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or counseling/support seeking.

Professional Behavior

Professionalism is a practice behavior that students are expected to demonstrate throughout this course and in the MSW Program. Being respectful is important. Students may not agree with what everyone states, however you are expected to listen and be respectful. Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via web course tools, interactions with classmates or the instructor; and/or biased or prejudiced language towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will request a meeting with the students involved. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program director and the Office of Student Conduct. (see Professional Standards attached to syllabus)

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX (Title Nine) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu

- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office - http://www.ombuds.ucf.edu

Academic Integrity/Plagiarism

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise, unless specifically authorized by the instructor of record, is unacceptable. The unauthorized possession of examination or course-related material also constitutes cheating. There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites 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 may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties. If a student has knowledge that this type of material is on such website, they must notify the instructor.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Paraphrasing is a skill that requires reading information and, using your own thoughts to summarize the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (" ") or placed in a block format within the text (per APA style). Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience, and most writing assignments for this course will include a limit to the number of direct quotes you can use.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity https://honor.sdes.ucf.edu/integrity/

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices"
http://wpacouncil.org/aws/CWPA/pt/sd/news_article/272555/_PARENT/layout_details/false

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.

Any acts of plagiarism, *including not acknowledging sources of information appropriately, cutting & pasting, not citing someone else's work correctly, citing an entire page and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students who observe others violate this policy are expected to report this to the instructor. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com
The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit http://www.turnitin.com.

Attendance and Participation
Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Please come prepared for class so that you can participate in class discussions and exercises. Students must be present for exams and quizzes depending on modality. Make-up exams/quizzes will be given **ONLY** in extreme circumstances and the student must have documentation of the extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident). The student must notify the instructor for approval as soon as possible and present documentation. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. **Students who miss three (3) classes regardless of the reason will have their final grade lowered by a partial letter grade** (A- to B+; B to B-, etc.)**.**

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Academic Engagement
All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, a discussion post/assignment is included and/or attendance will be taken during each class (depending if this is an "M", face-to-face, or online class). **Failure to complete the discussion posting or sign in to show you have engaged in this course may result in a delay in the disbursement of your financial aid.**

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: https://policies.ucf.edu/documents/4-401.pdf

Written Assignments
Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and adhere to accepted APA standards of writing. Correct use of ***grammar, punctuation, and spelling will be considered when assignments are graded.*** All written assignments must be typed in a 12 point, Times New Roman font style, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. When required, references should be included in the APA format.

Assignments emphasize the skills needed in social work practice. Assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style
2. Adequate number of references cited (if applicable)
3. Organization and clarity of ideas presented
4. Ability to integrate theory and practice appropriately
5. Ability to use analytical skills throughout the assignment
6. Creative ways of responding to the instructions beyond the requirements

Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in Trevor Colburn Hall, room 109. UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

Late Assignments
All assignments must be submitted at the beginning of the class or online through webcourses by the due date and time. No assignments will be accepted by email unless the instructor has given explicit prior approval. **Late assignments will receive grade deductions (up to the discretion of each instructor) for each day that they are late regardless of the reason unless the student gained prior approval from the instructor.** No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades
Incomplete grades are only granted by the instructor, when the student who has completed most of the course work, attended class regularly and submitted all prior assignments is faced with an exceptional circumstance that prevents the student from taking an exam, a quiz, or submitting the remaining assignments. In those exceptional circumstances (death in the family, student in a car accident, student hospitalization, etc.), the student or a member of the student's family should contact the instructor. Once able, the student will provide the necessary documentation per School and University policies and make arrangements with the instructor for the work to be completed to qualify for an incomplete grade. All work must be completed by the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:
https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Deployed Active Duty Military Students
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.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

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

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

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student

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

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<You CAN Survive an Active Shooter (Links to an external site.)Links to an external site.

THE UCF CREED

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

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

COURSE OUTLINE AND SCHEDULE

Section I: History and General Perspective in School Social Work

Week 1—Asynchronous meeting

Objectives:

- Expectations to course assignments
- School social work history
- Role of school social worker
- Understanding the characteristic focus of school social workers in public schools

Readings:

- Chapter 1: The Role of the School Social Worker
- Chapter 2: The Characteristic Focus of the School Social Worker in Public Schools
- Chapter 3: “Moving Through a Land of Wonders Wild and New”: Grounding School Social Work Practice in an Organizational, Eco-systemic Understanding of the School

Class Activities: Ice Breaker

Week 2

Objectives:

- Understand the world of social workers in the school systems
- Importance of supervision
- School social work and Evidence Intervention Practice (EIP)

Readings:

- Chapter 4: Evidence-Informed Practice in the Real World of School of Social Work
- Chapter 5: School Social Work Supervision

Week 3

Objectives:

- Ethical considerations in schools
- Understanding confidentiality within the school system

Readings:

- Chapter 6: The Process of Ethical Decision Making in School of Social Work
- Chapter 7: Ethical and Legal Complexities of Confidentiality for School Social Workers

Assignments Due: Reflection Paper

Section II: Policy Context for Practice

Week 4

Objectives:

- Understand the common core standards on school social work policy-practice
- Assess for bullying and or sexual harassment
- Recognize laws and policies related to disabled children

Readings:

- Chapter 9: Educational Mandates for Children with Disabilities: School Policies, Case Law, and the School Social Worker
- Chapter 10: The School Social Work Contribution to Meeting National Standards for Social Emotional Learning
- Chapter 13: Bullying and Sexual Harassment in Schools

Week 5

Objectives:

- Working with vulnerable population
- History of Education (African American Students)
- Laws affecting vulnerable populations
- Culture competent in schools
- Vulnerable population is the school system

Readings:

- Chapter 11: A History of the Education of African American Children
- Chapter 12: Policy and Law Affecting School Social Work with Vulnerable Populations
- Chapter 20: Tackling Oppression in Schools: Skills for School Social Workers
- Article Review: “School Bullying: Changing the Problem by Changing the School”

Assignments Due: Discussion Post #1

Section III: Understanding School Settings and Culture

Week 6—Asynchronous meeting
Objectives:

- Assessing conflict and decision-making
- Analyze case study
- Apply data driven interventions
- Understand roles of a change agent in the school system

Readings:

- Chapter 14: School Social Workers and the Preferred Process: Problem-Solving Teams and Data-Driven Decision Making
- Chapter 18: Practitioner Research in the Schools: Becoming a Change Agent
- "The Practice of School Social Work: The Case of Alan" (Appendix A)

Class Activities: Role-play

Week 7
Objectives:

- Understand the special education process for services
- Assess child's daily living skills
- Conduct a school needs assessment

Readings:

- Chapter 15: School Social Workers and the Special Education Process: From Assessment to Individual Education Programs to School Social Work Services
- Chapter 16: The Screening and Assessment of Adaptive Behavior
- Chapter 17: Needs Assessment: A Tool of Policy in School of Social Work

Assignments Due: Social History Assessment

Section IV: Policy Practice

Week 8
Objective:

- Describe school policies
- Explain the functions of school organizations
- Analyze the effects of policy on school education
- Assess how policy affects social work practice

Readings:

- Chapter 19: Policy Practice for School Social Workers
- Chapter 22: Policy Development and the School Social Worker

Week 9
Objective:

- Identify school goals, mission, and values within the community

- Learn methods to build positive school community
- Develop critical thinking in school social work

Readings:
- Chapter 23: Making School Social Work Visible, Viable and Valued

Assignments Due: Discussion Post #2

Section V: Tier 1 Interventions

Week 10—Asynchronous Meeting
Objective:
- Review benefits of school safety plans, community partners and school response to safety development
- Discuss suicide prevention
- Apply assessment techniques
- Analyze collected data
- Implement universal interventions

Readings:
- Chapter 24: Developing Safe, Responsive, and Respectful School Communities: Evidence-Informed Tier 1 Interventions
- Chapter 25: Evidence-Informed Suicide Prevention in Schools

Class Activities: Guest Speaker. Class discussion. Role play.

Section VI: Tier 2 Interventions in Schools: Working with At-Risk Students

Week 11
Objective:
- Learn characteristics and behaviors of at-risk youth
- Implement individualized interventions
- Develop classroom and small group strategies
- Describe planning of group process

Readings:
- Chapter 26: Evidence-Informed Tier 2 Behavioral Interventions for At-Risk Students
- Chapter 27: Teaching Social Skills in School Settings
- Chapter 28: Working with Groups in Schools: Planning for and Working with Group Process

Assignments Due: Intervention Paper

Section VII: Tier 3 Interventions in Schools

Week 12
Objectives:
- Integrate family system interventions

- Explain assessment of social emotional learning
- Understand the social skills for children with special needs
- Identify intensive interventions for at-risk students

Readings:
- Chapter 30: School Social Work Practice with Families of At-Risk Students
- Chapter 31: Promoting Social-Emotional Learning for Children with Special Needs

Week 13
Objective:
- Research evidence informed interventions
- Apply techniques used for at-risk students with mental health
- Analyze trauma-informed care for traumatic events
    - Pandemics
    - School shootings
    - Social injustices
    - Natural disasters

Readings:
- Chapter 32: Evidence-Informed Mental Health Practice in Schools
- Chapter 33: School Based Trauma-Informed Care for Traumatic Events: Clinical and Organizational Practice

Week 14
Objective:
- Demonstrate the ability to communicate complex information
- Engage audience with real world skills
- Describe your research and implement theory learned
- Provide feedback for peer review

Class Activities: Presentations

Assignments Due: Final Narrated Presentations

Week 15
Objective:
- Demonstrate the ability to communicate complex information
- Engage audience with real world skills
- Describe your research and implement theory learned
- Provide feedback for peer review

Class Activities: Presentations

Assignments Due: Final Narrated Presentations

Week 16
Objective:

- Demonstrate the ability to communicate complex information
- Engage audience with real world skills
- Describe your research and implement theory learned
- Provide feedback for peer review

Class Activities: Presentations

Assignments Due: Final Narrated Presentations

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Standards for Professional Behavior

Policy: The School of Social Work students will adhere to professional standards in the face-to-face, virtual and field environments. Professional behavior is defined by the following guidelines:

Field Education:

1. Relating well to clients and establishing sensitive and professional relationships with clients.
2. Exhibiting grooming, dress and hygiene standards commensurate with responsibilities.
3. Being punctual and dependable.
4. Demonstrating maturity and a positive attitude.
5. Interacting effectively and consistently with faculty, staff and clients.
6. Responding to feedback and constructive criticism with appropriate modification of behavior.
7. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients (public and private) and including social media platforms.
8. Consistently taking responsibility for own learning and showing motivation for self-learning.
9. Consistently demonstrating flexibility and initiative.
10. Consistently presenting a professional demeanor and attitude for field education, classroom education and events.
11. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

Classroom and On-line Education:

1. Attendance at regularly scheduled instruction.
2. Participating actively, respectfully and consistently in classroom discussions and assignments.
3. Clear, concise writing with appropriate AOA documentation, correct grammar, spelling and utilization of accurate social work concepts and terminology.
4. Responding to feedback and constructive criticism with appropriate modification of behavior.
5. Demonstrating maturity and a positive attitude.
6. Consistently demonstrating flexibility and initiative.
7. Consistently taking responsibility for own learning and showing motivation for self-learning.
8. Interacting effectively and consistently with faculty, staff and clients.
9. Demonstrating honesty, courtesy and integrity in all aspects of interaction with faculty, staff and clients both public and private and including social media platforms.
10. Being punctual and dependable.
11. Consistently presenting a professional demeanor and attitude for field, class and events.
12. Exhibiting grooming, dress and hygiene standards commensurate with responsibilities.
13. Demonstrating knowledge of the NASW Code of Ethics and HIPPA policies.

COVID-19 Policies

The following is directly from the UCF website regarding COVID-19
As we return to campus, UCF continues to prioritize our community's health and well-being — following guidance from state and public health officials. Right now, it is more important than ever that we take care of ourselves and one another. And as fall semester approaches, our plans remain flexible and we must practice patience and care for each other.
We understand the past several months have been challenging and that things may look different than we are used to, but as Knights, we will get through this together.
https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf

Potential COVID-19 Exposure
Because risk of exposure exists in any public place where people are present and the pandemic is a reality across our broader community, we can expect that UCF will not be immune from continued impact.
If you or someone you know tests positive for COVID-19, here are the steps you should take:

- Stay home and do not come to campus.
- Self-isolate and avoid contact with other people and social gatherings.
- Let your supervisor know that you're ill and not able to return to work (for UCF employees)
- Follow the instructions of your healthcare provider to determine if testing or treatment is needed.
- Call the Call the UCF COVID Line at 407-823-2509 if you test positive.

For updates check https://www.ucf.edu/coronavirus/

CHPS Policy (per Dr. Barry Hoffman Ruddy, Associate Dean of Clinical Affairs)
The procedure on reporting students who notify instructors that they have tested positive for COVID-19 reflects the new UCF COVID phone line, where members of the UCF community can receive guidance about testing or report their positive test. It also includes new guidance from the CDC to isolate when sick and quarantine if you may be sick.

The document is also linked below for your reference:
Updated CHPS Procedure on Reporting Students Positive for COVID-19

Procedure for Reporting Students Who Test Positive for COVID-19:
The College of Health Professions and Sciences has implemented the procedures outlined below to address what to do if a student reports testing positive for COVID-19. This procedure is based on guidance from the CDC, please continue to check cdc.gov for updates. Students are expected to adhere to these procedures.
This will be updated as new information becomes available.
Procedure:
1. Students must notify their program director/unit designee if they test positive for COVID-19.
2. The unit designee should call the **UCF COVID line at 407-823-2509** to let them know of the positive test result. You will be asked to identify the student so Student Health Services can report the case to the Orange County Health Department (OCHD) and begin contact tracing.

3. All positive cases are referred to OCHD for contact tracing. If instructed to do so by Student Health Services, the Program Director/Unit Designee will notify Orange County Health Department of the positive test result report (OCHD, 407-723-5004). a. Student Health Services nurse manager, Jackie Hop (407-823-2509) helps with contact tracing that has direct UCF impact (e.g. housing or support services), but the OCHD is primarily responsible for formal contact tracing.
4. Students who test positive should inform those with whom they have been in close contact. Those who test positive should isolate. Those who were in close contact with someone known to have COVID-19 should quarantine.
5. If a student notifies you that they have been exposed to an individual with COVID-19, he or she should be directed to call the UCF COVID line (407-823-2509). Student Health Services will evaluate students via a telehealth visit and refer for testing (mostly Aventus Biolabs in garage A) if indicated.

** Students who fail to comply with notification and / or contact of UCF Student Health Services may be deemed a professional standards violation and disciplined by CHPS academic unit for failure to comply with expectations to abide by guidelines to safeguard the public.*

College of Health Professions and Sciences - Grad Course Revision - HSC 6570 Clinical Nutrition

2021-2022 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:*

Activity Log

Ranetta Guinn

+ Grad Course Revision

Grad Course Revision

College:*

College of Health Professions and Sciences

Unit / Department / College:*

Activity Log

Ranetta Guinn

+ Department of Health Sciences

− ~~Department of Health Sciences~~

Department of Health Sciences

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:* HSC

Activity Log
Ranetta Guinn
+ HSC

Code:* 6570

Course Title:* Clinical Nutrition

30 Character Abbreviation:* Clinical Nutrition

Full Title:* HSC 6570 Clinical Nutrition

Course Instructor (Must be Approved Graduate Faculty/Scholars): Gail Kauwell

Department Chair Phone Number:* Gail Kauwell

Dept Chair Email:* gail. kauwell@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 role~~ Advanced study of the biochemical, physiological and anatomical changes associated with diseases/conditions/surgeries that require nutrition ~~in promoting health and wellness: principles and best practices of~~ support/medical nutrition therapy ~~in management of chronic diseases of public health concern~~.

Prerequisite(s): Admission to Health Sciences ~~M. S. Clinical and Lifestyle Sciences track~~ MS or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?*

Activity Log
Ranetta Guinn
+ No

○ Yes ◉ No

Grading Scheme:

Activity Log
Ranetta Guinn
+ ABCDF

ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~**3**~~ **9**

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

Repeat for credit?

Activity Log

Ranetta Guinn

\+ **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: *

Activity Log

Ranetta Guinn

\+ **No**

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Gail Kauwell

\+ **Even Fall**

− ~~**Occasional**~~

Ranetta Guinn

\+ **Occasional**

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Gail Kauwell

\+ **Required Course**

◉ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	~~It~~ This course appeared on the fall 2020 “Courses Not Offered in 5 Years” list and has not been ~~over four~~ updated ~~in several years since this course was last reviewed~~ since it was created. For this reason, ~~a careful~~ we used the course continuation requirement as an opportunity to review and ~~thorough review was needed~~ update the content to ensure a ~~quality~~ contemporary, graduate level course that would be on par with the content and caliber of graduate level clinical nutrition courses taught by other major universities. The previous course description was essentially the same as the ~~current~~ undergraduate level course taught in our department, and the course objectives targeted lower levels of Bloom’s Taxonomy. The revisions rectify this situation. The revised syllabus also includes a newer edition of a reputable textbook and peer-reviewed journal articles to engage students in using peer-reviewed research to formulate evidence-based recommendations. The topics include multiple chronic diseases requiring clinical nutrition support. Topics dealing with normal nutrition were excluded as they are ~~more appropriately~~ mor e appropriately covered in ~~an advanced human other exsiting~~ an advanced human nutrition or nutrition ~~or nutrition through the life cycle course courses~~ through the life cycle course. Exclusion of these ~~norm al~~ normal nutrition topics also ~~allowed for~~ provided the opportunity to include more clinically related ~~topics t opics to be covered~~ topics in the course.
What grad programs/tracks require or recommend this course for graduation?	Future MS in Health Science
If not a major requirement, what will be the source of students?	Kinesiology MS and graduate programs with students with sufficient background in basic nutrition, biochemistry and physiology.
What is the estimated annual enrollment?	15-20

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

Detail Discussion	~~There are~~ Existing course ~~no~~ 5 year course continuation. No duplications~~. Other nutition courses are offered in CHPS, but do not conclict conflict~~ or conflicts with ~~the clinical nutirition focus content of this class.~~ other departments or colleges

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Ranetta Guinn

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Ranetta Guinn

I have attached a course syllabus and rationale.

I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Activity Log

Ranetta Guinn

Course OID

Course Type

Activity Log

Ranetta Guinn

Health Sciences

Health Sciences

Status

Activity Log

Ranetta Guinn

Active-Visible

Active-Visible Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group College of Health Professions and Sciences

Career

Print in Catalog

Effective Date

HSC 6570 – Clinical Nutrition
Section: XXXX
Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida

INSTRUCTOR CONTACT INFORMATION

Instructor: Gail P. A. Kauwell, PhD, RDN, LDN, FAND
Office Location: HS II, Room 210 C
Phone: 407-823-0782
Email: Gail.Kauwell@ucf.edu
Office Hours: By appointment

COURSE INFORMATION

Credit Hours: 3 credit hours
Course Modality: P
Location: TBD
Course Prerequisites: Open to matriculated students in the Health Sciences MS degree program or other graduate students with sufficient background in basic nutrition, biochemistry, and physiology.

University Course Catalog Description: Advanced study of the biochemical, physiological, and anatomical changes associated with diseases/conditions/surgeries that require nutrition support/medical nutrition therapy.

Course Description: This course provides students with the opportunity to use critical thinking skills and to integrate the theories and principles of medical nutrition therapy. Case studies will be used to help students integrate and apply their knowledge of nutrition, dietetics, metabolism, anatomy, physiology, pathophysiology, and pharmacology with the ultimate goal of producing students who can effectively plan and manage the nutritional care of a variety of patients using a critical thinking approach to evidence-based medical/nutrition therapy.

Course Objectives

1. Differentiate among the diseases/conditions covered in this course based on risk factors, etiology, symptoms, clinical findings, and pathophysiology.

2. Interpret the results of diagnostic tests/procedures relevant to the assessment of nutritional status.

3. Evaluate the impact of selected food/nutrient-drug interactions on nutritional status/drug efficacy and recommend appropriate intervention strategies.

4. Relate the theoretical bases for nutrition/medical intervention strategies with the anatomical, physiological, and/or biochemical changes that occur in diseases/conditions covered in this course.

5. Determine nutrient needs, formulate appropriate nutrition interventions, and outline monitoring plans for patients with acute and chronic illnesses.

6. Conduct an evidence analysis of a pertinent clinical nutrition question.

7. Critically review and interpret literature on clinical nutrition research and practice topics.

Required Course Materials

- Selected peer-reviewed journal articles available online
- Nutrition Therapy and Pathophysiology (4th ed) by Nelms, Roth, Sucher, Cengage Learning. 2020.

Recommended Course Materials

- Students are encouraged to use reference texts that they may have on hand from prerequisite courses in physiology, pathophysiology, pharmacology, and nutrition.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) that will be used as a medium for accessing resources, course assignments, and other activities.

Class Attendance, Expectations, and Demeanor: Students are expected to attend all class sessions, arrive on time, be "present" for the entire class, contribute to class discussions, and complete all assignments and assessments by the specified due date. An excused absence is at the discretion of the instructor of the instructor. An excused absence is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. Proof of illness is required (e.g. note from physician or clinic; vague notes such as "was seen" are not acceptable), death (e.g. obituary), accident (e.g. police report), etc. Please notify the instructor about your situation as soon as possible, leaving a message if necessary (by text message, email or voice mail). Students are expected to show courtesy to their classmates, instructors, and guest speakers by silencing cell phones before the class period begins and refraining from engaging in personal conversations during class.

Missed Assignments/Make-ups/Extra Credit

Late assignments are not accepted except in extreme extenuating circumstances. No make-up tests or quizzes will be given without prior notification and approval of the instructor. The instructor will make the final decision as to whether a make-up is justified. Documentation of extenuating circumstances must be provided.

Evaluation

All assignments and assessments are due on by the date and time listed in Webcourses except as noted above in the case of extreme extenuating circumstances.

Assessments	Points
Quizzes (8 @25 pts each)	200
Evidence Analysis Project	125
Assignments	125
Exam	150
Total	**600**

Weight of Assessments

Assessment Type	% of Final of Grade
Quizzes and Exams	58%
Evidence Analysis Project	21%
Assignments	21%
Total	**100%**

Grading

Letter Grade	%	Points		Letter Grade	%	Points
A	93-100	558-600		C	73-76	438-461
A-	90-92	540-557		C-	70-72	420-437
B+	87-89	522-539		D+	67-69	402-419
B	83-86	498-521		D	63-66	378-401
B-	80-82	480-497		D-	60-62	360-377
C+	77-79	462-479		F	<60	<360

Course Schedule

Date	Topics
Week 1	Course Introduction and Overview Evidence-based Nutrition Practice
Week 2	Nutrition Assessment
Week 3	Nutrition and Gastrointestinal Diseases and Surgeries
Week 4	Nutrition and Gastrointestinal Diseases and Surgeries
Week 5	Enteral and Parenteral Nutrition
Week 6	Enteral and Parenteral Nutrition
Week 7	Critical Care Nutrition
Week 8	Nutrition and Liver Disease
Week 9	Nutrition and Diseases of the Gallbladder and Pancreas
Week 10	Nutrition and Diabetes Mellitus
Week 11	Nutrition and Diabetes Mellitus
Week 12	Nutrition and Cardiovascular Disease, Heart Failure, and Hypertension
Week 13	Nutrition and Cardiovascular Disease, Heart Failure, and Hypertension

Week 14	Nutrition and Renal Disease
Week 15	Nutrition and Renal Disease
Final Exam Week	Final Exam

UCF COURSE POLICIES

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Academic Integrity
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- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu

- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

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

Copyright

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

College of Health Professions and Sciences - Grad Course Revision - HSC 6607 Lifestyle Medicine

2021-2022 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:*

Activity Log

Ranetta Guinn

+ Grad Course Revision

Grad Course Revision

College:*

College of Health Professions and Sciences

Unit / Department / College:*

Activity Log

Ranetta Guinn

+ Department of Health Sciences

− ~~Department of Health Sciences~~

Department of Health Sciences

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:*	Activity Log **Ranetta Guinn** **HSC** HSC
Code:*	6607
Course Title:*	Lifestyle Medicine
30 Character Abbreviation:*	**Lifestyle Medicine**
Full Title:*	HSC 6607 Lifestyle Medicine
Course Instructor (Must be Approved Graduate Faculty/Scholars):	**Gail Kauwell**
Department Chair Phone Number:*	**Gail Kauwell**
Dept Chair Email:*	**gail. kauwell@ucf. edu**

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

Course Description:*	~~This class will use scientific evidence to provide studies~~ **Examination and application of evidence-based practices focusing on modifiable behaviors associated** with ~~the most up-to-date information on successful strategies for preventing~~ **prevention** and ~~treating numerous~~ **treatment of common** chronic diseases~~, stress~~ and ~~addiction~~ **conditions**.
Prerequisite(s):	Admission to Health Sciences ~~M. S. Clinical and Lifestyle Sciences track~~ **MS** or C. I.
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	Activity Log **Ranetta Guinn** **No** Yes No

Grading Scheme:

Activity Log

Ranetta Guinn

+ **ABCDF**

ABCDF

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~3~~ 9

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

Repeat for credit?

Activity Log

Ranetta Guinn

+ 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:*

Activity Log

Ranetta Guinn

+ No

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Ranetta Guinn

+ Even Spring

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Ranetta Guinn

+ Required Course

◉ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

~~It~~ This course appeared on the fall 2020 "Courses Not Offered in 5 Years" list and has not been ~~several years~~ updated since ~~this course~~ it was ~~updated~~ created. For this reason, ~~a careful and thorough~~ we used the course continuation requirement as an opportunity to review ~~was needed~~ and update the content to ensure a ~~quality~~ contemporary, ~~graduate level course that would be on par with the content and caliber of a~~ graduate level course. The course description was truncated to align with the short descriptions used in the UCF Graduate Catalog; however, the intent of the course, using scientific evidence to promote lifestyle strategies associated with health promotion and/or treatment of chronic diseases and conditions remains the same. The course content is similar to what was included in the previous syllabus except that the titles used to describe some of the topics focus more on the evidence-based strategies, tools, and techniques used to effect improved health outcomes (i. e., physical activity, sleep health, weight management, stress management, and nutrition). For example, topics such as "nutrition and health promotion" will ~~include~~ i nclude the specific diseases outlined in the previous course syllabus (e. g., cancer, hypertension, and heart disease). The course objectives were revised to state more clearly what the students should be able to do at the end of the course and focus on the higher levels of learning as presented in Bloom's Taxonomy.

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

Future Health Sciences MS

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

Kinesiology MS and other graduate programs with students background in nutrition, biochemistry or physiology.

What is the estimated annual enrollment?

15-20

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

Detail Discussion

~~There are~~ Existing course ~~no~~ 5 year course continuation. No duplications or conflicts with other departments or colleges~~.~~

Course Syllabus Policy

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Ranetta Guinn

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Ranetta Guinn

I have attached a course syllabus and rationale.

I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Activity Log

Ranetta Guinn

Course OID

Course Type

Activity Log

Ranetta Guinn

Health Sciences

Health Sciences

Status

Activity Log

Ranetta Guinn

Active-Visible

Active-Visible Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group College of Health Professions and Sciences

Career

Print in Catalog

Effective Date

HSC 6607 – Lifestyle Medicine
Section: XXXX
Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida

INSTRUCTOR CONTACT INFORMATION

Lead Instructor: Gail P. A. Kauwell, PhD, RDN, LDN, FAND
Office Location: HS II, Room 210 C
Phone: 407-823-0782
Email: Gail.Kauwell@ucf.edu
Office Hours: By appointment

COURSE INFORMATION

Credit Hours: 3 credit hours
Course Modality: P
Location: TBD
Course Prerequisites: Open to matriculated students in the Health Sciences MS degree program or other graduate students with sufficient background in basic nutrition, biochemistry, and physiology.

University Course Catalog Description: Examination and application of evidence-based practices focusing on modifiable behaviors associated with prevention and treatment of common chronic diseases and conditions.

Course Description: This team-taught course takes an evidence-based approach to examining lifestyle changes associated with the prevention and treatment of common chronic diseases and conditions and the important role that health care professionals play in promoting lifestyle changes and improving the health of individuals and the public. Application of theories of behavioral change and the processes of motivational interviewing will be addressed along with the research examining the roles of physical activity, nutrition, stress management, weight management, sleep health, etc., in preventing and treating common chronic diseases and conditions.

Course Objectives

- Conduct a lifestyle related health assessment and select approaches for improving overall lifestyle health and wellness based on the assessment.
- Analyze peer-reviewed research to support specific lifestyle changes for improving health outcomes.
- Develop and justify a proposal promoting evidence-based healthy lifestyle behaviors to reduce chronic disease risk and enhance wellness.
- Justify the public health benefits of incorporating lifestyle medicine into interprofessional education.

Required Course Materials

- Selected peer-reviewed journal articles available online.
- Rippe, J. (Ed.). (2019). Lifestyle Medicine, Third Edition. Boca Raton: CRC Press, https://doi.org/10.1201/9781315201108.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) that will be used as a medium for accessing resources, course assignments, and other activities.

Class Attendance, Expectations, and Demeanor: Students are expected to attend all class sessions, arrive on time, be "present" for the entire class, contribute to class discussions, and complete all assignments and assessments by the specified due date. An excused absence is at the discretion of the instructor of the instructor. An excused absence is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. Proof of illness is required (e.g. note from physician or clinic; vague notes such as "was seen" are not acceptable), death (e.g. obituary), accident (e.g. police report), etc. Please notify the instructor about your situation as soon as possible, leaving a message if necessary (by text message, email or voice mail). Students are expected to show courtesy to their classmates, instructors, and guest speakers by silencing cell phones before the class period begins and refraining from engaging in personal conversations during class.

Missed Assignments/Make-ups/Extra Credit

Late assignments are not accepted except in extreme extenuating circumstances. No make-up tests or quizzes will be given without prior notification and approval of the instructor. The instructor will make the final decision as to whether a make-up is justified. Documentation of extenuating circumstances must be provided.

Evaluation

All assignments and assessments are due on by the date and time listed in Webcourses except as noted above in the case of extreme extenuating circumstances.

Assessments	**Points**
Health Assessment and Strategies for Improvement	50
Case Study Assignments 2@50 pts each	100
Article Critiques and Presentations 2@50 pts each	100
Health Promotion Program Proposal	125
Final Exam	125
Total	**500**

Weight of Assessments

Assessment Type	% of Final of Grade
Proposal	25%
Assignments	50%
Final Exam	25%
Total	**100%**

Grading

Letter Grade	%	Points		Letter Grade	%	Points
A	93-100	465-500		C	73-76	365-384
A-	90-92	450-464		C-	70-72	350-364
B+	87-89	435-449		D+	67-69	335-349
B	83-86	415-434		D	63-66	315-334
B-	80-82	400-414		D-	60-62	300-314
C+	77-79	385-399		F	<60	<300

Course Schedule

Date	Topics
Week 1	Introduction to Lifestyle Medicine
Week 2	Biometric Health Assessment
Week 3	Health Promotion and Disease Risk Reduction
Week 4	Behavioral Medicine Theories, Tools, and Techniques for Promoting Healthy Lifestyle Behaviors
Week 5	Stress Management and Health
Week 6	Physical Activity and Health Promotion
Week 7	Nutrition and Health Promotion
Week 8	Nutrition and Health Promotion
Week 9	Weight Management
Week 10	Metabolic Syndrome – Prevention and Treatment
Week 11	Osteoporosis – Prevention and Treatment
Week 12	Sleep Health
Week 13	Smoking Cessation and Addiction
Week 14	Emotional Well-being and Resiliency
Week 15	Open Choice Topic
Final Exam Week	Final Exam

UCF COURSE POLICIES

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

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

Copyright

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

College of Health Professions and Sciences - Grad Course Revision - HSC 6659 Issues in Geriatric Health Care

2021-2022 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:*

Activity Log

Ranetta Guinn

+ Grad Course Revision

Grad Course Revision

College:*

College of Health Professions and Sciences

Unit / Department / College:*

Activity Log

Ranetta Guinn

+ Department of Health Sciences

− ~~Department of Health Sciences~~

Department of Health Sciences

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:* HSC

Activity Log
Ranetta Guinn
HSC

Code:* 6659

Course Title:* Issues in Geriatric Health Care

30 Character Abbreviation:* **Issues Geriatric Health Care**

Full Title:* HSC 6659 Issues in Geriatric Health Care

Course Instructor (Must be Approved Graduate Faculty/Scholars): **Gail Kauwell**

Department Chair Phone Number:* **Gail Kauwell 407-823-0782**

Dept Chair Email:* **gail. kauwell@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:* ~~**Identification of the health care needs of the elderly**~~ **Emphasizes an evidence-based, interprofessional approach to examining and working through issues associated with aging** and the ~~**services required to meet them. Analysis**~~ **impact** of ~~**the current issues, problems**~~ **collaborative**, ~~**and trends in geriatric health**~~ **interprofessional care for our aging population**.

Prerequisite(s): **Health Sciencs MS or C. I.**

Corequisite(s):

Does this proposal include revisions to prerequisites?* Yes

Activity Log
Ranetta Guinn
Yes

(•) Yes ( ) No

Grading Scheme:

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~3~~ **9**

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

Repeat for credit?

Activity Log

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+ 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: *

Activity Log

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+ No

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

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Occasional

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

Intended Utilization of Course

The course will be used primarily as:

Activity Log

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+ Elective Course

○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	~~It~~ This course appeared on the fall 2020 “Courses Not Offered in 5 Years” list and has not been updated for several years ~~since this course was last reviewed~~. For this reason, ~~a careful and thorough~~ we used the course continuation requirement as an opportunity to review ~~was needed~~ and update the content to reflect the evolution of this area of health care. The course description has been updated to reflect the evolution of geriatric health care issues to ensure that the syllabus reflects a high quality, graduate level course ~~that would be on par~~ with ~~the~~ contemporary content ~~and caliber of a graduate level course~~. The course description ~~has been updated to reflect~~ reflects changes in health care education and ~~industry~~ practice (i. e., interprofessional education vs interdisciplinary) ~~focusing~~, with the focus on an interprofessional approach to geriatric ~~healthcare~~ health care issues. Interprofessional education helps to prepare students to work as a collaborative ~~healthcare~~ health care team and is recognized as a way to improve health outcomes, patient safety, quality of care, patient and provider satisfaction, and cost of care. The topics ~~covered~~ outlined in the course syllabus represent contemporary issues in geriatric ~~healthcare~~ health care divided into three major themes that broaden the scope beyond ~~healthcare~~ health care settings/the ~~healthcare~~ health care system. A new textbook has been identified because one of the books previously selected for this course focused more on the ~~healthcare administration side~~ administrative management aspects of geriatric ~~healthcare~~ health care, and the other~~, which~~ text has not been updated since 2009~~, focused on an interdisciplinary approach to managing health care~~. ~~The revised~~ As reflected in the syllabus ~~also includes~~, the course will include selected peer-reviewed journal articles to engage students in using peer-reviewed research to formulate evidence-based recommendations.
What grad programs/tracks require or recommend this course for graduation?	**Health Sciences MS**
If not a major requirement, what will be the source of students?	**Could be used as an elective in other health-related programs.**
What is the estimated annual enrollment?	**15-20**

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

Detail Discussion

~~Need to complete~~ ~~This is an existing~~ Existing course~~need to provide details there are no duplication~~ 5 year course continuation. No duplications or conflicts with other departments or ~~conflits.~~ colleges.

The School of Social Work confirmed their GEY 5648 Gerintology: An Interdisciplinary Approach (also being continued as a course not taught in 5 years) does not overlap. Both courses could potentially be used in the work of the Disability, Aging and Technology Faculty Cluster.

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**

Policy Statements to copy/paste can be found at: **https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/**

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

Ranetta Guinn

I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

Attached

Activity Log

Ranetta Guinn

I have attached a course syllabus and rationale.

☑ I have attached a course syllabus and rationale.

Administration Use Only

Catalog Ownership:

Activity Log

Ranetta Guinn

Course OID

Course Type

Activity Log

Ranetta Guinn

Health Sciences

Health Sciences

Status

Activity Log

Ranetta Guinn

Active-Visible

◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Organization

Academic Group College of Health Professions and Sciences

HSC 6659 – Issues in Geriatric Health Care
Section: XXXX
Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida

INSTRUCTOR CONTACT INFORMATION

Lead Instructor: Gail P. A. Kauwell, PhD, RDN, LDN, FAND
Office Location: HS II, Room 210 C
Phone: 407-823-0782
Email: Gail.Kauwell@ucf.edu
Office Hours: By appointment

COURSE INFORMATION

Credit Hours: 3 credit hours
Course Modality: P
Location: TBD
Course Prerequisites: Open to matriculated students in the Health Sciences MS degree program and other graduate students completing other health-related degree programs.

University Course Catalog Description: An evidence-based, interprofessional approach to examining and working through issues associated with aging.

Course Description:
This team-taught course emphasizes an evidence-based approach to examining issues associated the aging process and the impact of collaborative, interprofessional care for our aging population. The course is divided into three major themes: 1) applied gerontological concepts addressing the general knowledge base necessary for evaluating and caring for geriatric patients, including age-related changes in physiology and function, nutritional needs, and others; 2) patient care concepts, particularly as they relate to various diseases and conditions; and 3) administration and management, including attitudes toward geriatric patients, ethical and legal issues, and the settings in which the interprofessional team may work while caring for older adults (i.e., ambulatory, acute, long term care, assisted living, and home care).

Course Objectives
1. Prepare students in health-related majors with the knowledge, attitudes, and skills needed for collaborative interprofessional practice.
2. Cultivate the value of collaborative practice in providing safe, effective, and economical health and social care for geriatric patients/clients.
3. Compare and contrast theories of aging and the implications for care.
4. Critically review and interpret literature related to geriatric health care issues.

5. Analyze the issues presented in case studies and defend your conclusions using validated assessment tools and evidence-based gerontological concepts of patient/client evaluation and care.
6. Formulate and justify interprofessional care plans for assigned case studies.
7. Recommend and justify strategies for addressing gerontological health care issues using an interprofessional team-based approach to care.
8. Develop and present a proposal to address a current limitation/weakness in geriatric health care using evidence-based research.
9. Provide and receive constructive feedback.

Required Course Materials

- Selected peer-reviewed journal articles available online
- Clinical Approach to Geriatric Rehabilitation (4th ed), Bottomley J. and Lew CB, 2020.

Recommended Course Materials

- Students are encouraged to use reference texts that they may have on hand from prerequisite courses in physiology, pathophysiology, pharmacology, and nutrition.

Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) that will be used as a medium for accessing resources, course assignments, and other activities.

Class Attendance, Expectations, and Demeanor: Students are expected to attend all class sessions, arrive on time, be "present" for the entire class, contribute to class discussions, and complete all assignments and assessments by the specified due date. An excused absence is at the discretion of the instructor of the instructor. An excused absence is any unavoidable, unplanned situation such as an illness, death in the family, or car accident. Proof of illness is required (e.g. note from physician or clinic; vague notes such as "was seen" are not acceptable), death (e.g. obituary), accident (e.g. police report), etc. Please notify the instructor about your situation as soon as possible, leaving a message if necessary (by text message, email or voice mail). Students are expected to show courtesy to their classmates, instructors, and guest speakers by silencing cell phones before the class period begins and refraining from engaging in personal conversations during class.

Missed Assignments/Make-ups/Extra Credit

Late assignments are not accepted except in extreme extenuating circumstances. No make-up tests or quizzes will be given without prior notification and approval of the instructor. The instructor will make the final decision as to whether a make-up is justified. Documentation of extenuating circumstances must be provided.

Evaluation

All assignments and assessments are due on by the date and time listed in Webcourses except as noted above in the case of extreme extenuating circumstances.

Assessments	Points
Geriatric Health Care Proposal Project	150
Assignments	200
Exams	150
Total	**500**

Weight of Assessments

Assessment Type	% of Final of Grade
Health Care Proposal Project	30%
Assignments	40%
Exams	30%
Total	**100%**

Grading

Letter Grade	%	Points		Letter Grade	%	Points
A	93-100	465-500		C	73-76	365-384
A-	90-92	450-464		C-	70-72	350-364
B+	87-89	435-449		D+	67-69	335-349
B	83-86	414-434		D	63-66	315-334
B-	80-82	400-413		D-	60-62	300-314
C+	77-79	385-399		F	<60	<300

Course Schedule

Date	Topics
Week 1	Course Introduction and Overview Demographics of Aging
Week 2	Theories of Aging Communicating Health Care Information to Older Adults
Week 3	Age-Related Changes in Physiology and Function
Week 4	Psychosocial Aspects of Aging
Week 5	Pathological Manifestations of Aging
Week 6	Nutritional Needs of the Older Adult
Week 7	Geriatric Pharmacology
Week 8	Patient Evaluation: Functional, Physical Health, Cognitive and Mental Health, and Socio-environmental Circumstances Community Based Screening and Health Promotion for Older Adults
Week 9	Mid-term Exam
Week 10	Interprofessional Health Care: Patients with Neurological Diseases/Conditions

Week 11	Interprofessional Health Care Issues: Patients with Cardiopulmonary and Cardiovascular Diseases/Conditions
Week 12	Interprofessional Health Care Issues: Patients with Orthopedic Conditions
Week 13	Interprofessional Health Care issues: Patients with Diabetes
Week 14	Interprofessional Care in Different Settings: Ambulatory, Acute, Long Term, Assisted Living, and Home Care
Week 15	Attitudes, Ethics, Policies, and Legal Issues Impacting Gerontological Health Care
Final Exam Week	Final Exam

UCF COURSE POLICIES

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness
If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at:
http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. ***Unauthorized assistance:*** Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. ***Communication to another through written, visual, electronic, or oral means:*** The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. ***Commercial Use of Academic Material:*** Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. ***Falsifying or misrepresenting the student's own academic work*.**

5. ***Plagiarism:*** Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. ***Multiple Submissions:*** Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. ***Helping another violate academic behavior standards.***
8. ***Soliciting assistance with academic coursework and/or degree requirements.***

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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, withdrawal of scholarships, participation in University activities such as study abroad, internships, etc.

Please avoid these situations by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

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

Deployed Active Military Students

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

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

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at https://policies.ucf.edu/documents/4-401.pdf.

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at:
http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf.

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

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

Copyright

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

College of Health Professions and Sciences - PEO 5645C Coaching Football

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PEO

Code:* 5645C

Course Title:* Coaching Football

Full Title:* PEO 5645C Coaching Football

Course Description: C.I. Advanced principles and methods common to the coaching of football. Includes teaching and training methods, organization, motivation and strategies.

Credit Hours: 3

Class Hours: 2

Lab and Field Work Hours:	1
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Phys. Edu. Acts. (Prof.): Object Centered, Land
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	011867

Close Window

Impact Report for PEO 5645C

Source: 2020-2021 Graduate Catalog

Full Course Title	PEO 5645C - Coaching Football

College of Health Professions and Sciences - PET 6062C Perceptual Motor Development

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 6062C

Course Title:* Perceptual Motor Development

Full Title:* PET 6062C Perceptual Motor Development

Course Description: Theoretical and laboratory study of the relationship between perceptual motor development and learning. Special attention is given to identifying and remediating motor deficit.

Credit Hours: 3

Class Hours: 2

Lab and Field Work Hours:	1
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ○ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008118

Close Window

Impact Report for PET 6062C

Source: 2020-2021 Graduate Catalog

Full Course Title	PET 6062C - Perceptual Motor Development

College of Health Professions and Sciences - PET 6086 Exercise As Preventive Medicine

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 6086

Course Title:* Exercise As Preventive Medicine

Full Title:* PET 6086 Exercise As Preventive Medicine

Course Description: PET 6388. Prevention of select major risk hazards through exercise intervention.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ○ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008115

Close Window

Impact Report for PET 6086

Source: 2020-2021 Graduate Catalog

Full Course Title	PET 6086 - Exercise As Preventive Medicine

College of Health Professions and Sciences - PET 6252 Race and Gender in Coaching and Sport Leadership

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type:

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

Prefix:* PET

Code:* 6252

Course Title:* Race and Gender in Coaching and Sport Leadership

Full Title:* PET 6252 Race and Gender in Coaching and Sport Leadership

Course Description: Combines the content from two major areas of study in sport leadership to prepare students to work in multicultural and diverse settings.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	044554

Close Window

Impact Report for PET 6252

Source: 2020-2021 Graduate Catalog

Full Course Title PET 6252 - Race and Gender in Coaching and Sport Leadership

College of Health Professions and Sciences - PET 6645 Advanced Studies in Adapted Physical Education

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type:

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

Prefix:* PET

Code:* 6645

Course Title:* Advanced Studies in Adapted Physical Education

Full Title:* PET 6645 Advanced Studies in Adapted Physical Education

Course Description: EEX 5050. Survey course that addresses the development, educational, and socialization needs of exceptional children. A minimum of 15 observation hours are required.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	1
Contact Hours:	4
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008126

Close Window

Impact Report for PET 6645

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PET 6645 - Advanced Studies in Adapted Physical Education
Description	PET 6646 - Methods and Curriculum in Adapted Physical Education

College of Health Professions and Sciences - PET 6646 Methods and Curriculum in Adapted Physical Education

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 6646

Course Title:* Methods and Curriculum in Adapted Physical Education

Full Title:* PET 6646 Methods and Curriculum in Adapted Physical Education

Course Description: PET 6645, PET 6655. Individualized educational and developmental programming for exceptional children. Presents models of service delivery and instruction. Practicum required.

Credit Hours: 4

Class Hours: 3

Lab and Field Work Hours:	1
Contact Hours:	4
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Kinesiology and Physical Therapy

Course OID

Course Type Physical Education Theory

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group College of Health Professions and Sciences

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 008127

Close Window

Impact Report for PET 6646

Source: 2020-2021 Graduate Catalog

Full Course Title PET 6646 - Methods and Curriculum in Adapted Physical Education

College of Health Professions and Sciences - PET 6647 Program Development in Adapted Physical Education

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 6647

Course Title:* Program Development in Adapted Physical Education

Full Title:* PET 6647 Program Development in Adapted Physical Education

Course Description: C.I. Development of appropriate physical education programs for exceptional children. Course includes teacher-consultant, collaboration, in-service training, legislative issues, resource utilization.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	1
Contact Hours:	4
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008128

Close Window

Impact Report for PET 6647

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title PET 6647 - Program Development in Adapted Physical Education

College of Health Professions and Sciences - PET 6655 Developmental Aspects of Motor Disabilities

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 6655

Course Title:* Developmental Aspects of Motor Disabilities

Full Title:* PET 6655 Developmental Aspects of Motor Disabilities

Course Description: C.I. Addresses developmental aspects of motor and health disabilities. A developmental focus is presented. Observation required.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	1
Contact Hours:	4
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	008129

Close Window

Impact Report for PET 6655

Source: 2020-2021 Graduate Catalog

Full Course Title	PET 6655 - Developmental Aspects of Motor Disabilities
Description	PET 6646 - Methods and Curriculum in Adapted Physical Education

College of Health Professions and Sciences - PET 7535 Research and Experimental Design in Exercise Physiology

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Kinesiology and Physical Therapy– Kinesiology

Proposal Type: Grad Course Deletion

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:* PET

Code:* 7535

Course Title:* Research and Experimental Design in Exercise Physiology

Full Title:* PET 7535 Research and Experimental Design in Exercise Physiology

Course Description: Doctoral standing or C.I. An examination of different experimental designs and application to exercise physiology research.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	No further plans to offer this course within the existing program.

Attachment

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Kinesiology and Physical Therapy
Course OID	
Course Type	Physical Education Theory
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	042347

Close Window

Impact Report for PET 7535

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	PET 7535 - Research and Experimental Design in Exercise Physiology
Programs	Exercise Physiology, Education PhD Kinesiology MS

College of Health Professions and Sciences - SOW 5930 Generalist Field Integrative Seminar

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

Proposal Type: Grad Course Deletion

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:* SOW

Code:* 5930

Course Title:* Generalist Field Integrative Seminar

Full Title:* SOW 5930 Generalist Field Integrative Seminar

Course Description: Admission to MSW program. Field education seminar course for full-time or part-time MSW generalist students.

Credit Hours: VAR

Class Hours:

Lab and Field Work Hours:	
Contact Hours:	0
Prerequisite(s):	
Corequisite(s):	Generalist Field Education.
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	This course number was created by the state and was never used by the School of Social Work. It was replaced with SOW5565, SOW5566, SOW5567, SOW5538, and SOW5539.
Notes:	

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Social Work
Course OID	
Course Type	Social Work
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	046464

Close Window

Impact Report for SOW 5930

There are no results for this report.

College of Health Professions and Sciences - SOW 6914 Integrative Research Project in Clinical Practice

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

Proposal Type: Grad Course Deletion

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:* SOW

Code:* 6914

Course Title:* Integrative Research Project in Clinical Practice

Full Title:* SOW 6914 Integrative Research Project in Clinical Practice

Course Description: Student-selected research on an issue of clinical practice in urban settings.

Credit Hours: 3

Class Hours: 3

Lab and Field Work 0

Hours:	
Contact Hours:	3
Prerequisite(s):	Advanced standing in MSW program.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	This course has not been taught since spring 2013. Another research course, SOW 6433, was developed for the program and replaced this as a required course. It was moved to the approved list of MSW electives, but has not been taught.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Social Work
Course OID	
Course Type	Social Work
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	009615

Close Window

Impact Report for SOW 6914

Source: 2020-2021 Graduate Catalog

Full Course Title	SOW 6914 - Integrative Research Project in Clinical Practice
Programs	Social Work MSW, Orlando Full-Time Track Social Work MSW, Orlando Part-Time Track

College of Health Professions and Sciences - SOW 6931 Clinical Field Integrative Seminar

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

Proposal Type: Grad Course Deletion

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:* SOW

Code:* 6931

Course Title:* Clinical Field Integrative Seminar

Full Title:* SOW 6931 Clinical Field Integrative Seminar

Course Description: Admission to MSW program, Field education seminar course for full-time or part-time MSW clinical students.

Credit Hours: VAR

Class Hours:

Lab and Field Work Hours:	
Contact Hours:	0
Prerequisite(s):	
Corequisite(s):	Clinical Field Education.
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	This course was created by the state; however, not used by the School of Social Work. The following courses replace SOW6931: SOW6561, SOW6562, SOW6563, SOW6531, SOW6536, SOW6940.

Notes:	

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	School of Social Work
Course OID	
Course Type	Social Work
Status	◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	College of Health Professions and Sciences
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	046466

Close Window

Impact Report for SOW 6931

Source: 2020-2021 Graduate Catalog

Full Course Title	SOW 6931 - Clinical Field Integrative Seminar

College of Health Professions and Sciences - SOW 7397 Social Entrepreneurship in Public and Social Sectors

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Health Professions and Sciences

Unit / Department / College:* School of Social Work

Proposal Type: Grad Course Deletion

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:* SOW

Code:* 7397

Course Title:* Social Entrepreneurship in Public and Social Sectors

Full Title:* SOW 7397 Social Entrepreneurship in Public and Social Sectors

Course Description: This advanced seminar in social entrepreneurship will teach design, tools and methods used in social entrepreneurship research and practice.

Credit Hours: 3

Class Hours: 3

Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Admission to Public Affairs Ph.D. or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	This course was originally created in 2009 to be offered spring 2011. It was taught at least once. According to the DSW proposal, it is not one of the required courses for the DSW program.

program.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Social Work

Course OID

Course Type Social Work

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group College of Health Professions and Sciences

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID 045062

Close Window

Impact Report for SOW 7397

Source: 2020-2021 Graduate Catalog

Full Course Title	SOW 7397 - Social Entrepreneurship in Public and Social Sectors
Programs	Public Affairs PhD, Social Work Track

College of Medicine - Grad Course Addition - MDE 8037 Teleurgent Care Elective

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8037 Teleurgent Care Elective

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Veronica SIkka, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8037
Course Title:* Teleurgent Care Elective	
30 Character Abbreviation:* Teleurgent Care	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This is an introductory course to introduce students with key concept, competencies, and application of Teleurgent Care.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of the M2 year.	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3-6
Instruction Time:*	1
Lab/Studio/Field Work Hours:*	2-5
Out-of-Class Hours:*	0
Total Engagement Hours:*	3-6
Variable Credit (0-99):	3-6

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will give medical students experience in the area of telemedicine.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	36

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 6/1/2020
Course Title: Teleurgent Care in the Department of Veteran Affairs
Department/Specialty: Emergency Medicine
Brief Description (25 words maximum): This is an introductory course to familiarize students with key concepts, competencies, and application of Teleurgent Care.

Primary Preceptor Supervising Students: Veronica Sikka, MD, PhD & Suzanne Klinker, MS
Office Location: 140 Fountain Pkwy N Ste 600, Saint Petersburg, FL 33716
Email: veronica.sikka@va.gov
Office Phone: 407-457-7276

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

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☒M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** Orlando Department of Veteran Affairs, 13800 Veterans Way, Orlando, FL 32827
- **Reporting Time:** 8 AM
- **Contact Person** (for information/ scheduling)**:** Veronica Sikka, MD, PhD
- **Contact Phone and e-mail:** 407-457-7276; veronica.sikka@va.gov

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 2-3

Prerequisites (check all that apply):
☐Completion of M2 ☒Completion of M3 ☒Consent of Instructor
☒Completion of Core Clerkship in Medicine ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40 hours/week
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 100%
Estimated % of time – Indirect contact time (independent study or online course work: 10%-20%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 80 patients/week **follow-ups/week** 20-30 patients/week

On-call schedule: none
Weekend duties: none
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Review and study didactic material and participation in case based learning.
Describe the expected level of supervision of students by faculty and residents: Direct supervision by Dr. Veronica Sikka during the entire rotation

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Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Telemedicine.

- This rotation is designed to provide medical students with insights into the specialty of Telemedicine, specifically Teleurgent Care. Medical students will be introduced to key concepts, competencies, and applications of telemedicine as a method to delivery of quality medical care.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: 1) Student understand the provider-patient relationship within the context of a telemedicine encounter. 2) Student understands the process of Informed Consent for Telemedicine Services. 3) Student understands privacy and confidentiality (HIPAA) within the context of telemedicine. 4) Student demonstrates awareness of technology pitfalls and privacy. 5) Student understands the importance of assessing patient safety and stratify risk factors remotely (i.e., unstable patient, suicidal risk, safety of surroundings) and considers the appropriateness of the telemedicine encounter and its limitations. 6) Student understands the value of Teleurgent care and its value and limitations in avoiding a primary care office, urgent care, and/or the ED.

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

- 1) Student understands the Medical Standard of Care as it applies to both in-person care and telemedicine. 2) Student is aware of telemedicine guidelines and best practices- American Telemedicine Association, American Medical Association, American College of Emergency Physicians.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- 1) Student is aware of the strengths and limitations of telemedicine and specifically teleurgent care. 2) Student must think creatively to solve problems encountered during telemedicine sessions, both telephonic and video encounters. 3) Student is familiar with the resources available for telemedicine research and self-learning.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- 1) Student understands the importance of effective and clear communication with patient, family, and other health care providers via telemedicine within the Department of Veteran Affairs. 2) Student understands the importance of putting patients at ease when they feel insecure about using

telemedicine technology. 3) Student demonstrates the ability to troubleshoot communication difficulties via telemedicine. 4) Student understands the importance of maintaining comprehensive, relative, and timely medical records within CPRS.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- 1) Student is aware of telemedicine regulations. 2) Student is aware of legal issues related to prescribing medications via telemedicine. 3) Student demonstrates ethical behavior and places patient welfare above other interests. 4) Student exhibits ethically appropriate attitude during telemedicine encounters. 5) Student considers issue of health literacy, cultural competency and social determinants for health during telemedicine encounters.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- 1) Student understand how to effectively communicate with patients and document in a virtual environment. 2) Student is able to coordinate patient care in a virtual environment. 3) Student understands procedures and protocols to facilitate health care access for Americans with Disabilities via telemedicine. 4) Student understands the limitations of teleurgent care and when to physically refer to the ED or urgent care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: The student will participate in telemedicine encounters under the supervision of a provider where they will obtain a history and physical, present, document encounters, and discuss management plans. There will be weekly didactic sessions related to telemedicine, teleurgent care, and basic emergency medicine diagnoses.

Required textbooks and articles: Rheuban, KS and Krupinski E. (2018). Understanding Telehealth. EBook and Goyal DG and Mattu A. (2012). Urgent Care Emergencies: Avoiding the Pitfalls and Improving the Outcomes. Wiley-Blackwell.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Veronica Sikka, MD, PhD and Suzanne Klinker, MS
Date: 5/7/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlapheke MD Date 5-8-20

Curriculum Committee Chair _____ Date 5/15/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8066 Evidence Based Medical Education: Shaping the Education of Future Physicians

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8066 Evidence Based Medical Education: Shaping the Education of Future Physicians

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Denise Kay, PhD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8066
Course Title:* Evidence Based Medical Education: Shaping the Education of Future Physicians	
30 Character Abbreviation:* Evidence Based Medicine	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* Participants examine learning experience through the lens of evidence-based practice, and established models of human learning and instructional design.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of the M2 year	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be offered as an elective for M3 and M4 medical students.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	9

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: Click the dropdown arrow choose a date.
Course Title: Evidenced-Based Medical Education: Shaping the Education of Future Physicians
Department/Specialty: Medical Education
Brief Description (25 words maximum): Participants examine learning experience through the lens of evidence-based practice, and established models of human learning and instructional design to (re)design the experience.

Primary Preceptor Supervising Students: NA
Office Location: NA
Email: Denise.kay@ucf.edu, atsusi.hirumi@ucf.edu
Office Phone: 407-266-1186

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

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** TBD
- **Reporting Time:** TBD
- **Contact Person** (for information/ scheduling)**:** Denise Kay, Atsusi Hirumi
- **Contact Phone and e-mail:** Denise.kay@ucf.edu, atsusi.hirumi@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐June ☐July ☐August ☐September ☐October ☐November ☐December ☒January ☐February ☐March ☐April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? Minimum = 3; maximum = 9

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: Two 1.5 synchronous virtual sessions (total of 3 direct contact hours) per week.
Estimated % of time - Inpatient: NA
Estimated % of time - Outpatient: NA

Estimated % of time – Indirect contact time (independent study or online course work: 37 indirect hours asynchronous or, in case of assigned group interactions, synchronous but scheduled based on student convenience
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week NA
follow-ups/week NA
On-call schedule: NA
Weekend duties: NA
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Learners will explore theoretical and instructional design (ID) models related to evidenced-based medical education through assigned readings and completion of assigned tasks. They will analyze one of their medical school learning experiences through the lens of established theoretical and ID models and evidence-based medical education practices. Using a systematic plan, learners will (re)design the learning experience based on evidence and established ID practices.
Describe the expected level of supervision of students by faculty and residents: Elective faculty will be responsible for overseeing participation, level and quality of student elective activities and products.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Click here to enter specialty.

- As technology, and our understanding of learning and evidenced-based practice continue to advance, so does the need to improve and innovate medical education. Providing students with opportunities to develop their knowledge of and ability to practice evidence-based medical education (EBME) will impact the future of medical education. During the elective, students will collaborate with faculty to (re)design a self-selected unit or lesson of undergraduate or graduate medical education. Utilizing the EBME processing (i.e. assessing educational needs, articulating questions, acquiring and appraising evidence, applying the evidence) they will improve and innovate their selected unit of medical education. By the end of the elective, participants will have designed a new or revised undergraduate or graduate medical school learning experience that has been exposed to rigorous review by peers and educational experts

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other: Click here to enter text.

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

- Students will distinguish and complete tasks associated with evidence-based medicine education, and compare and contrast evidence-based medicine practices to their selected medical education experiences.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Student will assess educational needs, ask and answer questions to address the needs, acquire and appraise evidence, and apply evidence to innovate or otherwise improve teaching and learning.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Through peer and expert review, students will evaluate and improve their interpersonal communications skills, and their ability to facilitate learning.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development; ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Students will demonstrate a commitment to professional development, adherence to ethical practice, and identify and address the educational needs of fellow students.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Students will demonstrate an awareness of and responsiveness to the larger context of healthcare by utilizing research and theory on human learning to formulate strategies for engaging students, and enhancing student learning and performance in medical schools.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: During the 4 week elective, students will collaborate with faculty and with each other to (a) identify educational needs, (b) ask and answers questions to address the needs, (c) search for, acquire, and appraise relevant empirical evidence, (d) apply the evidence to (re)design a learning experience.

Required textbooks and articles: Students will be exposed to core theoretical and instructional design concepts and principles through assignment of selected articles and/or chapters provided by faculty. As students select the learning experience they want to focus on, they will be responsible for identifying and reviewing evidence-based literature to inform their redesign process.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The learner will receive feedback on weekly formative evaluations of their level of participation, collaborative engagement with peers and faculty, class project, critical thinking, and defense of their selected theoretical perspective and instructional design principles, and evidence that they applied feedback (if applicable) to further improve the (re)design of their selected instructional experience.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ summative evaluation for the elective will include the learner's initial project submission and subsequent final submission (post-feedback) of the (re)design of their selected learning experience.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: NA
Date: 6/2/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

_____ Date Click the dropdown arrow choose a date.
Signature of Clerkship Director

_____ Date 7-7-20
Signature of Assistant Dean of Medical Education

_____ Date 7/17/20
Curriculum Committee Chair

_____ Date Click the dropdown arrow choose a date.
COM Dean

College of Medicine - Grad Course Addition - MDE 8303 Outpatient Cardiology Elective

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8303 Outpatient Cardiology Elective

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Bernard Gros, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8303
Course Title:* Outpatient Cardiology Elective	
30 Character Abbreviation:* Outpatient Cardiology	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This experience will provide advanced clinical training in the care of patients age 18 and older in an outpatient cardiology clinic.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of M3 year	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	0
Lab/Studio/Field Work Hours:*	2
Out-of-Class Hours:*	1
Total Engagement Hours:*	3
Variable Credit (0-99):	3-6

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be offered to M4 medical students as an elective course for those with an interest in cardiology.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M4 medical students
What is the estimated annual enrollment?*	2

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 9/11/2020
Course Title: Outpatient Cardiology M4 Elective at UCF Health
Department/Specialty: Internal Medicine
Brief Description (25 words maximum): This experience will provide advanced clinical training in the care of patients age 18 and older in an outpatient cardiology clinic at UCF Health.

Primary Preceptor Supervising Students: Bernard Gros, MD
Office Location: 3400 Quadrangle Boulevard, Orlando FL 32817 and 9975 Tavistock Lakes Blvd, Orlando, FL 32827
Email: bernard.gros@ucf.edu
Office Phone: 407.266.3627 - ask for Maria Barreto, administrative assistant or contact her directly at 407.882.4753

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

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☒M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** 3400 Quadrangle Boulevard, Orlando FL 32817 or 9975 Tavistock Lakes Blvd, Orlando, FL 32827. Depends on day of week session begins. Confirm with Precepter prior to day one.
- **Reporting Time:** 8:00AM
- **Contact Person** (for information/ scheduling)**:** Maria Barreto - Administrartive Assistant - maria.barreto@ucf.edu or Dr. Gros - Preceptor - Bernard.Gros@ucf.edu
- **Contact Phone and e-mail:** Maria Barreto - Administrative assistant phone 407.882.4753, email: maria.barreto@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐June ☐July ☐August ☐September ☐October ☐November ☐December ☒January ☐February ☐March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 1

Prerequisites (check all that apply):
☒Completion of M2 ☒Completion of M3 ☒Consent of Instructor
☒Completion of Core Clerkship in Internal Medicine ☒Other: Completion of an M-4 Subinternship rotation

Length of program (weeks): 2 or 4 weeks

Estimated total contact hours/week: 24
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 70%
Estimated % of time – Indirect contact time (independent study or online course work: 30%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 4 **follow-ups/week** 16
On-call schedule: none
Weekend duties: none
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: n/a
Describe the expected level of supervision of students by faculty and residents: The student will be supervised by the precepter and other UCF Health faculty. No Resident supervision. Faculty will oversee students as a traditional preceptor in that students will see patients independently and formulate a preliminary plan of care for the patient. Faculty memberr will oversee/approve plan of care and see each patient/validate necessary history, exam, and labortaory findings.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Click here to enter specialty.

- This rotation is designed to provide medical students with insights into the specialty of cardiology. The goal of this rotation is to allow the M-4 student to have greater independence and involvement in the care of cardiology patients in the ambulatory setting. This will include EMR documentation, assessment and plan of care for such patients, under direct supervision of a UCF faculty member. Expectations (compared to a M-3 student) will include greater volume of patients seen, advanced history taking and assessment skills, demonstration of fundamental medical knowledge in decision-making and formulation of a plan of care for selected patients.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other: Click here to enter text.

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

- General areas of internal medicine focusing on cardiovascular issues (beyond those expected in a core M-3 IM curriculum), includingfirst assessment and the ability to assess urgency of illness, need for inpatient vs. outpatient care, need for additional specialty consultation.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- The student will be expected to investigate various methods of treatment in the care of patients and educate him/herself by critically appraising literature related to the topic of interest. The student will observe clinical workflow and design, and suggest improvement, offer suggestions if flaws or other areas of potential improvement are noticed.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- The student is expected to communicate verbally and in written communication (electronic medical record) with other professionals in the clinic, and may be asked to communicate with outside offices or services, on behalf of the patient, in order to advance his/her care.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- The student is expected to demonstrate professionalism at all times, toward colleages, coworkers and patients. This includes timely arrival to clinic, professional dress and demeanor and appropriate interactions with all persons.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- The student may investigate resources on behalf of his/her patients and may advocate on the behalf of patient(s) externally in the community. The student will assess home living situations and determine if appropriate (with faculty oversight) for each patient.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will participate in daily patient care. The student will observe outpatient cardiovascular testing procedures including stress testing and echo imaging and interpretation. During independent study time, the student will enrich their knowledge on topics they saw during their clinical care. They will be expected to provide brief presentations upon request on their topic of review. UCF Health Grand rounds occur each month on the 4th Friday at 4PM. Students will be expected to attend this educational event, as well as any other educational offerings which may occur during the rotation period.

Required textbooks and articles: There are no required textbooks. However, the student will be expected to use available resources from the UCF library to consolidate and advance their knowledge on addressing cardiovascular pathophysiology concepts, evaluation, and mangement issues. Such resources may include the Harrision's Textbook of Internal Medicine, Brauwald's Heart Disease, and Hurst's The Heart textbook resources. The student should also access resources such as Up-to-Date and DynaMed as needed. Patient should also consider reviewing ACC guidelines for common cardiovascular issues as published by in the JACC and Circulation journals.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Bernard Gros, MD
Date: 9/11/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director_____ Date _____

Signature of Assistant Dean of Medical Education MKlapheke MD Date 9-25-20

Curriculum Committee Chair [signature] Date 10/16/20

COM Dean_____ Date_____

College of Medicine - Grad Course Addition - MDE 8403 Insights into the Medication Use Process

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8403 Insights into the Medication Use Process

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Heidi Hoopingarner, MD; Colleen Moran-Bano, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8403
Course Title:*	Insights into the Medication Use Process
30 Character Abbreviation:*	Medication Use Process
Course Type:*	○ Graduate Course ◉ Medicine (MD) Course
Course Description (25 word limit)*	Explore the medication use process (prescribing, transcribing/documenting, dispensing, administering, and monitoring) using a variety of virtual learning platforms.
Grading Scheme:*	Satisfactory / Unsatisfactory
Prerequisite(s):	Completion of the M2 year
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to M3 and M4 students as an elective.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	m3 and M4 medical students
What is the estimated annual enrollment?*	60

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 4/10/2020
Course Title: Insights into the Medication Use Process
Department/Specialty: Medical Education
Brief Description (25 words maximum): Explore the medication use process (prescribing, transcribing/ documenting, dispensing, administering and monitoring) using a variety of virtual learning platforms.

Primary Preceptor Supervising Students: Heidi Hoopingarner, PharmD. Colleen Moran-Bano, MD
Office Location: 317g
Email: colleen.moran-bano@ucf.edu, heidi.hoopingarner@gmail.com
Office Phone: 407-266-1163

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

☐M4 Clerkship Elective (4 wks) ☒M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:
- **Location to Report on first day:** virtual site (to be determined)
- **Reporting Time:** flexible
- **Contact Person** (for information/ scheduling)**:** Heidi Hoopingarner or Colleen Moran-Bano
- **Contact Phone and e-mail:** colleen.moran-bano@ucf.edu, heidi.hoopingarner@gmail.com

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐June ☐July ☐August ☐September ☐October ☒November ☒December ☒January ☒February ☒March ☐April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 15

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 2 weeks
Estimated total contact hours/week: 15
Estimated % of time - Inpatient: 50%
Estimated % of time - Outpatient: 50%
Estimated % of time – Indirect contact time (independent study or online course work: 100%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week none **follow-ups/week** none
On-call schedule: none

Weekend duties: none
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: view online materials, participate in virtual learning and complete online learning assessments. In addition, each student will prepare two powerpoint presentations and participate in weekly Zoom meetings with faculty preceptor. Midterm and Final assessments will also be required.
Describe the expected level of supervision of students by faculty and residents: this independent study experience will be supervised by weekly Zoom meetings with faculty preceptor to debrief the weekly learning experiences.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of the medication use process.

- This elective will explore all steps in the medication use process: prescribing, transcribing and documenting, dispensing, administering and monitoring. A variety of virtual learning platforms will take students into a deeper understanding of this process and strengthen their knowledge regarding safe medication use. All instruction and assessments will take place virtually, with a weekly Zoom meeting with faculty preceptor to debrief the weekly learning experiencs. The students will be required to submit two powerpoint presentations, pass all quizes imbedded in the virtual learning material and pass the midterm & final exams. All instruction is to be completed independently by the student during the two week rotation period. All assessments & course evaluation must be completed by the last Friday of the rotation by 5:00pm EST.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☐The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: The student will aquire skills that will increase the quality of their patient care.

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

- Students will obtain knowledge in the areas of safe prescribing, appropriate documentation, inpatient & outpatient pharmacy operations, inpatient & outpatient medication administration, pediatric medication administration and patient monitoring for safety and efficacy.
- Students will aquire an increased understanding of the drug development process.
- Students will learn the clinical skill of taking a medication history.
- Students will obtain drug information skills and be able to assess medication profiles for drug interactions.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Students will prepare a powerpoint presentation showcasing practice based improvements they have aquired as a direct result of this elective and the information contained therein.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- At the end of this rotation, students will have a comprehensive understanding of the role of other healthcare professionals and their responsibilities within the medication use process. Students will gain knowledge via pre-recorded interviews with ancillary healthcare professionals (pharmacists, nurses, respiratory therapists, dieticians and social workers) to better understand their role in the medication use process and how to best utilize their services.
- Students will gain valuable insight into various routes of medication administration, thereby increasing their ability to effectively communicate with patients and their families regarding prescribed therapies.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Students will strictly adhere to HIPPA patient confidentiality regulations for any patient specific information provided within the virtual learning platforms.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Students will learn about available resources for medication management. Students will also be introduced to other valuable members of the healthcare team that serve as support for medication management decisions.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will complete all online learning modules and learning assessments at their own pace, with weekly Zoom meetings to check in with faculty regarding the weekly learning modules. A midterm assessment must be completed by 5:00pm EST on the first Friday of the rotation. During the course of the elective, students will be also required to present two powerpoint presentations and pass all quizzes embedded within the learning material. A final summative assessement and course evaluation must be completed by 5:00pm EST on the last Friday of the rotation.

Required textbooks and articles: All material will be embedded within virtual platforms or be available through e-library services.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Heidi Hoopingarner, PharmD. Colleen Moran-Bano, MD.

Date: 4/10/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlephke MD Date 5-1-20

Curriculum Committee Chair _____ Date 5/15/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8450 Special Topics in Pediatric Ophthalmology

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8450 Special Topics in Pediatric Ophthalmology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Airaj Fasjuddin, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8450
Course Title:* Special Topics in Pediatric Ophthalmology	
30 Character Abbreviation:* Special Topics in Peds Ophthal	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This course provides advanced clinical training in pediatric ophthalmology.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of the M2 Year	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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.	5

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [x] Every Semester [ ] Occasional

Intended Utilization of Course

The course will be used primarily as:*	( ) Required Course (•) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to M3 and M4 medical students with an interest in pediatrics and/or ophthalmology.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	24

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

Please complete the entire form. All fields are required

Proposal Date: 9/15/2020
Course Title: Special Topics in Pediatric Ophthalmology
Department/Specialty: Ophthalmology
Brief Description (25 words maximum): This elective will offer students an introductory clinical experience into the specialty of Pediatric Ophthalmology. Students will be able to reinforce ophthalmic examination skills they have acquired in P1 as well as anatomic and pathologic knowledge acquired in ophthalmic and systemic disease during the first two years of medical school.

Primary Preceptor Supervising Students: Airaj Fasiuddin, MD
Office Location: Nemours Children's Hospital, 6535 Nemours Parkway at Lake Nona Boulevard, Orlando Florida 32827 and Nemours Children't Clinic at 1717 South Orange Avenue, Orlando Florida 32806
Email: airaj.fasiuddin@nemours.org
Office Phone: 407-650-3889

Please indicate course type (select one): ☐M3 Clerkship Selective ☒M3 Clerkship Elective (4 wks)

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on the first day:** Following Nemours Orientation, the student will report to the Ophthalmology Clinic on the 2nd floor.
- **Reporting Time:** Daily reporting time: 8:00 AM, Ophthalmology Clinic
- **Contact Person** (for information/ scheduling)**:** Maria Kireulf (Administration) and Jessica Pena (Department)
- **Contact Phone and e-mail:** Maria.Kireulf@nemours.org (407-567-3882) or Jessica.Pena@nemours.org (407-650-3889)

Which blocks will this rotation be offered during the academic year? The typical academic year is June 1 – April 30. Please select which months you can offer this course to students. **UCF COM will verify this information yearly.** ☒June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April ☒May

What is the number of students per rotation block? One student per block

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.
Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40-50

Estimated % of time - Inpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time - Outpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time – Indirect contact time (independent study or online course work: Click here to enter text.
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: Call is not a requirement of the rotatino
Weekend duties: N/A
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A
Describe the expected level of supervision of students by faculty and residents: Click here to enter text.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Ophthalmology.

- The elective offers a hands-on, comprehensive experience in clinical pediatric ophthalmology. Students will examine patients with a variety of common and uncommon ophthalmologic conditions and become familiar with ophthalmic instrumentation. Building on their examination skills acquired in P1 as well as anatomic and pathologic knowledge acquired during the first two years of medical school, students will be working with pediatric patients to broaden their understanding and learn how to manage ophthalmic conditions treatable by primary care physicians as well as those that warrant referral to an ophthalmologist. Students will be instructed and supervised as they learn eye examination techniques using ophthalmoscope, and identifying clinical conditions. Students will be expected to attend mandatory weekly M3 didactic sessions in the Pediatric Surgery Department as well as specialty-specific conferences at Nemours, such as M&M, Grand Rounds, Journal Clubs, etc.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to the statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: Students will be expected to participate in all ophthalmology eye clinics and surgeries. The student will learn to understand and clinically apply the anatomy of the eye and orbit. They will learn the basics of a complete eye examination including visual acuity testing, pupil response, intra-ocular pressure assessment, ocular motility, visual field, anterior segment, and fundus examination. The student will also learn the basics of common eye disease and ophthalmic manifestations of systemic diseases in the pediatric patient and will learn to recognize ophthalmic emergencies and when to refer patients. They will learn to work with the pediatric population to encourage cooperation and instill confidence.

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

- Understand and clinically apply the anatomy of the eye and orbit
- Learn the basics of a complete eye examination including visual acuity testing, pupil response, intra-ocular pressure assessment, ocular motility, visual field, anterior setment and fundus examination
- Learn the basics of common eye diseases in the pediatric patient and ophthalmic manifestations of systemic diseases.

- Recognize ophthalmic emergencies and when to refer patients
- Understand and appreciate the nature of a multi-specialty ophthalmic group practice.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Use textbooks, videos, journal articles and simulations to learn principles of ophthalmology.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Demonstrate skills and sensitivity when counseling and educating pediatric patients and their families in a variety of ophthalmology options.
- Present patients in a concise, organized, logical and knowledgeable manner.
- Work effectively with the health care team.
- Exhibit honesty, reliability, good communication skills and appropriate judgement.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.

- Demonstrate good communication skills while dealing directly with children, parents and the health care team.
- Arrive for assigned duties on time and prepared.
- Exhibit professional appearance and interactions at all times.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Understand the relationship and shared responsibilities of the health care team.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will rotate among the different general and subspecialty clinics where they will be supervised and instructed on eye examination using an ophthalmoscope, and identifying clinical conditions. Students will also scrub in to operating room cases where they will have an active role assisting in ocular procedures, supervised by the subspecialty ophthalmic surgeons. The goals described above will be accomplished through a series of didactic lectures and teaching modules, reading assignments, and observation in the eye clinics and in the operating room at Nemours Children's Hospital.

Required textbooks and articles: Pediatric Ophthalmology for Primary Care: Kenneth W. Wright, MD, FAAP (Author) (provided); other ophthalmology textbooks are available through the College of Medicine library.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for the clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Sponsoring faculty will complete grade in Pass-Fail format

Name of Sponsoring Preceptor: Click here to type your name.
Date: Click the dropdown arrow to choose a date.

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M Klapheke MD Date 10-16-20

Curriculum Committee Chair _____ Date 10/16/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8502 Advanced Physiology in the Critically Ill Patient

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8502 Advanced Physiology in the Critically Ill Patient

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Faroza Daroowalla, MD; David Harris, PhD; Jonathan Kibble, PhD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8502
Course Title:* Advanced Physiology of the Critically Ill Patient	
30 Character Abbreviation:* Adv Physio of Critical Patient	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This online course offers advanced integration of advanced physiology and ICU cases in online meetings with physiologists and intensivists to do case evaluation and working through mechanism of disease analyses.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of the M2 year	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course provides an online alternative to clinical work in the area of physiology and critical care.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	45

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 4/17/2020
Course Title: Advanced Physiology in the Critically Ill patient
Department/Specialty: Physiology/ Critical Care/ Med ED
Brief Description (25 words maximum): In the absence of clinical rotations, we offer a non-clinical integration of advanced physiology and ICU cases in on-line meetings with physiologist and intensivist to do case evaluation and working through mechanism of disease analyses.

Primary Preceptor Supervising Students: ON line. Daroowalla, Harris, Kibble
Office Location: Zoom Meetings
Email: feroza.daroowalla@ucf.edu
Office Phone: 631-266-1176

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

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☒Other M4 non-clinical elective

Location:

- **Location to Report on first day:** Webcourses for the course; first Monday Morning
- **Reporting Time:** 8 am
- **Contact Person** (for information/ scheduling)**:** feroza.daroowalla@ucf.edu
- **Contact Phone and e-mail:** feroza.daroowalla@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒June ☒July ☒August ☐September ☐October ☐November ☐December ☐January ☐February ☐March ☐April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 15

Prerequisites (check all that apply):
☐Completion of M2 ☒Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 15 zoom + 15 work indep or in groups
Estimated % of time - Inpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time - Outpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.Click here to enter text.
Estimated % of time – Indirect contact time (independent study or online course work: 15

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: no
Weekend duties: no
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Zoom sessions several times a week and individual and group case work - total work in the week with reading would be 20- 30 hours/week
Describe the expected level of supervision of students by faculty and residents: direct supervision in zoom by faculty

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Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Click here to enter specialty.

Major medical ICU conditions will be covered in paper and online case form

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below

☐The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: This is an on line elective but the principles of patient care listed above will be advocated and expounded upon

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

- Review and integrate: Basic physiology, pathophysiology and management of critical illnesses.
- Practice and Make connections: How to form and use mechanism of disease and illness script concept maps to learn and teach critical care concepts

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Reflect and improve based on feedback from peers and faculty on analysis of cases

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Work on line with group and faculty to communicate medical knowledge and skill development
- Recognize and discuss the role of multiple disciplines in the care of an ICU patient

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Practice Zoom etiquette, practice respect and consideration for class mates and faculty, including prompt and on-time assignments and meeting participation.
- Conduct constructive group work so that there is a communal participation and sharing of work load

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Learn and discuss the effect of practicing in a system that includes the potential for medical error, transitions of care, tech and administrative processes to encourage pateint and staff safety
- Review the IHI program and order bundles

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: On-line Case analysis; construction of concept and mechanism of disease maps; writing order sets; zoom discussions; reading most recent evidence on management and pathophysiology

Required textbooks and articles: Readings On webcourses

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: feroza daroowalla
Date: 4/17/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlapheke MD Date 5-1-20

Curriculum Committee Chair _____ Date 5/15/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8514 MedEd Instructional Materials Development: Moving Beyond the PowerPoint

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8514 MedEd Instructional Materials Development: Moving Beyond the PowerPoint

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Magdalena Pasarica, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8514
Course Title:*	MedEd Instructional Materials Development: Moving Beyond the PowerPoint
30 Character Abbreviation:*	Instructional Materials Dev
Course Type:*	○ Graduate Course ◉ Medicine (MD) Course
Course Description (25 word limit)*	This course introduces students to basic principles of instructional design and pedagogy.
Grading Scheme:*	Satisfactory / Unsatisfactory
Prerequisite(s):	Completion of the M2 year.
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be offered as an elective for M3 and M4 students.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	72

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 5/15/2020
Course Title: MedED Instructional Materials Development: Moving Beyond the PowerPoint
Department/Specialty: Medical Education
Brief Description (25 words maximum): This course introduces students to basic principles of instructional design and pedagogy and provides an opportunity to create or improve educational material for undergraduate medical students.

Primary Preceptor Supervising Students: Analia Castiglioni, MD, Melissa Cowan, MA
Office Location: COM 317, COM 417
Email: analia.castiglioni@ucf.edu, melissa.cowan@ucf.edu
Office Phone: 407-266-1179, 407-266-1445

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

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks) ☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** Webcourses, Zoom
- **Reporting Time:** Zoom meetings Mondays 4pm-5pm, Thursday 1pm-2pm EST
- **Contact Person** (for information/ scheduling)**:** Analia Castiglioni, MD, Melissa Cowan, MA
- **Contact Phone and e-mail:** 407-266-1179, analia.castiglioni@ucf.edu; 407-266-1445 melissa.cowan@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 6 max

Prerequisites (check all that apply):
☒Completion of M2 ☒Completion of M3 ☒Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.
Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 0%

Estimated % of time – Indirect contact time (independent study or online course work): 80% indirect, 20% direct contact time (2 hours/week for Zoom, plus additional time with mentor and course supervisors).
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week N/A **follow-ups/week** N/A
On-call schedule: N/A
Weekend duties: As needed to complete course assignments.
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Webcourses SLMs, quizzes, and assignments and weekly Zoom meetings.
Describe the expected level of supervision of students by faculty and residents: Course faculty will review student assignment submissions in Webcourses and provide timely feedback. They will facilitate at least two weekly class discussions/progress meetings via Zoom and be available for virtual office hours as needed.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn:

1. Understand the foundational knowledge of instructional systems design.
2. Conduct a topic needs assessment analysis (e.g. analysis of the needs, learner, goals, context, and required resources).
3. Submit instructional topic proposal.
4. Take the necessary steps to design, develop, and produce an effective medical education lesson that follows sound learning guidelines that would result in the learner successfully gaining the skills and knowledge taught in the lesson.

Course Description: This course will provide foundational knowledge in curriculum development and instructional design for students to create evidence-based instructional materials for medical education. Course faculty will guide students in the creation or redesign of educational materials, helping them identify subject matter expert (SME) faculty to collaborate in the material development when applicable. Students will be introduced to instructional design and technology, learning theories, pedagogical techniques, and active learning strategies (e.g., TBLs, small-group learning, etc.) used in medical education. At the end of the course, the students will present their completed instructional material product or lesson for final review. Lesson contributors will be determined as a part of the proposal, to include the student, course faculty, and SME faculty based on level of involvement. The decision to utilize the lesson in the COM curriculum will be up to course and SME faculty involved. Students will document the instructional material development in their CV. Knowledge and skills taught in the course are particularly relevant given the demand for accelerated, innovative, and effective medical education curriculum.

Learning Objectives: Please group these under the following headings:

Patient care:
Although this is a non-clinical elective, students are expected to develop materials directly or indirectly relevant to patient care that is appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge regarding the educational material created and demonstrate ability to communicate that

knowledge to other students. Students should be able to theoretically apply this knowledge to patient care.

Practice Based Improvement: The medical student is expected to demonstrate ability to evaluate, create, and improve educational content. Direct feedback from faculty will provide students with insight into strengths, weaknesses, and methods to improve.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information with COM faculty, staff, and peers. Students will communicate with peers, staff, and faculty during meetings, and email communication.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, adherence to ethical practice, understanding the educational needs of students.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of medical education in health care, as well as the ability to call effectively on other resources in the system to provide optimal health care education.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will complete online SLMs, formative quizzes and assignments, and participate in online discussions and weekly Zoom meetings. Students will work with course faculty and additional subject matter expert faculty to prepare a lesson/product proposal on a specialty topic, develop their lesson, and give a brief presentation of the completed product.

Required textbooks and articles:
This course will use a variety of educational websites and articles available through the UCF library. Links to the articles and websites will be provided through Webcourses. Students will not be required to purchase a textbook for this course.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for meetings, and participation in educational conferences. There will be a formal feedback session at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

Name of Sponsoring Preceptor: Analia Castiglioni, MD
Date: 05/19/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M Klaphake MD
Date 6-16-20

Curriculum Committee Chair _____
Date 6/19/20

COM Dean _____
Date _____

College of Medicine - Grad Course Addition - MDE 8550 Special Topics in Ophthalmology

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8550 Special Topics in Ophthalmology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Saad Shaikh, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8550
Course Title:* Special Topics in Ophthalmology	
30 Character Abbreviation:* Special Topics in Ophthal	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This course will provide advanced clinical training for students with an interest in ophthalmology.	
Grading Scheme:* Satisfactory/Unsatisfactory	
Prerequisite(s): Completion of the M2 year	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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. 5

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?* This course will provide M3 and M4 students advanced training in the area of ophthalmology.

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

What will be the source of students?* M3 and M4 medical students

What is the estimated annual enrollment?* 24

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

Detail Discussion

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete the entire form. All fields are required

Proposal Date: 9/15/2020
Course Title: Special Topics in Ophthalmology
Department/Specialty: Ophthalmology
Brief Description (25 words maximum): This elective rotation involves clinical training in Ophthalmology at a clinical placement sites that has traditionally served as a site for the M3 Clerkship. This affords interested students the opportunity to gain introductory experience in the specialty of Ophthalmology. Students will be able to reinforce ophthalmic examination skills they have acquired in P1 as well as anatomic and pathologic knowledge acquired in ophthalmic and systemic disease during the first two years of medical school.

Primary Preceptor Supervising Students: Saad Shaikh, MD
Office Location: Orlando VAMC,
Email: Click here to enter the email address that you want the college of medicine to use when contacting your office regarding scheduling. This is also the email address where the students' evaluation will be sent for you to complete.
Office Phone: Click here to enter the phone number that you want the college of medicine staff to use when contacting your office regarding scheduling.

Please indicate course type (select one): ☐M3 Clerkship Selective ☒M3 Clerkship Elective (4 wks)

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on the first day:** Click here to enter the address of where the student should report on the first day of the rotation.
- **Reporting Time:** Click here to enter the time that students should report to your office on the first day of the rotation.
- **Contact Person** (for information/ scheduling)**:** Click here to enter the name of the person that the student should contact regarding information and scheduling while on the rotation and before the rotation starts.
- **Contact Phone and e-mail:** Click here to enter the phone number and email address that you want the student to use when contacting your office on the rotation and before the rotation starts.

Which blocks will this rotation be offered during the academic year? The typical academic year is June 1 – April 30. Please select which months you can offer this course to students. **UCF COM will verify this information yearly.** ☐June ☐July ☐August ☐September ☒October ☒November ☒December ☒January ☒February ☒March ☒April ☒May

What is the number of students per rotation block? One student per block

Prerequisites (check all that apply):

☒Completion of M2 ☐Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.
Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40 - 50
Estimated % of time - Inpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time - Outpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time – Indirect contact time (independent study or online course work: Click here to enter text.
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: Call will not be a requirement of this rotation
Weekend duties: N/A
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A
Describe the expected level of supervision of students by faculty and residents: Click here to enter text.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Ophthalmology.

- This elective offers a hands-on, comprehensive experience in clinical ophthalmology. Students will examine patients with a variety of common and uncommon ophthalmologic conditions and become familiar with ophthalmic instrumentation. Students will be working with general ophthalmologists and subspecialties in order to learn how to manage ophthalmic conditions treatable by primary care physicians as well as recognizing those that warrant referral to an ophthalmologist. Learning is enhanced by didactic modules and lectures. The location of the elective will be the Eye Department at the Orlando VA Medical Center.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to the statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: Students will be expected to: Participate in the General Ophthalmology, Cornea and External Disease, Glaucoma and Retina Subspecialty Clinics in the VA Eye Department. They will examine patients under the supervision of a preceptor to develop their complete eye examination skills and comfort level with ophthalmic equipment. They will observe, scrub in to, and participate in surgical procedures. They will observe ophthalmic laser procedures and understand the application of lasers in the treatment of ophthalmic disease. They will review ancillary testing modalities (i.e., e-visual fields, radiology images, retinal angiography) and discuss clinical cases with their preceptors.

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

- Understand and clinically apply the anatomy of the eye and orbit
- Learn the basics of a complete eye examination including visual acuity testing, pupil response, intra-ocular pressure assessment, ocular motility, visual field, anterior segment, and fundus examination

- Learn the basics of common eye disease (cataract, glaucoma, macular degeneration, etc.) and ophthalmic manifestations of systemic diseases (diabetes, thyroid disease, etc.)
- Recognize ophthalmic emergencies and when to refer patients
- Understand and appreciate the nature of a multi-specialty ophthalmic group practice.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Use textbooks, resource videos and journal articles as well as simulation to learn principles of Ophthalmology.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Demonstrate skills and sensitivity when counseling and educating patients and their families in a variety of ophthalmology options.
- Work effectively with the health care team.
- Present patients in a concise, organized, logical and knowledgeable manner.
- Exhibit honesty, reliability, good communication skills and appropriate judgment.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.

- Demonstrate adequate communication skills while dealing directly with patients.
- Arrive for all duties on time and prepared.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Understand the relationship and shared responsibilities between team members.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Students will rotate among the different general and subspecialty clinics where they will be supervised and instructed on eye examinatino, using an ophthalmoscope, and identifying clinical conditions. Additional practice in ophthalmoscopy will be provided in the retina clinics. Students will also scrub in to operating room cases where they will have an active role assisting in ocular procedures, supervised by the subspecialty ophthalmic surgeons. The goals described above will be accomplished through a series of didactic lectures and teaching modules, reading assignments, and observation in the eye clinics and in the operating room at the Orlando VA Hospital. Several interactive sessions with students discussing case presentations with the preceptor will emphasize session objectives.

Required textbooks and articles: Goldberg and Trattler: Ophthalmology Made Ridiculously Simple. Interactive CD-ROM for Mackintosh and Windows, 5th edition, Goldberg S, Trattler W, MedMaster, 2012 (provided through the preceptor's office). There is also a syllabus including excercises, an eye chart and other information.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for the clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
☐ Other: Sponsoring faculty will complete grade in Pass-Fail format

Name of Sponsoring Preceptor: Click here to type your name.
Date: Click the dropdown arrow to choose a date.

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlephke MD Date 10-16-20

Curriculum Committee Chair _____ Date 10/16/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8609 Special Topics in Psychiatry

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8609 Special Topics in Psychiatry

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Martin Klapheke, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8609
Course Title:* Special Topics in Psychiatry	
30 Character Abbreviation:* Special Topics in Psych	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This elective allows for advanced clinical training in Psychiatry in both inpatient and outpatient settings.	
Grading Scheme:* Satisfactory/Unsatisfactory	
Prerequisite(s): Completion of the M2 year Completion of MDC 7830 Core CLerkship in Psychiatry	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to both M3 and M4 students with an interest in Psychiatry.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	24

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 9/4/2020
Course Title: Special Topics in Psychiatry
Department/Specialty: Psychiatry
Brief Description (25 words maximum): This elective rotation involves additional clinical training in Psychiatry at clinical placement sites that have/had traditionally served as sites for the M3 clerkship. This affords interested students the opportunity to gain additional experience in inpatient and/or outpatient Psychiatry and its main subspecialties. Interested students should contact Dr. Klapheke Martin.Klapheke@ucf.edu for further information on available sites. Much of the details (below) will vary according to the specific site.

Primary Preceptor Supervising Students: Varies
Office Location: Varies
Email: Varies
Office Phone: Varies

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

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:
- **Location to Report on first day:**
- **Reporting Time:**
- **Contact Person (**for information/ scheduling**):**
- **Contact Phone and e-mail:**

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 1-2

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☒Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week:
Estimated % of time - Inpatient:
Estimated % of time - Outpatient:
Estimated % of time – Indirect contact time (independent study or online course work:
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week
On-call schedule:
Weekend duties:
For non-patient care rotations, describe the typical learning activities and responsibilities of the student:
Describe the expected level of supervision of students by faculty and residents:

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Click here to enter specialty**.**

-

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below

☐The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other:

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

-

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

-

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

-

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

-

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

-

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

Required textbooks and articles:

How will the student's performance be assessed?

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

☐ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
☐ Other:

Summative evaluation: Click the box to agree to the statement below.

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
☐ Other:

Name of Sponsoring Preceptor:
Date:

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director_____ Date _____

Signature of Assistant Dean of Medical Education_____ Date_____

Curriculum Committee Chair_____ Date_____

COM Dean_____ Date_____

College of Medicine - Grad Course Addition - MDE 8700 Special Topics in Anesthesiology

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8700 Special Topics in Anesthesiology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Jaime Pulaski, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8700
Course Title:* Special topics in Anesthesiology	
30 Character Abbreviation:* Special Topics in Anesthesia	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This elective provides M3 and M4 medical students with advanced clinical training in anesthesiology.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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.	5

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available for M3 and M4 students with an interest in anesthesiology.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	24

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete the entire form. All fields are required

Proposal Date: 9/15/2020
Course Title: Special Topics in Anesthesiology
Department/Specialty: Anesthesiology
Brief Description (25 words maximum): This elective rotation involves clinical training in Anesthesiology at clinical placement sites that have/had traditionally served as sites for the M3 Clerkship. This affords interested students the opportunity to gain additional experience in inpatient and/or outpatient Anesthesiology and its main subspecialties. Interested students should contact the elective Administrator for further informatino on available sites. Much of the details (below) will vary according to the specific site.

Primary Preceptor Supervising Students: Jaime Pulaski, MD
Office Location: Osceola Regional Medical Center, 700 West Oak Street, Kissimmee, FL 34741
Email: Jaime.Pulaski@shcr.com ; Kaitlin.Oepen@shcr.com ; ana.acevedo@hcahealthcare.com
Office Phone: 407-518-2702, Ana Acevedo, GME Office or 904-477-5353, Dr. Pulaski mobile

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Please indicate course type (select one): ☐M3 Clerkship Selective ☒M3 Clerkship Elective (4 wks)

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:
- **Location to Report on the first day:** Osceola Regional Medical Center, GME Office - 720 West Oak Street, Suite 201 for orientation followed by Dr. Pulaski's office in the OR
- **Reporting Time:** Day 1 Orientation: 7:45; all days after that 6:45 AM in the OR
- **Contact Person** (for information/ scheduling): Dr. Pulaski (see above)
- **Contact Phone and e-mail:** see above

Which blocks will this rotation be offered during the academic year? The typical academic year is June 1 – April 30. Please select which months you can offer this course to students. **UCF COM will verify this information yearly.** ☒June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April ☒May

What is the number of students per rotation block? One student per block

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.
Length of program (weeks): 4 weeks
Estimated total contact hours/week: 50-60 hours per week. Adheres to current ACGME guidelines for residency programs.
Estimated % of time - Inpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.

Estimated % of time - Outpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time – Indirect contact time (independent study or online course work: Click here to enter text.
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: Call will not be a requirement of this rotation
Weekend duties: N/A
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Click here to enter text.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Click here to enter the specialty.

- This elective will introduce the student to the care of the patient requiring local, regional or general anesthesia. Evidence-based practices will be emphasized. The student will spend 4 weeks on the anesthesia service. Students will be responsible for participating in the evaluation and workup of both inpatients and outpatients. In-hospital call will not be a requirement.
- Emphasis will be placed on developing basic clinical competence with a subset of knowledge and skills that are regularly utilized by anesthesiologists that have relevance for the future resident in any medical specialty.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to the statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: Students will begin to unerstand the methods of securing/supporting an airway and associated complications, including: anatomy of the airway, airway assessment, basic skills and tools to maintain ventialation and oxygenation, outlining the proper and safe way to inducing patients including rapid sequence inductions, outlining basic intubation techniques and outlining the Difficult Airway Algorithm. The student will perform pre-anesthetic physical examinations including specific knowledge regarding the patient's airway and possible need for advanced airway intubation techniques. The student will learn basic airway management and should be able to perform an airway exam, demonstrate proper use of oral/nasal airways, show different ways of delivering oxygen to patients, perform bag-mask and bag-endotracheal tube ventilation on patients, and demonstrate the ability to perform atraumatic placement of laryngeal mask airway (LMA)

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

- Begin to learn fundamentals of anesthesiology as applied to surgery. Examples include the effect of induction agents, inhalation anesthetic agents and muscle relaxants. Students should obtain a basic understanding of the effect of these agents on the respiratory physiology, circulatory physiology and the fluid and electrolyte balance of the surgical patient. Evaluation of blood gas analysis and treatment of acid/base disorders.

- Begin to understand the anesthesia preoperative exam and the concerns faced by the anesthesiologist when anesthetizing a surgical patient.
- Understand the reasoning for ordering diagnostic laboratory procedures in the preoperative patient. Examples include liver function tests, serum chemistries, arterial blood gas analyses and hematologic profiles.
- Begin to understand the priniciples pertaining to both invasive and non-invasive monitoring. The student learns how measurement devices collect physiologic information, how to appropriately apply monitoring devices (non-invasive) to patients, how to interpret the data returned by these devices, and the pitfalls of these devices.
- Begin to understand the different types of anesthetic care. Examples include general anesthesia, spinal anesthesia, epidural anesthesia and regional anesthesia and an understanding of when the various types of anesthetic care are indicated and which patients will benefit from regional versus general anesthesia.
- Develop a basic understanding of the anesthesia machine.
- Begin to understand the methods of securing/supporting an airway and associated complications as noted above under Patient Care.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Use textbooks and journal articles to learn principles of anesthesia as applied to surgery.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Demonstrate skills and sensitivity when counseling and educating patients and their families in a variety of anesthesia options.
- Work effectively with the health care team.
- Present patients in a concise, organized, logical and knowledgeable manner.
- Exhibit honesty, reliability, good communication skills, and appropriate judgment.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.

- Demonstrate good communication skills while dealing directly with patients
- Demonstrate good communication skills while dealing with healthcare team
- Arrive in the OR on time and prepared for the procedure.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Understand the relationship and shared responsibilities between anesthesiologists and surgeons.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: The M3 student will participate in the care of patients requiring local, regional and general anesthesia at various levels. They will be responsible for the initial workup of patients requiring anesthesia in the inpatient wards as well as in the outpatient setting. The student will be expected to log their patient encounters and procedures performed in Oasis. Work hours will fall within current ACGME guidelines. In-House Call will not be a requirement of the rotation. Under appropriate supervision, the student may have the opportunity to assist and at times

perform basic anesthesia procedures such as: tracheal intubation using different techniques; LMA placment; mask ventillation; regional anesthesia,spinal and epidural; and placement of IV catheters.

Required textbooks and articles: The recommended textbooks and other references are: Basics of Anesthesia, Miller RD and Pardo M, Elsevier (available electronically) and Essential Anesthesia: From Science to Practice, Euliano TY et al, Cambridge University Press (Cambridge Books Online, e-book).

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for the clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☒ Other: Sponsoring faculty will complete grade in Pass-Fail format

Name of Sponsoring Preceptor: Click here to type your name.
Date: Click the dropdown arrow to choose a date.

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlemke MD Date 10-16-20

Curriculum Committee Chair _____ Date 10/16/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8717 Lifestyle Modification Skills in Practice

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8717 Lifestyle Modification Skills in Practice

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Sharon Wasserstrom, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8717
Course Title:*	Lifestyle Modification Skills in Practice
30 Character Abbreviation:*	Lifestyle Modification
Course Type:*	○ Graduate Course ◉ Medicine (MD) Course
Course Description (25 word limit)*	This elective will provide hands on practice with patients taking detailed lifestyle assessments and coaching patients to achieve beneficial lifestyle changes and also by helping run group visits.
Grading Scheme:*	Satisfactory / Unsatisfactory
Prerequisite(s):	Completion of the M2 year
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to M3 and M4 students as an elective.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	2

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 7/8/2020
Course Title: Lifestyle Modification Skills in Practice
Department/Specialty: Internal and Lifestyle Medicine
Brief Description (25 words maximum): This elective will provide hands-on practice with patients taking detailed lifestyle assessments and coaching patients to achieve beneficial lifestyle changes and also by helping run group visits. Clinical training will be supplemented with didactic on health coaching, exercise counseling and other pillars of lifestyle medicine.

Primary Preceptor Supervising Students: Sharon Wasserstrom, MD
Office Location: 9975 Tavistock Lakes Blvd Orlando, FL 32827
Email: sharon.wasserstrom@ucf.edu
Office Phone: 516-286-4260

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

☐M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☒M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** 9975 Tavistock Lakes Blvd Orlando, FL 32827
- **Reporting Time:** 9 am
- **Contact Person** (for information/ scheduling): Sharon Wasserstrom, MD
- **Contact Phone and e-mail:** 516-286-4260 sharon.wasserstrom@ucf.edu

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☐June ☐July ☐August ☐September ☐October ☐November ☐December ☐January ☒February ☐March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? 2

Prerequisites (check all that apply):
☒Completion of M2 ☒Completion of M3 ☐Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: 0%
Estimated % of time - Outpatient: 100%
Estimated % of time – Indirect contact time (independent study or online course work: 10%

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 15 **follow-ups/week** 5
On-call schedule: none
Weekend duties: none
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: The students will gain experience interviewing patients, with an emphasis on utilization of lifestyle assessment skills. The student will present these detailed evaluations to Dr Wasserstrom and assist in development of a treatment plan. Initially independently, the student will formulate a corresponding action plan with the patient. Then, together with the patient and Dr Wasserstrom, the student will outline the action plan, and Dr Wasserstrom can further assess the patient and add any additional plans needed for the patient. During group visits Dr Wasserstrom will always be present in the same room to supervise the medical students.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Internal and Lifestyle Medicine. .

- The goal is to learn how to have the medical students practice giving lifestyle modification recommendations to patients. Some of the clinical conditions the student will encounter are: Prediabetes, Diabetes, Hypertension, Hypercholesterolemia, Fatty liver disease, Obesity and Coronary Artery Disease. The student will be expected to learn how to use lifestyle assessment tools to help assess a patient's current lifestyle and aid in helping empower the patient to set SMART goals, i.e questionnaires, health coaching , motivational interviewing and group visits.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other: Click here to enter text.

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

- The student will learn the evidence based lifestyle modifications recommended and how to use tools and resources to help fascilitate patients to understand the recommendations and help guide them to make lifestyle changes.
- They will apply this knowledge when helping patients formulate SMART goals for their treatment plan and running group visits.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- There will be a few lectures by practioners who are skilled at health coaching and exercise prescriptions for which the students will have the opportunity to aks quations during a group discussion.
- They will also be expected to read a book, articles,use tools, resources and websites to educate themselves on lifestyle medicine topics and improve their delivery of care to patients.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- The student understands the importance of effective and clear communication with the patient, family, and other health care providers during the patient's visit.
- The student will demonstate their ability to effectively document their patient assessment and plan in the patient's medical record.
- The student demonstates the ability to assess a patient's stage of change and use that assessment to choose the appropriate modality to aide a patient to get closer to making a lifestyle change.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

The student demonstates sensitivity to the patient's goals and works with the patient based on the patient's goals to provide optimal patient care.

The student is expected to demonstate sensitivity to the patient's literacy to be able to appropriately educate patient verbally and with written materials.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Student is expected to be able to work to provide patient with other resourcees such as whom to refer patient to for additional help with lifestyle changes , i.e health coaches, social workers,sleep specialist, behavioural health and online resources.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: 1) Didactic teaching: online and via lectures 2) Case based learning with patients during one on one visits 3) Forming content and presentations to use to educate patients during group visits. 4) Required reading.

Required textbooks and articles: 1) Lifestyle Medicine Handbook , An introduction to the Power of Healthy Habits In collaboration with American College of Lifestyle Medicine 2) Lifestyle Medicine Course Syllabus , 48 page document with several articles to read file:///C:/Users/sh153801/Downloads/course_syllabus_2019.pdf 3) Nutrition Curriculum for Clinicians https://www.pcrm.org/good-nutrition/nutrition-for-clinicians/nutrition-education-curriculum

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Sharon Wasserstrom, MD
Date: 7/8/2020

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education MKlephke MD Date 7-17-20

Curriculum Committee Chair _____ Date 7/31/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8800 Special Topics on Neurology

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8800 Special Topics on Neurology

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Stephen Berman, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8800
Course Title:* Special Topics in Neurology	
30 Character Abbreviation:* Special Topics in Neuro	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* This rotation allows M3 and M4 student to gain advanced clinical experience in neurology.	
Grading Scheme:* Satisfactory/Unsatisfactory	
Prerequisite(s):	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to M3 and M4 medical students with an interest in Neurology.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	24

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE / ELECTIVE / ACTING-INTERNSHIP PROPOSAL FORM

Please complete the entire form. All fields are required

Proposal Date: 9/25/2020
Course Title: Special Topics in Neurology
Department/Specialty: Neurology
Brief Description (25 words maximum): This elective rotation involves additional clinical training in Neurology at clinical placement sites that have/had traditionally served as sites for the M3 clerkship. This affords interested students the opportunity to gain additional experience in Neurology and its main subspecialties such as neuromuscular disease, headache, epilepsy, rehabiliation neurology, etc . Interested students should contact Celia Linton at celia.linton@ucf.edu. Much of the details (below) will vary according to the specific site/subspecialties.

Primary Preceptor Supervising Students: Click here to enter the name of the doctor that the students will be working with on their rotation.
Office Location: Varies
Email: Varies
Office Phone: Varies

Please indicate course type (select one): ☐M3 Clerkship Selective ☒M3 Clerkship Elective (4 wks)

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on the first day:** Click here to enter the address of where the student should report on the first day of the rotation.
- **Reporting Time:** Click here to enter the time that students should report to your office on the first day of the rotation.
- **Contact Person (for information/ scheduling):** Click here to enter the name of the person that the student should contact regarding information and scheduling while on the rotation and before the rotation starts.
- **Contact Phone and e-mail:** Click here to enter the phone number and email address that you want the student to use when contacting your office on the rotation and before the rotation starts.

Which blocks will this rotation be offered during the academic year? The typical academic year is June 1 – April 30. Please select which months you can offer this course to students. **UCF COM will verify this information yearly.** ☒June ☒July ☒August ☒September ☒October ☒November ☒December ☒January ☒February ☒March ☒April ☒May

What is the number of students per rotation block? 1-2

Prerequisites (check all that apply):
☒Completion of M2 ☐Completion of M3 ☒Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: Click here to enter text. Per LCME students cannot work more than 80 hours per week when averaged over four weeks.
Estimated % of time - Inpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time - Outpatient: Click here to enter text. Inpatient and Outpatient time cannot equal more than 100%.
Estimated % of time – Indirect contact time (independent study or online course work: Click here to enter text.
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week Click here to enter text. **follow-ups/week** Click here to enter text.
On-call schedule: Click here to enter text.
Weekend duties: Click here to enter text.
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Click here to enter text.
Describe the expected level of supervision of students by faculty and residents: Click here to enter text.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Neurology.

- Click here to describe the goals of the rotation, specify the clinical conditions the student will encounter, and the knowledge and examination skills the student will be expected to learn. Examples could include the following items: The rotation is hands-on and illustrates the role of the provider of "specialty" in the clinical setting. During the rotation, students will be assigned to an individual faculty mentor to guide them and be responsible for their daily clinical activities. By the end of the rotation, it is expected that medical students will have developed a knowledge base and clinical skills allowing them to identify and manage common concerns. Students are expected to attend grand rounds, morning report, and resident learning sessions. The student is expected to complete an EBM project during the rotation to present to the team.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to the statement below
☐The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other: Click here to enter text.

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

- Click here to list the medical knowledge that the student will obtain. Examples could include the following: Insert catheter, sate indications and complication of various blood products, describe the therapeutic effect, side effect of medications, recognize signs and symptoms of disease and treatment, develop and present a treatment plan

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- Click here to list how students will be expected to demonstrate the ability to investigate and evaluate the care of patients and assimilate knowledge from scientific evidence. Examples could include the following: Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care, develop and maintain a willingness to learn from errors, demonstrate an ability to use technology or other available methodologies to access and manage information, to support patient care decisions.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Click here to list how students will demonstrate interpersonal and communication skills. Examples could include the following: Provide effective and professional consultation to other physicians and the healthcare team, effectively document the patient history and plan of care, effectively communicate information with family members of the patient.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity, and a responsible attitude toward their patient, their profession, and society.

- Click here to list how students will display continuous professional development. Examples could include the following: demonstrate respect, compassion, integrity, and altruism in relationship with patients, families, and colleagues, demonstrate respect for religious beliefs, adhere to principles of confidentiality, recognize and identify areas of improvement in personal and in peer performance.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Click here to list how the student will demonstrate an awareness of responsiveness to the larger context of health care and demonstrate that they know how to use available resources. Examples could include the following: Utilize resources to provide optimal healthcare, recognize limitations and opportunities regarding the individual patient care, apply evidence based, cost-conscious strategies to prevention, diagnosis, and disease management.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Click here to provide information regarding specific learning activities that are unique to this course. Examples could include the following: Students will participate in daily teaching rounds on wards and the ICU. Students will participate in weekly didactics and grand rounds. Students will prepare a literature review on a specialty topic and give a brief presentation. When students are scheduled to the operating room, the first case starts at 7:30 am except on Wednesday, when the first case will start at 9:30 am to accommodate Grand Rounds. The student should arrive 30 minutes before the first case to be able to discuss the treatment plan with the assigned preceptor and help prepare the operating room for the first case.

Required textbooks and articles: Click here to enter information regarding required textbooks and articles. Provide full text title, author's name, and version number. Provide full article title and publication information. The College of Medicine Health Sciences Library will try to obtain electronic copies of the text and articles for the students to use during the rotation. If the library cannot obtain the resources you will be responsible for loaning any required materials to the student during the rotation.

How will the student's performance be assessed? (All M4 Electives and Acting Internships are P/F Grading):

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

☐ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for the clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.
☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☐ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.
☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Click here to type your name.
Date: Click the dropdown arrow to choose a date.

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education M Klapheke MD Date 10-16-20

Curriculum Committee Chair _____ Date 10/16/20

COM Dean _____ Date _____

College of Medicine - Grad Course Addition - MDE 8831 Outpatient Psychiatry Elective

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Medicine

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

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

Full Title:* MDE 8831 Outpatient Psychiatry Elective

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Sanjeez Singh, MD

Department Chair Phone Number:* 407-266-1000

Dept Chair Email:* pep@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* MDE	**Number:*** 8831
Course Title:* Outpatient Psychiatry Elective	
30 Character Abbreviation:* Outpatient Psychiatry	
Course Type:* ○ Graduate Course ◉ Medicine (MD) Course	
Course Description (25 word limit)* Students will be given progressive clinical responsibilities in the assessment and treatment of psychiatric patients.	
Grading Scheme:* Satisfactory / Unsatisfactory	
Prerequisite(s): Completion of the M2 year Completion of the Core Clerkship in Psychiatry	
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?*	This course will be available to M3 and M4 medical students as an elective.
What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	M3 and M4 medical students
What is the estimated annual enrollment?*	12

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

Detail Discussion	

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 5/14/2020
Course Title: Outpatient Psychiatry
Department/Specialty: Psychiatry
Brief Description (25 words maximum): As an M4, students will be given progressive clinical responsibilities in the assessment and treatment of patients at the Center for Adult & Child Psychiatry, Ocoee FL.

Primary Preceptor Supervising Students: Sanjeev Singh, MD
Office Location: 1540 Citrus Medical Court, Ocoee FL 34761
Email: lgailey@cfapsych.com
Office Phone: 407-602-7168, ext. 120, or 407-245-8501

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

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** Center for Adult & Child Psychiatry, 1540 Citrus Medical Court, Ocoee FL 34761
- **Reporting Time:** 9:00am
- **Contact Person** (for information/ scheduling)**:** Laura Gailey, LMHC, Director of TMS and Telepsych Services
- **Contact Phone and e-mail:** lgailey@cfapsych.com 407-602-7168 ext 120, or 407-245-8501

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. BY CONSENT OF INSTRUCTOR ONLY ☐June ☐July ☐August ☐ September ☐October ☐November ☐December ☐January ☐February ☐March ☐April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? One

Prerequisites (check all that apply):
☐Completion of M2 ☒Completion of M3 ☒Consent of Instructor
☐Completion of Core Clerkship in Click here to enter text. ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 40
Estimated % of time - Inpatient: 0
Estimated % of time - Outpatient: 100%
Estimated % of time – Indirect contact time (independent study or online course work: N/A

Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 5 **follow-ups/week** 30
On-call schedule: N/A
Weekend duties: N/A
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: N/A
Describe the expected level of supervision of students by faculty and residents: Continuous supervision by on-site Psychiatry faculty member.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide M4 students with an immersive experience in the outpatient practice of general adult and child psychiatry.
Students will be given progressive clinical responsibilities for the psychiatric assessment and management of patients requiring outpatient treatment for acute and chronic psychiatric symptoms. During the rotation students will be assigned to an individual faculty mentor to guide them and be responsible for their daily clinical activities. By the end of the rotation it is expected that medical students will have developed a knowledge base and clinical skills allowing them to conduct a full outpatient psychiatric diagnostic assessment and formulate biopsychosocial treatment plans for common psychiatric disorders. There will be a focus on the following clinical skills: diagnostic interviewing and development of a therapeutic alliance in the outpatient; acute and chronic management; and effective communication with the patient's multidisciplinary treatment team. Staff include physicians, social workers, and licensed therapists.
It is anticipated that clinical conditions the students will encounter will include:

Mood disorders including Major Depressive Disorder and Bipolar Disorder
Posttraumatic Stress Disorder
Anxiety disorders including Generalized Anxiety Disorder and Panic Disorder
Adjustment disorders
Substance Use Disorders
Psychotic Disorders including Schizophrenia
Personality Disorders
Attention-Deficit/Hyperactivity Disorder
Neurocognitive disorders including Dementia

This clinic also has a very active practice using TMS.
The M4 student may also have the opportunity to assist in the teaching of 3rd year medical students rotating in Psychiatry.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☒Other: 1. Perform and document a psychiatric diagnostic evaluation and develop recommendations for appropriate biopsychosocial evaluation (including laboratory, radiologic, and psychological testing) and treatment plans.
2. Recognize the indications for inpatient vs. outpatient psychiatric treatment, considering the presenting problem and its acuity, and any risk of danger to the patient or others.

Medical Knowledge: The medical student is expected to demonstrate medical knowledge relevant to Psychiatry, as well as the application of this knowledge to patient care: The student will obtain and develop medical knowledge in the following areas:
1. Demonstrate knowledge of the presentations of a wide variety of acute and chronic psychiatric conditions requiring outpatient treatment.
2. Formulate appropriate differential diagnoses and psychiatric management plans as needed for acutely ill psychiatric.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.
1. Identify areas for improvement and implement strategies to enhance knowledge, skills, and process of care, develop and maintain a willingness to learn from errors, demonstrate ability to use technology or other available methodologies to access and manage information, to support patient care decisions.
2. Demonstrate the ability to appraise and assimilate scientific evidence, utilizing relevant databases of psychiatric evidence-based medicine, to improve patient care and teach 3rd year medical students rotating in Psychiatry.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
1. Demonstrate interpersonal and communication skills that result in the effective exchange of information and rapport with patients, their families, and other health professionals and students.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.
1. Demonstrate respect, compassion, integrity and altruism in relationship with patients, families and colleagues, and adhere to principles of confidentiality.
2. Establish effective working relationships with all members of the healthcare team.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
1. Utilize resources to provide optimal healthcare, recognize limitations and opportunities regarding the individual patient care, apply evidence based, cost-conscious strategies to prevention, diagnosis, and disease management.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: 1. Supervised diagnostic interviews of patients. 2. Formal case presentations of individual patients to the attending faculty supervisor, including discussion of differential diagnoses and proposals of appropriate workup and biopsychosocial treatment plans. 3. Assist with implementation of management plan, including helping arrange ongoing follow-up. 4. Conduct literature reviews of current evidenced-based treatments for a range of psychiatric conditions. 5. Each day there is a didactic presentation by staff on a variety of issues in diagnosis and treatment: see attached list.

Required textbooks and articles: All are online in COM Library. 1. Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry, 11th Edition (2014), Lippincott Williams & Wilkins,

Sadock, B. J. & V. A. Sadock 2. Psychiatryonline.org includes other core Psychiatry textbooks and journals. 3. Diagnostic and Statistical Manual of Mental Disorders DSM-5. American Psychiatric Association, 2013.

How will the student's performance be assessed?

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

☐ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☒ Other: daily/weekly feedback from preceptors for continuous improvement.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Sanjeev Singh MD
Date: 5/14/2020

* Email the completed form to ken.staack@ucf.edu as a **word document.** We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director M Clayton MD Date 6-5-20

Signature of Assistant Dean of Medical Education M Clayton MD Date 6-5-20

Curriculum Committee Chair [signature] Date 6/19/20

COM Dean _____ Date _____

Medical Student Schedule

School: Start date: Student Name:

Week	Day	Topic(s)	Preceptor
Week 1	Monday	Orientation and TMS	Laura
	Tuesday	Diagnostic interviewing	Pillai
	Wednesday	Depression\Antidepressants	Valatou
	Thursday	Child & Adolescent Psychotherapy	Courtney
	Friday	Geriatric Psychiatry, Sleep Disorders	Catherine
Week 2	Monday	Psychotherapy, (CBT & EMDR)	David
	Tuesday	Pain Mgmt, Anxiety Disorders, Anxiolytics	Dr. Pillai
	Wednesday	Adult ADHD	Valatou
	Thursday	Trauma-Focused CBT, Acceptance Commitment Therapy, Adjustment Disorder	Rachel
	Friday	Bipolar & Mood Stabilizers & TMS	Dr. Singh & Laura
Week 3	Monday	Sentinel Emotional Events	Kurt
	Tuesday	Writing Orders & Prescriptions/ Live patients	Dr. Pillai
	Wednesday	Patient-Centered Care for LGBT/ Live patients	Valatou
	Thursday	Abuse & Neglect, PTSD	Courtney
	Friday	Psychotic Disorders, Anti-psychotics & TMS	Dr. Singh & Laura
Week 4	Monday	Substance Use Disorders, Personality Disorders	David
	Tuesday	Prescribing Opioids, Prescribing Benzos/ Live patients	Dr. Pillai
	Wednesday	Live patients	Valatou
	Thursday	Neurocognitive Disorders & MSE & Competency Baker Act & Marchman Act	Dr. Singh Laura
	Friday	Inpatient & Acute Psychosis Questions & Wrap Up	Dr. Singh All

College of Medicine - Grad Course Continuation - MDE 8660 Plastic Surgery Elective

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Medicine

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

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

Prefix:* MDE

Code:* 8660

Name:* Plastic Surgery Elective

Full Title:* MDE 8660 Plastic Surgery Elective

Course Description:* This rotation has been designed to expose the 4th year medical student to the diversity of plastic surgery, by having him/her work with several UCF College of Medicine plastic surgeons whose interests and practice patterns vary.

Prerequisite(s):

Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Justification for Course Continuation

What is the rationale for continuing this course?*	This course is currently utilized by M4 medical students with an interest in Plastic Surgery.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

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

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

Attached* ☑ I have attached an updated course syllabus.

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Proposal Date: 2/3/12
Title: Plastic Surgery 4th Year Elective **Department/Specialty:** Plastic Surgery
Brief Description (25 words maximum):
This rotation has been designed to expose the fourth year medical student to the diversity of plastic surgery, by having him/her work with several UCF College of Medicine plastic surgeons whose interests and practice patterns vary.

Clerkship Director: Dr. George Pope **Office Location:** 3872 Oakwater Circle Orlando, FL 32806
Email: georgehpope@gmail.com **Office Phone:** Pope: 407-857-6261
Primary Faculty Supervising Students: Drs. G. Pope & C. Peters **Office Location:** 2501 N. Orange Ave., Orlando
Email: contact@petersplasticsurery.com **Office Phone:** Pope: 407-857-6261, Peters: 407-898-1436

Please indicate course type (select one):

☐ M3 Clerkship Selective (2 wks) x M4 Clerkship Elective (4 wks)
☐ M4 Clerkship Acting-Internship (4 wks) ☐ Other (explain)_____

Location: Orlando Plastic Surgery Center/Center for Plastic & Recon Surgery/Orlando Health/Florida Hospital

- **Location to Report on first day:** Dr. Pope's Office **Reporting Time:** 8:30 AM
- **Contact Person** (for information/ scheduling): Dana Capps, Practice Manager
- **Contact Phone and e-mail:** 407-857-6261, dana@orlandoplasticsurgerycenter.com

Prerequisites (check all that apply):
☐ Completion of M2 x Completion of M3 ☐ UCF COM Students Only ☐ Consent of Instructor
☐ Completion of Core Clerkship in_____ ☐ Other: _____

Length of program (weeks): 4 weeks **Estimated total contact hours/week:** 40
Estimated % of time - Inpatient: 10% **Estimated % of time - Outpatient:** 90%

Program Overview (include general goals, types of clinical experiences provided and on call schedule and weekend activities if any):
Students will gain exposure to the diverse specialty of plastic surgery by working in office, operating room and hospital settings (Orlando Health & Florida Hospital) with a number of private practice surgeons, whose differing interests will provide a broad exposure. Occasional weekend cases may exist if an attending is on ER call.

Objectives (list the behaviors you expect the student to be able to do after taking this course based on ACGME Core Competencies): Students should:
1) Understand basic principle of wound management, with emphasis on preservation of vital tissues & structures
2) Demonstrate proficiency in basic suturing techniques
3) Have a basic understanding of the broad specialty of plastic surgery
4) Show competence in the evaluation of plastic surgery using a problem-based approach to formulate a surgical plan

Learning Activities (daily rounds, weekly conferences, case presentations, lit review, other projects):
practice based operative techniques in the operating room, participate in evaluation & treatment of patients, with emphasis on pre op assessment, co-morbidities and post op complications

Additional Information (textbooks required, additional teaching faculty, etc.):
Appropriate textbooks will be available. Students will work with cosmetic surgeons, reconstructive surgeons, hand surgeons, maxilla facial surgeons, and micro surgeons

How will the student's performance be assessed:
Student performance will be assessed by each plastic surgeon using the UCF COM evaluation form.

M3 Selectives: **Beginning May 2012** (Please indicate if the selective will be available for all rotations or select the specific two week rotations that you anticipate offering this selective, and indicate how many students under each)

☐ **Offered All Rotations: Number of students per rotation** ☐

OR

Block 1			Block 2			Block 3			Block 4		
1A (5/14/12 - 5/25/12)	1B (5/28/12 – 6/8/12	1C (6/11/12– 6/22/12)	2A (6/25/12 – 7/6/12)	2B (7/9/12 – 7/20/12)	2C (7/23/12 – 8/3/12)	3A (8/13/12- 8/24/12)	3B (8/27/12 – 9/7/12)	3C (9/10/12- 9/21/12)	4A (9/24/12 – 10/5/12)	4B (10/8/12 – 10/19/12)	4C (10/22/12 – 11/2/12)
Block 5			**Block 6**			**Block 7**			**Block 8**		
5A (11/5/12 – 11/16/12)	5B (11/19/12– 11/30/12)	5C (12/3/12– 12/14/12)	6A (1/2/13 - 1/11/13)*	6B (1/14/13– 1/25/13)	6C (1/28/13 – 2/8/13)	7A (2/11/13– 2/22/13)	7B (2/25/13 – 3/8/13)	7C (3/11/13– 3/22/13)	8A (4/1/13 – 4/12/13)	8B (4/15/13 – 4/26/13)	8C (4/29/13 – 5/10/13)

M4 Acting-Internship or Elective: **Beginning June 2012**

SCHEDULING INFORMATION M4 ACTING-INTERNSHIP OR ELECTIVE 2012-2013

- **Please note the dates for the 4th year calendar have changed.**
- **Please review the new dates for each block and indicate the number of UCF COM students you will be able to accommodate during each of these 4 week blocks.**
- **If you cannot accommodate any students during a particular block please indicate with "*None*".**

Block	Dates	Number of Students	Notes
Block 1	June 4, 2012 – June 29, 2012	1	
Block 2	July 2, 2012 – July 27, 2012	1	
Block 3	July 30, 2012 – August 24, 2012	1	
Block 4	August 27, 2012 – September 21, 2012	1	
Block 5	September 24, 2012 – October 19, 2012	1	
Block 6	October 22, 2012 – November 16, 2012	1	
Block 7	November 19, 2012 - December 14, 2012	1	
BREAK	**December 17, 2012 - January 1, 2013**		
Block 8	January 2, 2013 – January 25, 2013	1	
Block 9	January 28, 2013 – February 22, 2013	1	
Block 10	February 25, 2013 – March 22, 2013	1	
Block 11*	March 25, 2013 – April 19, 2013 (optional elective or make-up)	1	

Other: If AI or Elective will not be scheduled as above, please provide specific dates and an explanation:

Signature of Clerkship Director_____ Date _____

Signature of Sponsoring Faculty Member_____ Date_____

Curriculum Committee Chair_____ Date_____

COM Dean_____ Date_____

M3 Selectives: **Beginning May 2012** (Please indicate if the selective will be available for all rotations or select the specific two week rotations that you anticipate offering this selective, and indicate how many students under each)

☒ Offered All Rotations: Number of students per rotation	1

OR

Block 1			Block 2			Block 3			Block 4		
1A (5/14/12 - 5/25/12)	1B (5/28/12 – 6/8/12	1C (6/11/12- 6/22/12)	2A (6/25/12 – 7/6/12)	2B (7/9/12 – 7/20/12)	2C (7/23/12 – 8/3/12)	3A (8/13/12- 8/24/12)	3B (8/27/12 – 9/7/12)	3C (9/10/12- 9/21/12)	4A (9/24/12 – 10/5/12)	4B (10/8/12 – 10/19/12)	4C (10/22/12 – 11/2/12)
Block 5			**Block 6**			**Block 7**			**Block 8**		
5A (11/5/12 – 11/16/12)	5B (11/19/12- 11/30/12)	5C (12/3/12- 12/14/12)	6A (1/2/13 -1/ 11/13)*	6B (1/14/13- 1/25/13)	6C (1/28/13 – 2/8/13)	7A (2/11/13- 2/22/13)	7B (2/25/13 – 3/8/13)	7C (3/11/13- 3/22/13)	8A (4/1/13 – 4/12/13)	8B (4/15/13 – 4/26/13)	8C (4/29/13 – 5/10/13)

M4 Acting-Internship or Elective: **Beginning June 2012**

SCHEDULING INFORMATION M4 ACTING-INTERNSHIP OR ELECTIVE 2012-2013

- **Please note the dates for the 4th year calendar have changed.**
- **Please review the new dates for each block and indicate the number of UCF COM students you will be able to accommodate during each of these 4 week blocks.**
- **If you cannot accommodate any students during a particular block please indicate with "*None*".**

Block	Dates	Number of Students	Notes
Block 1	June 4, 2012 – June 29, 2012	1	
Block 2	July 2, 2012 – July 27, 2012	1	
Block 3	July 30, 2012 – August 24, 2012	1	
Block 4	August 27, 2012 – September 21, 2012	1	
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Block 7	November 19, 2012 - December 14, 2012	1	
BREAK	**December 17, 2012 - January 1, 2013**		
Block 8	January 2, 2013 – January 25, 2013	1	
Block 9	January 28, 2013 – February 22, 2013	1	
Block 10	February 25, 2013 – March 22, 2013	1	
Block 11*	March 25, 2013 – April 19, 2013 (optional elective or make-up)	1	

Other: If AI or Elective will not be scheduled as above, please provide specific dates and an explanation:

Signature of Clerkship Director Date 2-3-12

Signature of Sponsoring Faculty Member Date

Curriculum Committee Chair Date 2-17-2012

COM Dean Date 2-20-12

College of Medicine - Grad Course Continuation - MDE 8663 Aesthetic Plastic Surgery Elective

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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

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

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

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Medicine

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

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

Prefix:* MDE

Code:* 8663

Name:* Aesthetic Plastic Surgery

Full Title:* MDE 8663 Aesthetic Plastic Surgery Elective

Course Description:* Rotation providing a focused learning experience in aesthetic surgery; students with interest in facial reconstruction may elect to take call or become involved in complex facial trauma reconstruction at the regional trauma center.

Prerequisite(s):

Corequisite(s):

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

Credit Hours:* 6

Instruction Time:* 0

Lab/Studio/Field Work Hours:* 6

Out-of-Class Hours:* 0

Total Engagement Hours:* 6

Justification for Course Continuation

What is the rationale for continuing this course?* This course is utlitized by M4 medical students with an interest in plastic surgery.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Attachment List

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

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

Attached* ☑ I have attached an updated course syllabus.

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

University of Central Florida
College *of* Medicine

SELECTIVE/ELECTIVE/ACTING-INTERNSHIP PROPOSAL FORM

Please complete entire form. All fields are required

Proposal Date: 12/19/2016
Course Title: Aesthetic Plastic Surgery Rotation
Department/Specialty: Plastic and Reconstructive Surgery
Brief Description (25 words maximum): four week elective rotation providing a focused learning experience in aesthetic surgery; students with interest in facial rconstruction may elect to take call or become involved in complex facial trauma reconstruction at the regional trauma center

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Primary Preceptor Supervising Students: Jacob Gerzenshtein, MD FACS
Office Location: 4429 Florida National Drive, Lakeland FL 33813
Email: jacob.gerzenshtein@gmail.com
Office Phone: 863-647-2200

Please indicate course type (select one): ☐M3 Clerkship Selective (2 wks)

☒M4 Clerkship Elective (4 wks) ☐M4 Clerkship Elective (2 wks) ☐M4 Clerkship Elective (2 or 4 wks)

☐M4 Clerkship Acting-Internship (4 wks)

☐Other Click here to explain why your course does not align with the previous course choices.

Location:

- **Location to Report on first day:** 4429 Florida National Drive, Lakeland FL 33813
- **Reporting Time:** 08:00 am
- **Contact Person** (for information/ scheduling)**:** Keli Emery
- **Contact Phone and e-mail:** Keli@fineryou.com, 863-647-2200

Which blocks will this rotation be offered during the academic year? The typical M4 academic year is June 1 – April 30. Please select which months you can offer this course to students. We will verify this information on a yearly basis. ☒June ☐July ☒August ☒September ☒October ☒November ☐December ☒January ☒February ☒March ☒April

**Please note for M3 rotations the schedule is different. You will be contacted by one of the M3 coordinators regarding the M3 course schedule.*

What is the number of students per rotation block? Preferably 1, Maximum 2

Prerequisites (check all that apply):
☐Completion of M2 ☒Completion of M3 ☐Consent of Instructor
☒Completion of Core Clerkship in General Surgery ☐Other: Click here to enter text.

Length of program (weeks): 4 weeks
Estimated total contact hours/week: 30-40 hrs per week
Estimated % of time - Inpatient: <5%
Estimated % of time - Outpatient: 95%
Estimated % of time – Indirect contact time (independent study or online course work: 20%
Estimated patient volume: What is the estimated number of patients/week for whom the student will have some responsibility, e.g., intakes/week 50 **follow-ups/week** 38

On-call schedule: Interest Based
Weekend duties: None
For non-patient care rotations, describe the typical learning activities and responsibilities of the student: Not applicable.
Describe the expected level of supervision of students by faculty and residents: High level of supervision due to nature of specialty and practice.

Goals of the Rotation: Specify the anticipated clinical conditions the student will encounter, and the clinical knowledge, and examination and procedural skills the student will be expected to learn: This rotation is designed to provide medical students with insights into the specialty of Plastic Surgery.

- This rotation will take the student to a private office setting. The focus of the facility is largely aesthetic surgery, but students also experience other plastic surgical procedures done on an outpatient basis. The objectives of this rotation are to gain experience and participate in cosmetic procedures involving the face, breast, and body. The rotating student will spend two-three days per week in the operating room and two days in the clinic.

Learning Objectives: Please group these under the following headings:

Patient care: Click box to agree to statement below
☒The medical student is expected to provide patient care that is compassionate, appropriate, and effective for the promotion of health, prevention of illness, and treatment of disease.
☐Other: Click here to enter text.

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

- Advanced suturing techniques, simple reconstruction of small to moderate cancer resection defects.

Practice Based Improvement: The medical student is expected to be able to demonstrate the ability to investigate and evaluate their care of patients and to continuously improve care based on constant self-evaluation and life-long learning.

- The student will be responsible for a weekly review of 2 articles in plastic and reconstructive surgery, to include CME approved conent. This will be combined with weekly discussion of the reviewed material.

Interprofessional and Communication Skills: The medical student is expected to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- Students will be expected to explain patient pathology to the selected patients as well as various options for surgical treatment of the issue at hand under direct supervision.

Professionalism: The medical student is expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, understanding and sensitivity to diversity and a responsible attitude toward their patient, their profession, and society.

- Didactic presentations on ethics are beyond the time constraints of this rotation, however, informal discussions prior to patient encounters will be an essential part of pointing out specific patient issues and sensitivities. This is essential to a practice rooted in elective procedures.

Systems Based Practice: The medical student is expected to demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

- Insofar as the majority of the practice does not deal with the constraints to individual care common to most practices, this is a moot point. The hospital based trauma call portion is more in line with mainstream medicine in that various specialties are involved in the treatment of the multiply injured patient and care must be coordinated effectively, clearly, and in an timely fashion. The student will be expected to participate in the organization of this care and demonstrate effective communication with residents and mid-level providers charged with direct patient care.

Learning Activities: Specify the level of the student's clinical responsibilities, e.g., admissions, daily rounds, weekly conferences, case presentations, literature review, other projects: Because of the nature of the practice, in the office setting, the student will be involved in parallel, closely supervised care of patients. A daily, focused topic of research will be assigned to each student so that we may engage in discussion of the basics and any questions the students may have. In the hospital, the students may perform examinations and write up consults to be critiqued and amended by myself so as to familiarize them with making decisions with limited information in the safety of a supervised environment.

Required textbooks and articles: Students will be provided with all necessary materials including access to the Plastic and Reconstructive Surgery Journal and relevant textbooks at my disposal.

How will the student's performance be assessed?

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

☒ The medical student will be evaluated by his/her engagement in the entire learning opportunity including presentations, preparedness for clinic, and participation in educational conferences. There will be a formal feedback session at mid-term and at the end of the rotation. Feedback for continuous improvement will be provided throughout the rotation.

☐ Other: Click here to enter information regarding how the student will receive formative feedback.

Summative evaluation: Click the box to agree to the statement below.

☒ A final written evaluation will be provided at the end of the rotation. All evaluations will be completed electronically via an online evaluation system.

☐ Other: Click here to enter information regarding how the student will receive a summative evaluation.

Name of Sponsoring Preceptor: Jacob Gerzenshtein, MD, FACS
Date: 4/14/2017

* Email the completed form to ken.staack@ucf.edu as a **word document**. We will reach out to you if we need additional information and to inform you of the status of your course proposal.

Signature of Clerkship Director _____ Date _____

Signature of Assistant Dean of Medical Education _____ Date _____

Curriculum Committee Chair _____ Date 5-19-17

COM Dean _____ Date 5-19-17

College of Medicine - MDE 8662 Plastic and Reconstructive Surgery Elective

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

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

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

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

College:* College of Medicine

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

Proposal Type: Grad Course Deletion

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

Prefix:* MDE

Code:* 8662

Course Title:* Plastic and Reconstructive Surgery Elective

Full Title:* MDE 8662 Plastic and Reconstructive Surgery Elective

Course Description:

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	

Attachment

Supporting documents from	☑ Yes ☐ No

impacted units of the deletion*	
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for MDE 8662

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	MDE 8662 - Plastic and Reconstructive Surgery Elective

College of Arts and Humanities - Grad Course Addition - ENG 6616 Social Media Research for Humanities

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Arts and Humanities

Unit / Department / College:* Texts and Technology PhD

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

Full Title:* ENG 6616 Social Media Research for Humanities

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Anastasia Salter

Department Chair Phone Number:* (407) 823-2126

Dept Chair Email:* anastasia@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* ENG	**Number:*** 6616
Course Title:*	Social Media Research for Humanities
30 Character Abbreviation:*	Social Media Research
Course Type:*	(•) Graduate Course ( ) Medicine (MD) Course
Course Description (25 word limit)*	Fundamentals of humanist research in social media. Students read canonical and contemporary social media research and learn to collect and analyze social media data.
Grading Scheme:*	ABCDF
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

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

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

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

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?* Research specifically on digital objects and platforms poses unique challenges. Existing research methods courses cannot take this on in addition to the work that they already do, so a new course is needed. Social media in particular is an important and growing area of inquiry for contemporary humanistic study.

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

What will be the source of students?* Texts & Technology PhD program

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	There are no humanities-based social media courses that would be in competition with this course. We've discussed this course with NSCM. Email attached.

Course Syllabus Policy

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

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

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

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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*	☑

Attached	☑ I have attached a course syllabus and rationale.

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

Administration Use Only

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

PeopleSoft

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

Social Media Research for Humanities

ENG 6616

Dr. Anastasia Salter

Office: 3 Units

Office Hours:

Contact: anastasia@ucf.edu / Webcourses

Course Description

Social media is a key contemporary site of activity for politics, entertainment, and relationships, but how can we study it? This course combines theory and practice; students will both read canonical and contemporary social media research from leading scholars and learn to engage with social media platforms to collect and analyze their own data. PR: Graduate standing or C.I.

Course Objectives

In this course, students will:

- Gain an understanding of key concepts for research on social media, through examining and reflecting upon the practice of others.
- Become conversant with canonical and contemporary scholarship in social media research.
- Recognize and navigate key ethical questions in social media research.
- Learn data collection and analysis tools for select platforms.
- Explore options in data visualization for both analysis and communication
- Develop an understanding of how to approach any platform through open source tools.
- Build confidence with selecting and implementing existing scripts and tools for data collection

From fan communities and discourse about works of literature to meme-makers skewering cultural objects, online spaces enable readership, creation, circulation, and transformation of humanist texts – and the active making and remaking of public history. Social media platforms are the space to study a range of discourse, particularly in this time of collective reliance due to physical distancing. This course will both use social media for course content and community (delivered through asynchronous modules, and supported by a Slack channel for discussions and questions) and as a site of research.

Required Texts

Jackson, Sarah J., Moya Bailey, and Brooke Foucault Welles. *# HashtagActivism: Networks of Race and Gender Justice.* MIT Press, 2020.

Available online open access at: https://direct.mit.edu/books/book/4597/HashtagActivismNetworks-of-Race-and-Gender-Justice

Florini, Sarah. *Beyond hashtags: Racial politics and Black digital networks*. Vol. 19. NYU Press, 2019.

Available online open access at: http://opensquare.nyupress.org/books/9781479892464/read/

All other readings will be provided as links or PDFs within the Webcourses modules. We will be using some materials produced for the NEH Understanding Digital Culture Institute hosted by T&T in summer 2020.

Evaluation and Grading

Assignments

15 points **Engagement** **Self-Assessed**

Course engagement is measured through a self-assessment at the end of the semester, in consultation with the instructor. Engagement includes regular participation in Slack; seeking help and mentorship throughout the semester; demonstrating knowledge of readings and course materials; and supporting peer learning.

15 points **Preliminary Data Collection and Analysis** **October 5**

Students will collect data on a current hashtag, video, subreddit, or video network using one of the simple tools provided and write a 3-5 page summary of preliminary findings, drawing on a combination of visualization tools and methods.

15 points **Advanced Analysis** **November 1**

Students will collect data on a platform using a scraper script from the suggested tools (or another scraper approved by the instructor) and write a 3-5 page summary of preliminary findings, drawing on a combination of visualization tools and methods.

20 points **Study Proposal** **November 15**

Using the tools for one of the platforms under examination, or a proposed set of tools for another platform, students will propose a targeted study with a clear research question, timeframe, and methodology. Study proposals should be approximately 2-4 pages long.

10 points **Peer Proposal Feedback** **November 22**

Keeping in mind the stated goals and research questions, each student will provide feedback and suggestions to one peer regarding their proposed study. Pay particular attention to scope and methodology.

25 points **Preliminary Study Findings** **December 7**

Using the tools chosen, students will draft the findings of their study, including a brief literature review and methods section grounding the preliminary findings. Study findings should be approximately 6-7 pages long.

100 points **Total**

Grading Scale (%)

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

General Policies

- During the first week, there is a required **Academic Activity Verification**, due August 28 by 11:59pm.
    - Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. This is required even for students who do not receive financial aid.
- **Grades will be reported via Webcourses**. All work must be submitted through Webcourses.
- 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.
- All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an "F" for that assignment** and may also lead to an "F" for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu/).
- The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.
- If you are a **deployed active duty military** student and feel that you may need a special accommodation due to that status, please contact your instructor to discuss your circumstances.
- **Campus safety**: Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
    - In case of an emergency, dial 911 for assistance.
    - Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
    - Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
    - If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
    - To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
    - 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.

Weekly Schedule

Week	Start Date	Reading	Assignment
1	August 24 **Introduction**	boyd, danah, and Nicole B. Ellison. 2008. "Social Network Sites: Definition, History, and Scholarship." Journal of Computer-Mediated Communication 13 (1): 210–30. Baym, Nancy K., and danah boyd. 2012. "Socially Mediated Publicness: An Introduction." *Journal of Broadcasting & Electronic Media* 56 (3): 320–29. doi:10.1080/08838151.2012.705200. Orgad, Shani. "How Can Researchers Make Sense of the Issues involved in Collecting and Interpreting Online and Offline Data?" In Internet Inquiry: Conversations about Method, edited by Annette Markham and Nancy K. Baym, 33-53. Los Angeles: Sage Publications, Inc., 2008.	**Academic Activity Verification**
2	August 31st **Platforms**	Gillespie, Tarleton. "The Politics of 'Platforms." New Media & Society 12, no. 3 (2010). https://doi.org/10.1177%2F1461444809342738 Manovich, Lev. "Trending: The Promises and Challenges of Big Social Data." Manovich.net, 2011, PDF Hashtag Activism: Introduction	

		Beyond Hashtags: Introduction	
3	September 7 **Preliminary Data Tools**	Hashtag Activism: Chapter 1 Navar-Gill, Annemarie, and Mel Stanfill. "'We Shouldn't Have to Trend to Make you Listen': Queer Fan Hashtag Campaigns as Production Interventions." Journal of Film and Video 70, 3-4 (2018): 85-100. doi: 10.5406/jfilmvideo.70.3-4.0085 Steele, Catherine Knight. "Black Bloggers and their Varied Publics: The Everyday Politics of Black Discourse Online." Television & New Media 19, 2 (2018): 112-127. doi: 10.1177/1527476417709535 Blodgett, Bridget, and Anastasia Salter. "*Ghostbusters* is for Boys: Understanding Geek Masculinity's Role in the Alt-Right." *Communication, Culture & Critique* 11(2018): 133-146. doi: 10.1093/ccc/tcx003.	
4	September 14 **Orange**	Hashtag Activism: Chapter 2 Introduction: Burgess, Jean, and Nancy Baym. *Twitter: A Biography.* https://s3.amazonaws.com/supadu-imgix/ingram-nyu/pdfs/introduction/9781479811069_intro.pdf Beyond Hashtags: Chapter 1 Pennington, Diane Rasmussen. "Coding of Non-Text Data." In The SAGE Handbook of Social Media Research Methods, edited by Luke Sloan and Anabel Quan-Haase, 232-250. Thousand Oaks, CA: Sage Publications, 2016. https://dx.doi.org/10.4135/9781473983847.n15	
5	September 21 **Gephi**	Hashtag Activism: Chapter 3	

		Driscoll, Kevin, and Shawn Walker. "Working Within a Black Box: Transparency in the Collection and Production of Big Twitter Data." International Journal of Communication 8, (2014): 20. Baym, Nancy K "What Constitutes Quality in Qualitative Internet Research?" In Internet Inquiry: Conversations about Method, edited by Nancy K. Baym and Annette M. Markham, 173-189. Thousand Oaks: Sage, 2009. Baym, Nancy K., and Annette M. Markham (eds). "Introduction: Making Smart Choices on Shifting Ground." In Internet Inquiry: Conversations about Method, vii-xix. Thousand Oaks: Sage, 2009.	
6	September 28 **Git / GitHub**	Hashtag Activism: Chapter 4 Beyond Hashtags: Chapter 2 Newton, Olivia B., and Mel Stanfill. "My NSFW video has partial occlusion: deepfakes and the technological production of non-consensual pornography." *Porn Studies* (2019): 1-17. Salter, Anastasia. "Plundered Hearts: Infocom, Romance, and the History of Feminist Game Design." *Feminist Media Histories* 6.1 (2020): 66-92 Winter, Rachel, and Anastasia Salter. "DeepFakes: uncovering hardcore open source on GitHub." *Porn Studies* (2019): 1-16.	
7	October 5 **Advanced Reddit Scraping**	Hashtag Activism: Chapter 5 Beyond Hashtags: Chapter 3 Massanari, Adrienne L. ""Come for the period comics. Stay for the cultural awareness": reclaiming the troll identity through feminist humor on	**Preliminary Data Collection and Analysis (10/5)**

		Reddit's/r/TrollXChromosomes." *Feminist Media Studies* 19.1 (2019): 19-37. Marwick, Alice E., and Robyn Caplan. "Drinking male tears: Language, the manosphere, and networked harassment." *Feminist Media Studies* 18.4 (2018): 543-559.	
8	October 12 **Intro to Ethics**	Hashtag Activism: Chapter 6 Beyond Hashtags: Chapter 4 franzke, aline shakti, Bechmann, Anja, Zimmer, Michael, Ess, Charles, and the Association of Internet Researchers. Internet research ethical guidelines 3.0. Aoir.org, 2020, https://aoir.org/reports/ethics3.pdf Bailey, Moya. "#transform(ing)DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics." digital humanities quarterly 9, no. 2 (2015). http://www.digitalhumanities.org//dhq/vol/9/2/000209/000209.html Spiro, Lisa. "'This is why we fight': Defining the Values of the Digital Humanities." Debates in the Digital Humanities, edited by Matthew Gold, University of Minnesota Press, 2012, https://dhdebates.gc.cuny.edu/read/untitled-88c11800-9446-469b-a3be-3fdb36bfbd1e/section/9e014167-c688-43ab-8b12-0f6746095335	
9	October 19 **Continuing Orange and Gephi**	Hashtag Activism: Conclusion / Afterword Beyond Hashtags: Conclusion and Methodological Appendix Jørgensen, Rikke Frank. "Introduction." *Human rights in the age of platforms*. The MIT Press, 2019.	

10	October 26 **Advanced Twitter Scraping**	Ahmed, Wasim, Bath, Peter, and Demartini, Gianluca. (2017). Using Twitter as a data source: An overview of ethical, legal, and methodological challenges. In: The Ethics of Online Research. Advances in Research Ethics and Integrity (2). Emerald, pp. 79-107. Guha, Pallavi. "Hash tagging but not trending: The success and failure of the news media to engage with online feminist activism in India." *Feminist Media Studies* 15.1 (2015): 155-157.	**Advanced Analysis (11/1)**
11	November 2 **Critical Discourse Analysis**	Brock, Andre. "Critical Technocultural Discourse Analysis." New Media & Society 20, no. 3 (2018): 1012-30. Vie, Stephanie. "In defense of 'slacktivism': The Human Rights Campaign Facebook logo as digital activism." *First Monday, 19(4).* https://firstmonday.org/ojs/index.php/fm/article/view/4961	
12	November 9 **Data Visualization**	Joel Nantais, "Can you tell your data story?" https://towardsdatascience.com/can-you-tell-your-data-story-154417a33efb Dipanjan Sarkar, "A Comprehensive Guide to the Grammar of Graphics for Effective Visualization of Multi-dimensional Data" https://towardsdatascience.com/a-comprehensive-guide-to-the-grammar-of-graphics-for-effective-visualization-of-multi-dimensional-1f92b4ed4149 Hadley Wickham, "A Layered Grammar of Graphics."	
13	November 16 **IRB & Ethics**	Review the UCF IRB website and your peer's proposal for feedback.	**Study Proposal (11/15)**
14	November 23 **Proposal Revisions**	Process your proposal feedback & begin the revision process using the tips in the module.	**Peer Feedback (11/22)**

15	November 30 **Finishing Your Findings**	Focus on completing your findings!	**Engagement Self-Assessment (11/30)**
16	December 7	**Preliminary Findings Due**	**Findings Due (12/7)**

Required Statement Regarding COVID-19
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

From: Anastasia Salter
To: Trisha Farmer; Lynn Hepner
Subject: Fw: Proposed T&T Courses
Date: Tuesday, October 20, 2020 3:37:03 PM

More NSCM feedback, doesn't seem to require any additional action.

Anastasia Salter
Director of Graduate Programs
College of Arts & Humanities
University of Central Florida

anastasiasalter.net

From: Nan Yu <Nan.Yu@ucf.edu>
Sent: Tuesday, October 20, 2020 2:09 PM
To: Anastasia Salter <anastasia@ucf.edu>
Cc: Bridget Rubenking <Bridget.Rubenking@ucf.edu>; Timothy Sellnow <Timothy.Sellnow@ucf.edu>
Subject: Fw: Proposed T&T Courses

Hi Anastasia,

I have received feedback from COM faculty regarding the proposed ENG 6616 - Social Media Research in Humanities. I have carefully compared the proposed syllabus with the recent two syllabi of MMC 6735 - Social Media as Mass Communication. I can see that your course has a different academic focus than MMC6735. I appreciate the idea of adding "in Humanities" to the course title to reflect the distinct nature of this proposed course when comparing to MMC 6735.

Thanks for being patient with my reply.

Stay strong, well, and safe!

Best,

Nan Yu, PhD
Associate Professor
Associate Director of Academic Programs and Students Services
Nicholson School of Communication and Media
University of Central Florida

From: Melissa Dodd <Melissa.Dodd@ucf.edu>
Sent: Wednesday, October 14, 2020 12:57 PM
To: Bridget Rubenking <Bridget.Rubenking@ucf.edu>
Subject: Re: Proposed T&T Courses

For me, there is less overlap because - as described in our course description - there is an emphasis on corporate communication. And, therefore, my graduate students in the course have conducted applied research and analyses in order to create client-based social media campaign proposals. They are also required to review scholarly articles and present on the latest relevant social media scholarship across several broad topics.

However, if we'll be accepting doctoral students into this class in the future, I would revise it to be more theory and research based -- but, still with an emphasis on corporate communication and mass media scholarship.

In short - from what I understand from their syllabus and emails - they are emphasizing "humanities", especially as related to politics and social justice issues AND the data collection/analysis is relegated to social media tools (as opposed to human subjects).

= "DH text mining and cultural studies approaches"

It would be beneficial for them to specify the "DH text mining and cultural studies approaches" in the Course Objectives. The change in course name to Social Media Research in Humanities is helpful to differentiate and specify, as well.

Let me know if I can offer any additional comments - thanks!

Melissa

Melissa D. Dodd, Ph.D., APR

Associate Professor, Advertising-Public Relations
Nicholson School of Communication and Media
University of Central Florida
Office: #407-823-4539

www.ladypr.com

From: Jihyun Kim <Jihyun.Kim@ucf.edu>
Sent: Wednesday, October 14, 2020 12:18 PM
To: Nan Yu <Nan.Yu@ucf.edu>; Bridget Rubenking <Bridget.Rubenking@ucf.edu>

Cc: Timothy Sellnow <Timothy.Sellnow@ucf.edu>; Robert Littlefield <Robert.Littlefield@ucf.edu>
Subject: Re: Proposed T&T Courses

Thank you, Nan, for sending along the syllabus.

I reviewed the syllabus, and my overall thought is that this course is really similar to our Social Media as Mass Communication. While the readings of the course can change depending on the instructor, the core idea of the class is social media, which is what we already have in our existing course. So, I don't know if adding this course to our curriculum is going to make any distinct difference in terms of student learning. Just my thought.

I am not sure who else taught this course (I did once in Spring 2020). If you need more opinions about this course, I think it might be worth asking others who taught this course; in case they have different thoughts.

Let me know if you have any other questions!

Jihyun

From: Anastasia Salter <anastasia@ucf.edu>
Sent: Sunday, October 11, 2020 9:59 PM
To: Nan Yu <Nan.Yu@ucf.edu>
Subject: Re: Proposed T&T Courses

Hi Nan,

I'm attaching the course syllabi in case Natalie didn't forward. These are two course proposed as new Texts & Technology electives -- note that we've renamed the Social Media course to "Social Media Research in Humanities" to clarify the emphasis on DH text mining and cultural studies approaches. The other course offers a survey to tools for making DH born-digital scholarship. The courses were approved by the T&T faculty, and are moving to the college committee this Friday. Please let me know if you have any questions or concerns.

Thanks,

Anastasia Salter
Director of Graduate Programs
College of Arts & Humanities
University of Central Florida

From: Anastasia Salter
To: Lynn Hepner; Trisha Farmer
Subject: Fwd: Re: Meeting
Date: Friday, October 16, 2020 12:25:43 PM

I haven't received a final email from Natalie on this, but I think we can move forward with the course based on Peter's feedback.
---------- Forwarded message ----------
From: Anastasia Salter <anastasia@ucf.edu>
Date: Oct 15, 2020 5:44 PM
Subject: Re: Meeting
To: Peter Smith <Peter.Smith@ucf.edu>,Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Matthew Mosher <Matthew.Mosher@ucf.edu>,Nan Yu <Nan.Yu@ucf.edu>

Hi Peter,

Thank you for clarifying, that really helps me understand the concern of overlap as I didn't see anything in my review at the content/theory level. Critical Making is primarily situated within digital humanities discourse it in the context of scholarly production, which is why we made sure to emphasize that disciplinary focus in the course title. I don't see any conflict between us offering this course and you creating courses appropriate to GaIM, virtual worlds, and similar, as we'd be working from very different frameworks.

Does that resolve the concern? I see this as very similar to the teaching of user-centered design, which lives in computer science, technical communication, and GaIM, but with clarifying titles and contexts. I'd also note that this course, if approved, would be in ENG and would thus be clearly distinct for students looking for opportunities in their discipline.

Best,

Anastasia Salter
Director of Graduate Programs
College of Arts & Humanities
University of Central Florida

anastasiasalter.net

From: Peter Smith <Peter.Smith@ucf.edu>
Sent: Thursday, October 15, 2020 5:31 PM
To: Anastasia Salter <anastasia@ucf.edu>; Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Matthew Mosher <Matthew.Mosher@ucf.edu>; Nan Yu <Nan.Yu@ucf.edu>
Subject: Re: Meeting

I spoke with Matthew, and Eddie and I don't think a meeting will be needed unless Anastasia

desires one after this email (which is fine if she does). The Games & Interactive Media Faculty feel that they teach what we call Critical Making in a number of courses. This is discussed as a methodology in physical computing and can be applied in studio and is discussed in other courses as well. We think the clarification of how it is approached in the course being proposed by Text & Technology is different than the way it is approached in our courses. T&T is focusing on Digital humanities while we approach it from a physical/digital making perspective. Our concern is that we want to ensure that the distinction is made and that approving this course "Critical Making for Humanist Scholarship" would not preclude the Games & Interactive Media Program from offering a similarly titled course that explores a differently nuanced use of the nomenclature, such as "Critical Making for Games & Interactive Media" or "Critical Making in Virtual Worlds" as hypothetical course titles.

Peter Smith
Deputy AD G&IM
Director Digital Media M.A.

From: Anastasia Salter <anastasia@ucf.edu>
Sent: Thursday, October 15, 2020 4:07 PM
To: Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Peter Smith <Peter.Smith@ucf.edu>; Matthew Mosher <Matthew.Mosher@ucf.edu>; Nan Yu <Nan.Yu@ucf.edu>
Subject: Re: Meeting

Hi Natalie,

I'd prefer to receive your concerns in writing, given they still haven't been clearly expressed, and that's what the curriculum committees will need for further discussion.

AMS

On Oct 15, 2020 4:04 PM, Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu> wrote:
Hi all,

It might be helpful to schedule a meeting as soon as practicable with Anastasia, Peter, and Matthew to discuss the Critical Making class. There have been no issues I am aware of with the Social Media class from GaIM's perspective. It would help before the meeting to get the reference syllabi to all beforehand for reference.

I also want to clarify that any opinion on these courses expressed during a T&T meeting would come from the perspective of being a core member of that faculty and may not represent the official position of the GaIM program. When asked about program-level approval I must and will consult with all GaiM faculty, not all of whom are part of the T&T program.

Please find a convenient time to meet in the next week or so, and advise if you'd like me to attend.

Natalie

Natalie Underberg-Goode, Ph.D.
Professor and Assistant Director
Games and Interactive Media
Nicholson School of Communication and Media
University of Central Florida

College of Arts and Humanities - Grad Course Addition - ENG 6819 Critical Making for Humanist Scholarship

2021-2022 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 2021-2022 Graduate Course Split-Level Class form.

Proposal Type:* Grad Course Addition

College:* College of Arts and Humanities

Unit / Department / College:* Texts and Technology PhD

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

Full Title:* ENG 6819 Critical Making for Humanist Scholarship

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Anastasia Salter

Department Chair Phone Number:* (407) 823-2126

Dept Chair Email:* anastasia@ucf.edu

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.

Please note: State Course Numbering System reviewers have the right to change the course number during their review. Please check back to your proposal after State review to verify the course number.

Prefix:* ENG	**Number:*** 6819

Course Title:*	Critical Making for Humanist Scholarship
30 Character Abbreviation:*	Critical Making for Humanist
Course Type:*	(•) Graduate Course ( ) Medicine (MD) Course
Course Description (25 word limit)*	Critical making is making as scholarship, grounded in the humanities, interweaving design, function, and theory through attention to code, software, and hardware.
Grading Scheme:*	ABCDF
Prerequisite(s):	Graduate standing or C.I.
Corequisite(s):	

Credit Hour Information

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

Credit Hour Design Options

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

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

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

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

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

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9
Variable Credit (0-99):	

NOTE: In determining if a course is repeatable for credit, the concept is that the content is the same, but the student experience with that content will be different each time it is taken.

For a repeatable course, indicate in the syllabus what will remain the same and what will change when the

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 2021-22 Graduate Materials and Supply Fee form.

Justification for Course Addition

What is the rationale for adding this course?* Critical making, as a humanities practice of making as scholarship, requires a unique skill set and intensive, hands on work. Existing courses cannot take this on in addition to the work that they already do, so a new course is needed. Specifically, the combination of digital humanities discourse, intentional design, advanced scripting tools, and multimodal development as part of scholarly communication is not represented by any existing course.

What grad programs/tracks require or recommend this course for graduation?

What will be the source of students?* Texts & Technology PhD program

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	No existing course or program focuses on this area of the digital humanities. We've discussed this course with NSCM. Email attached.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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*	☑

Attached	☑ I have attached a course syllabus and rationale.

Support from involved units that no duplication exists	☐ Duplication support materials attached

Administration Use Only

Catalog Ownership:	
Course Type	
Status	○ Inactive-Hidden ○ Active-Visable

PeopleSoft

Academic Organization	
Academic Group	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Critical Making for Humanist Scholarship

ENG 6819 – 0001
Dr. Anastasia Salter

Office: Day
Office Hours: Location
Contact: anastasia@ucf.edu / Webcourses 3 Units

Course Description

Critical making is a practice of making as scholarship, grounded in the humanities, that interweaves design, function, and theory towards born-digital scholarly practice. Engaging in scholarly communication through digital platforms demands attention to code, software, and hardware. This course emphasizes building a theoretical framework and applied practice in critical making, drawing on digital humanities discourse, intentional design, advanced scripting tools, and multimodal development as part of scholarly communication. PR: Graduate standing or C.I.

Course Objectives

In this course, students will:

- Explore principles of inclusive design, emphasizing accessible, intersectional, approaches to user-centered making.
- Become familiar with open source tools for critical making across born-digital projects, including games, installations, web-driven, critical code studies, and media archaeology approaches
- Develop skills in interface design, working through paper and digital prototyping, and emphasizing both aesthetics and usability
- Identify venues for born-digital scholarship and develop proposals for publication and funding
- Analyze and critique existing born-digital scholarship, learning from methods of scholarly communication in multimodal formats
- Extend existing skills in scripting and web development

Required Texts

Boluk, Stephanie, and Patrick LeMieux. *Metagaming: Playing, competing, spectating, cheating, trading, making, and breaking videogames*. Vol. 53. U of Minnesota Press, 2017.

Costanza-Chock, Sasha. *Design justice: Community-led practices to build the worlds we need*. MIT Press, 2020.

Davis, Jenny L. *How Artifacts Afford: The Power and Politics of Everyday Things.* MIT Press, 2020.

Jucan, Ioana B., Jussi Parikka, and Rebecca Schneider. *Remain*. U of Minnesota Press, 2019.

Losh, Elizabeth, and Jacqueline Wernimont, eds. *Bodies of Information: Intersectional Feminism and the Digital Humanities.* U of Minnesota Press, 2019.

Marino, Mark C. *Critical Code Studies*. MIT Press, 2020.

Evaluation and Grading

Assignments

10 points **Digital Scholarship Analysis** **September 14**
Choose a work in your area from a born-digital journal such as *Hyperrhiz,The Digital Review*, *Kairos,* or another approved multimodal venue. Analyze and critique the work's affordance's and communication.

10 points **Preliminary Research Question** **September 28**
Choose a special issue or a target journal from the provided list. Draft a preliminary research question with that venue in mind, following the will form the starting point for your semester-long born-digital scholarly development

15 points **Tools Analysis** **October 12**
Drawing on the discourse in Costanza-Chock and Davis's work, critique your chosen tool(s), considering challenges both to you as the developer and to users in understanding and viewing your scholarship. Justify your choice.

20 points **Tools Test** **October 26**
Using the provided exercises, demonstrate the capacity of your tool to your goals through a prototype focusing on minimal functionality.

15 points **Prototype** **November 16**
Following the formatting guidelines and length requirements of your selected journal, prepare a draft of your born-digital scholarship for peer review and your usability analysis. This prototype is graded on completion only.

10 points **Usability Analysis** **November 23**
Run an in-class study focused on assessing the success of your born-digital scholarship. Focus on content, substance, and clarity of communication, but note how the interface might detract or distract from your goals.

20 points **Final Prototype** **December 7**

100 points **Total**

Grading Scale (%)

94-100 A	80-83 B-	67-69 D+
90-93 A-	77-79 C+	64-66 D
87-89 B+	74-76 C	60-63 D-
84-86 B	70-73 C-	0 - 59 F

General Policies

- During the first week, there is a required **Academic Activity Verification**, due August 28 by 11:59pm.
    - Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. This is required even for students who do not receive financial aid.
- **Grades will be reported via Webcourses**. All work must be submitted through Webcourses.
- All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented. "Rewriting," in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an "F" for that assignment** and may also lead to an "F" for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (http://www.goldenrule.sdes.ucf.edu/).
- The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.
- If you are a **deployed active duty military** student and feel that you may need a special accommodation due to that status, please contact your instructor to discuss your circumstances.
- **Campus safety**: Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.
    - In case of an emergency, dial 911 for assistance.
    - Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
    - Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
    - If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
    - To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
    - 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.

Weekly Schedule

Week	Material	Assignment
1	**Read:** Davis: Introduction, Affordances Metagaming: Introduction and Survey **Tool: Twine**	**Academic Activity Verification**
2	**Read:** Davis: Politics and Power, Mechanisms Metagaming: Anamorphic and Disability **Tool: Inform 7**	
3	**Read:** Davis: Conditions, Practice, Conclusion Metagaming: Serial Histories and Undercurrency **Tool: TEI**	**Digital Scholarship Analysis**
4	**Read:** Metagaming: Breaking the Metagame Design Justice: Introduction Remain: Remains Scattered **Tool: Canva**	
5	**Read:** Design Justice: Values and Practices Remain: Slough Media **Tool: Omeka**	**Preliminary Research Question**
6	**Read:** Design Justice: Narratives and Sites Bodies of Information: Materiality **Tool: Neatline**	
7	**Read:** Design Justice: Pedagogies and Future Work Bodies of Information: Values **Tool: Processing.js**	**Tools Analysis**

8	**Read:** Bodies of Information: Embodiment Critical Code Studies: Part I **Tool: Pivot Tables**	
9	**Read:** Bodies of Information: Affect Critical Code Studies: Part II **Tool: Scalar**	**Tools Test**
10	**Read:** Bodies of Information: Labor Critical Code Studies: part III **Tool: Tableau**	
11	**Read:** Bodies of Information: Situatedness Critical Code Studies: part IV **Tool: Prospect**	
12	**Share Prototype!** **Tool: ArcGIS**	**Prototype**
13	**Complete Usability Analysis** **Tool: D3.JS**	**Usability Analysis**
14	**Project Refinement** **Tool: Voyant**	
15		**Final Prototype**

Required Statement Regarding COVID-19

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification – Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

From: Anastasia Salter
To: Lynn Hepner; Trisha Farmer
Subject: Fwd: Re: Meeting
Date: Friday, October 16, 2020 12:25:43 PM

I haven't received a final email from Natalie on this, but I think we can move forward with the course based on Peter's feedback.
---------- Forwarded message ----------
From: Anastasia Salter <anastasia@ucf.edu>
Date: Oct 15, 2020 5:44 PM
Subject: Re: Meeting
To: Peter Smith <Peter.Smith@ucf.edu>,Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Matthew Mosher <Matthew.Mosher@ucf.edu>,Nan Yu <Nan.Yu@ucf.edu>

Hi Peter,

Thank you for clarifying, that really helps me understand the concern of overlap as I didn't see anything in my review at the content/theory level. Critical Making is primarily situated within digital humanities discourse it in the context of scholarly production, which is why we made sure to emphasize that disciplinary focus in the course title. I don't see any conflict between us offering this course and you creating courses appropriate to GaIM, virtual worlds, and similar, as we'd be working from very different frameworks.

Does that resolve the concern? I see this as very similar to the teaching of user-centered design, which lives in computer science, technical communication, and GaIM, but with clarifying titles and contexts. I'd also note that this course, if approved, would be in ENG and would thus be clearly distinct for students looking for opportunities in their discipline.

Best,

Anastasia Salter
Director of Graduate Programs
College of Arts & Humanities
University of Central Florida

anastasiasalter.net

From: Peter Smith <Peter.Smith@ucf.edu>
Sent: Thursday, October 15, 2020 5:31 PM
To: Anastasia Salter <anastasia@ucf.edu>; Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Matthew Mosher <Matthew.Mosher@ucf.edu>; Nan Yu <Nan.Yu@ucf.edu>
Subject: Re: Meeting

I spoke with Matthew, and Eddie and I don't think a meeting will be needed unless Anastasia

desires one after this email (which is fine if she does). The Games & Interactive Media Faculty feel that they teach what we call Critical Making in a number of courses. This is discussed as a methodology in physical computing and can be applied in studio and is discussed in other courses as well. We think the clarification of how it is approached in the course being proposed by Text & Technology is different than the way it is approached in our courses. T&T is focusing on Digital humanities while we approach it from a physical/digital making perspective. Our concern is that we want to ensure that the distinction is made and that approving this course "Critical Making for Humanist Scholarship" would not preclude the Games & Interactive Media Program from offering a similarly titled course that explores a differently nuanced use of the nomenclature, such as "Critical Making for Games & Interactive Media" or "Critical Making in Virtual Worlds" as hypothetical course titles.

Peter Smith
Deputy AD G&IM
Director Digital Media M.A.

From: Anastasia Salter <anastasia@ucf.edu>
Sent: Thursday, October 15, 2020 4:07 PM
To: Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu>
Cc: Peter Smith <Peter.Smith@ucf.edu>; Matthew Mosher <Matthew.Mosher@ucf.edu>; Nan Yu <Nan.Yu@ucf.edu>
Subject: Re: Meeting

Hi Natalie,

I'd prefer to receive your concerns in writing, given they still haven't been clearly expressed, and that's what the curriculum committees will need for further discussion.

AMS

On Oct 15, 2020 4:04 PM, Natalie Underberg-Goode <Natalie.Underberg-Goode@ucf.edu> wrote:
Hi all,

It might be helpful to schedule a meeting as soon as practicable with Anastasia, Peter, and Matthew to discuss the Critical Making class. There have been no issues I am aware of with the Social Media class from GaIM's perspective. It would help before the meeting to get the reference syllabi to all beforehand for reference.

I also want to clarify that any opinion on these courses expressed during a T&T meeting would come from the perspective of being a core member of that faculty and may not represent the official position of the GaIM program. When asked about program-level approval I must and will consult with all GaiM faculty, not all of whom are part of the T&T program.

Please find a convenient time to meet in the next week or so, and advise if you'd like me to attend.

Natalie

Natalie Underberg-Goode, Ph.D.
Professor and Assistant Director
Games and Interactive Media
Nicholson School of Communication and Media
University of Central Florida

College of Arts and Humanities - Grad Course Split Level - ART 5320C Advanced Drawing

2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

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:* ART 5320C Advanced Drawing

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Kevin Haran

Department Chair Phone Number:* 4078230728

Dept Chair Email:* rudy@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:* ART

Code:* 5320C

Course Title:* Advanced Drawing

30 Char. Abbreviation - must begin with ST:* Advanced Drawing

Course Description (25 word limit)* Students are expected to develop an individual series of works that demonstrate advanced drawing concepts and techniques.

Grading Scheme:* ABCDF

Prerequisite(s): Graduate Standing or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Instruction Time:*	2
Lab/Studio/Field Work Hours:*	4
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

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.	2

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:*	( ) Required Course (•) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Split-Level Course Addition

What is the rationale for the split-level class?*	Academic Program Review recommendation, expand curriculum, increase student access to facilities, undergraduate exposure, recruitment, faculty and class choices associated with ART 5320C Advanced Drawing.
What grad programs/tracks require or	

recommend this course for graduation?	
What will be the source of students?*	Emerging Media: Studio Art & Design track
What is the estimated annual enrollment?*	3

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

Common Undergraduate Elements*	- Students will explore and apply the structural, artistic, and expressive components of drawing. -By the end of the course, students will be able to apply this knowledge to execute more informed drawings. -Students will have the ability to apply advanced level drawing techniques and concepts that include gesture, contour line, measure/proportion, planar structure (volume), value, space. -Students will apply formal design concepts as related to drawing including figure/ground relationships and emphasis/priority of drawing elements. -Students will use drawing media effectively to describe the observed figure in analytic and expressive ways. In the words of Kimon Nicolaides, from the The Natural Way to Draw, " Use [the instrument] that places the least friction between yourself and the experience".
Common Graduate Elements*	- Students will explore and apply the structural, artistic, and expressive components of drawing. -By the end of the course, students will be able to apply this knowledge to execute more informed drawings. -Students will have the ability to apply advanced level drawing techniques and concepts that include gesture, contour line, measure/proportion, planar structure (volume), value, space. -Students will apply formal design concepts as related to drawing including figure/ground relationships and emphasis/priority of drawing elements. -Students will use drawing media effectively to describe the observed figure in analytic and expressive ways. In the words of Kimon Nicolaides, from the The Natural Way to Draw, " Use [the instrument] that places the least friction between yourself and the

experience".

Unique graduate elements*

-Students will make work that relates to major historical and contemporary concepts, artists, and styles.
-Students will articulate using drawing vocabulary how they view their work in the context of major historical and contemporary art trends.

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*

Assessment Percentage
Weekly Critiques
Final Portfolio 100%
Grading Scale (%)
94-100 A
90-93 A-
87-89 B+
84-86 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
67-69 D+
64-66 D
60-63 D-
0 - 59 F

Graduate Assessment and % of grade*

Assessment Percentage
Artist Research Presentation 10%
Weekly Critiques/Final Portfolio 90%
Grading Scale (%)

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

Unique Graduate Elements and % of grade*	Assessment Percentage Artist Research Presentation 10% Weekly Critiques/Final Portfolio 90% Grading Scale (%) 94-100 A 90-93 A- 87-89 B+ 84-86 B 80-83 B- 77-79 C+ 74-76 C 70-73 C- 67-69 D+ 64-66 D 60-63 D- 0 - 59 F -Students will make work that relates to major historical and contemporary concepts, artists, and styles. -Students will articulate using drawing vocabulary how they view their work in the context of major historical and contemporary art trends.

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.
Support from involved units that no duplication exists	☐ Duplication support materials attached

School of Visual Arts & Design
University of Central Florida

COURSE SYLLABUS

ART 5320C.0001 Advanced Drawing

Instructor:	**Kevin Haran, Professor**	Term:	
Office:	**VAB 105N**	Class Meeting Days:	
Phone:	**407-823-2676**	Class Meeting Hours:	
Email:	**Kevin.Haran@ucf.edu**	Class Location:	
Office Hours:	**Mon & Wed 9:00-11:00am**		
Credits:	**3**		
Website:	**www.kevinharan.com**		

Advanced Drawing is a remote, synchronous class, so meetings will be held via Zoom between 11:30am-2:15pm on Tuesdays and Thursdays. Class announcements, assignments and grades will be posted on UCF Webcourses.

Homework*: In addition to drawing during class time, plan to spend a *MINIMUM* OF 7 HOURS PER WEEK *on your drawings.

I. Course Overview

ART 4320C Advanced Drawing
Class Hours: 2
Lab and Field Work Hours: 4
Contact Hours: 6
Prerequisite(s) or Corequisite(s): None.
May be repeated for credit. Fall, Spring
CAH-SVAD

Students are expected to develop an **individual series of works** that demonstrate advanced drawing concepts and techniques. *A weekly log/journal documenting drawing and research hours will be kept throughout the semester (*See Supply List).*

Artist Research Presentation: Students will give a class presentation about their drawings and how this work relates to historical and contemporary trends with regard to concept, medium and technique.

The School of Visual Arts & Design affirms that a theoretical and working understanding of the historical meanings and studio applications of the human image are critical in the education of Visual Art and Art History students. To develop such an understanding, Art courses often utilize images of clothed and unclothed human figures.

II. Course Objectives

- Students will explore and apply the structural, artistic, and expressive components of drawing.

-By the end of the course, students will be able to apply this knowledge to execute more informed drawings.

-Students will have the ability to apply advanced level drawing techniques and concepts that include gesture, contour line, measure/proportion, planar structure (volume), value, space.

-Students will apply formal design concepts as related to drawing including figure/ground relationships and emphasis/priority of drawing elements.

-Students will make work that relates to major historical and contemporary concepts, artists, and styles.

-Students will articulate using drawing vocabulary how they view their work in the context of major historical and contemporary art trends.

-Students will use drawing media effectively to describe the observed figure in analytic and expressive ways. In the words of Kimon Nicolaides, from the *The Natural Way to Draw*, " Use [the instrument] that places the least friction between yourself and the experience".

DRAWING PHILOSOPHY

-Our drawing classes are founded on descriptive drawing. The shared reference for both student and teacher is the motif/subject, which serves as a topic for dialogue and response.

-We seek to encourage a marriage of design (formal strategies) and descriptive inquiry with emotional intuitive responses.

-We believe growth of an artist is dependent on persistence of effort over time, i.e. passion with patience.

-We are biased toward a structural understanding of form as opposed to a purely tonal or photographic understanding.

-We believe that study of the history of drawing is useful for contemporary artists. Traditions can evolve but mainstreams persist. The shock of the old is as valid as the shock of the new.

III. Course Prerequisites

Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

IV. Required Texts and Materials

None.

V. Supplementary (Optional) Texts

Nathan Goldstein - Figure Drawing
Nathan Goldstein - The Art of Responsive Drawing
Kimon Nicolaides - The Natural Way to Draw

VI. Basis for Final Grade

Homework: In addition to in-class drawing, plan to spend a minimum of 7 hours per week on your drawings. All class critiques will be held remotely via Zoom. Assignments will need to be uploaded as jpeg files to Webcourses by specified deadlines.

The judge of how well you have mastered the issues of this class is your instructor. We will use the + and – grading system. Your work will be evaluated by your instructor through weekly critiques, midterm and final portfolios.

Assessment	Percentage
Artist Research Presentation	10%
Weekly Critiques/Final Portfolio	90%

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

VII. Grade Dissemination

Grades will be provided in writing for in-progress critiques, Midterm Review and Final Review.

VIII. Course Policies: Grades

GRADE (A): Students that excel using the course concepts and put forth an outstanding portfolio of work will earn the grade of A. This portfolio will be outstanding both in content and presentation. The drawings will clearly demonstrate a mastering of all areas covered in this course. Examples of (A) level work will be illustrated throughout the term in slide lectures and pointed out in critiques. The instructor will judge the drawings not only the demonstration of the class concepts but also by the portfolio's aesthetic merit. Students who miss more than 2 critiques will not earn the grade of A.

GRADE (B): Students who clearly understand the class concepts and demonstrate this in a solid body of work will earn a B. This level work will go beyond merely understanding the definitions. These portfolios will use the concepts to make good drawings. B work will reach an aesthetic merit that deserves the grade of B+, B, and B-, as determined by the instructor.

GRADE (C): Students that complete all the assignments yet fail to demonstrate an

understanding of the class concepts of the will earn the grade of C. C level work does not meet the standard of the College of Graduate Studies and in the judgment of the instructor does not achieve the aesthetic level of B level work.

GRADE (D): Students do part of the work and do not demonstrate a clear understanding of the class concepts will receive the grade of D.

GRADE (F): Students that do not do all the work and/or do not demonstrate the concepts and in the judgment of the instructor will receive the grade of F. Five absences before midterm will result in the grade of F (see Attendance Policy).

Late Work Policy:
Make-ups for missed in-class drawing or the final exam will be granted for University approved emergency or medical reasons.

Re-done/Additional Work Policy:
If work is delivered **on time** it may be revised or re-done by the student for improved consideration.

Grades of "Incomplete"
The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

IX. Course Policies: Technology and Media

Zoom:
Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

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- You must sign in to my Zoom session using your UCF NID and password.
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- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

Email:
Email and webcourses messaging is the official form of communication between the instructor and student. Your instructor will reply only to messages sent from a Knights email address. Allow 24 hours for a reply on weekdays.

Laptop Usage:
Students are required to have access to a device with reliable internet service that permits attendance (via VIDEO and SOUND/MIC) to scheduled Zoom meetings and access to UCF Webcourses. This device will also need to be capable of uploading high quality jpeg images to Webcourses.

Classroom Devices:
Refer to section IX above.

X. Course Policies: Student Expectations

Attendance Policy:
Attendance to all critiques is mandatory: students are expected to attend all critiques. In addition to critiques and demonstrations, most studio time will be devoted to completing drawings assignments. Students who miss more than 2 critiques will not earn the grade of A.

Professionalism Policy:
Per university policy and classroom etiquette; devices not being used directly for class access must be silenced during all classroom and lab lectures (unless otherwise specified by your instructor). Those not heeding this rule will be asked to leave the class meeting immediately so as to not disrupt the learning environment. Please arrive on time for all class Zoom meetings. Students who habitually disturb the class and have been warned may suffer a reduction in their final class grade.

XI. Important Dates to Remember

Class begins

Withdrawal Deadline

Last class day and Final Review:

Class Schedule
All critiques are Tuesdays at 11:30.

Week 1
T - Review syllabus via Zoom
R - Studio

Week 2
T - **Critique #1**
R - Studio

Week 3

T - **Critique #2**
R- Studio

Week 4
T - **Critique #3**
R - Studio

Week 5
T - **Critique #4**
R - Studio

Week 6
T - **Critique #5**
R - Studio

Week 7
T - **Critique #6**
R - Studio

Week 8
T - **Critique #7**
R - Studio

Week 9
T - ***Midterm Review***
R - Studio

Week 10
T - **Critique #8**
R - Studio

Week 11
T - **Critique #9**
R - Studio

Week 12
T - **Critique #10**
R - Studio

Week 13
T - **Critique #11**
R - Studio

Week 14
T - **Critique #12**
R - Studio

Week 15
T - **Critique #13**
R - Studio

Week 16
T - Studio
R - ***Last class day and Final Review***

Supply List:

Below are materials suggested for this course. For simplicity, I have provided item numbers from Blick Art Materials at dickblick.com for some supplies. Most supplies can also be purchased at Art Systems of Florida (www.artsystemsfl.com), Sax Flax (samflaxorlando.com). Local hardware stores such as Home Depot, Lowe's, and Ace Hardware have additional materials on the list. Students are responsible for replenishing supplies as needed.

HAVE SUPPLIES BY FIRST DAY OF CLASS, TUESDAY, AUGUST 25

1. Easel
   There are inexpensive tabletop easels like this one for $14: Blick Aluminum Tabletop Easel, dickblick.com, Item #:50393-1011
   If you want to work on larger drawings, you may consider a more professional easel (this example is $126: Blick Studio Medium-Duty H-Frame Easel, dickblick.com, Item #:51753-1050
   YOU CAN ALSO WORK FLAT ON A TABLE

2. Newsprint pad, 24" x 36" dickblick.com, **Item #:**10311-1042
   OR

   Newsprint pad, 18" x 24" dickblick.com **Item, #:**10311-1049

   Archival papers, 22" x 30", 29" x 41" or by the roll. Brand names: Arches cover, Rives BFK. Crescent paper is also good for tonal drawings.

3. Drawing board
   This can be a piece of Masonite or plywood cut to the size of your newsprint pad (Home Depot, Lowe's)

4. Soft vine charcoal
   This is good for gesture drawings, dickblick.com, **Item #:**21962-2270

5. Prismacolor NuPastel Color Sticks

6. Pink Pearl eraser **Item #:**21518-3068

7. Wood or metal yardstick
   (36" or 24", depending on size of your drawing pad. A 12" metal ruler is good for detail work. (Art supply stores, Home Depot or Lowe's)

8. #1 X-Acto Knife dickblick.com Item #:57445-1101

9. #11 X-Acto Blades (package of 5) dickblick.com Item #:57413-1311

10. Bottle of India ink and assorted brushes

11. Sketchbook for weekly work log/journal

*** Note: The schedule and syllabus are subject to revision by the instructor**

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement

In the event of an emergency, call 911.

Students are encouraged to be aware of their surroundings and take precautionary measures to keep themselves safe, as well as those around them. Students are encouraged to familiarize themselves with nearest emergency exits and actions they should take during various types of emergencies. For full UCF safety policies and procedures, see http://policies.ucf.edu and look for the heading "Facilities and Safety".

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Required Statement Regarding COVID-19
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not

to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

ART 5000C.0001 Advanced Drawing

University of Central Florida

STUDENT NAME (PRINT): _____

I have read and fully understand the requirements for **ART 5000.0001 Advanced Drawing**.

I give permission to have my work reproduced for teaching purposes and to display my work from this class.

STUDENT SIGNATURE: _____

DATE: _____

UCF School of Visual Arts & Design
University of Central Florida

COURSE SYLLABUS

ART 4320C.0001 Advanced Drawing

Instructor:	**Kevin Haran, Professor**	Term:	**Fall 2020**
Office:	**VAB 105N**	Class Meeting Days:	**Tuesday/Thursday**
Phone:	**407-823-2676**	Class Meeting Hours:	**11:30am-2:15pm**
Email:	**Kevin.Haran@ucf.edu**	Class Location:	**Zoom/UCF Webcourses**
Office Hours:	**Mon & Wed 9:00-11:00am**		
Credits:	**3**		
Website:	**www.kevinharan.com**		

Advanced Drawing is a remote, synchronous class, so meetings will be held via Zoom between 11:30am-2:15pm on Tuesdays and Thursdays. Class announcements, assignments and grades will be posted on UCF Webcourses.

Homework: In addition to drawing during class time, plan to spend a MINIMUM OF 7 HOURS PER WEEK on your drawings.

I. Course Overview

ART 4320C Advanced Drawing
Class Hours: 2
Lab and Field Work Hours: 4
Contact Hours: 6
Prerequisite(s): ART 2201C, ART 2203C, ART 2300C, ART 2301C, ART 3332C. Corequisite(s): None.
Prerequisite(s) or Corequisite(s): None.
May be repeated for credit. *Fall, Spring*
CAH-SVAD

Students are expected to develop an individual series of works that demonstrate advanced drawing concepts and techniques. *A weekly log/journal documenting drawing and research hours will be kept throughout the semester (*See Supply List).*

The School of Visual Arts & Design affirms that a theoretical and working understanding of the historical meanings and studio applications of the human image are critical in the education of Visual Art and Art History students. To develop such an understanding, Art courses often utilize images of clothed and unclothed human figures.

II. Course Objectives

- Students will explore and apply the structural, artistic, and expressive components of drawing.

-By the end of the course, students will be able to apply this knowledge to execute more informed drawings.

-Students will also have the ability to apply advanced level drawing techniques and concepts that include gesture, contour line, measure/proportion, planar structure (volume), value, space.

-Students will apply formal design concepts as related to drawing including figure/ground relationships and emphasis/priority of drawing elements.

-Students will use drawing media effectively to describe the observed figure in analytic and expressive ways. In the words of Kimon Nicolaides, from the *The Natural Way to Draw*, " Use [the instrument] that places the least friction between yourself and the experience".

DRAWING PHILOSOPHY

-Our drawing classes are founded on descriptive drawing. The shared reference for both student and teacher is the motif/subject, which serves as a topic for dialogue and response.

-We seek to encourage a marriage of design (formal strategies) and descriptive inquiry with emotional intuitive responses.

-We believe growth of an artist is dependent on persistence of effort over time, i.e. passion with patience.

-We are biased toward a structural understanding of form as opposed to a purely tonal or photographic understanding.

-We believe that study of the history of drawing is useful for contemporary artists. Traditions can evolve but mainstreams persist. The shock of the old is as valid as the shock of the new.

III. Course Prerequisites

ART 2201C, ART 2203C, and ART 2301C. Corequisite(s): None. Prerequisite(s) or Corequisite(s): None.

IV. Required Texts and Materials

None.

V. Supplementary (Optional) Texts

Nathan Goldstein - Figure Drawing
Nathan Goldstein - The Art of Responsive Drawing
Kimon Nicolaides - The Natural Way to Draw

VI. Basis for Final Grade

Homework: In addition to in-class drawing, plan to spend a minimum of 7 hours per week on your drawings. All class critiques will be held remotely via Zoom. Assignments will need to be uploaded as jpeg files to Webcourses by specified deadlines.

The judge of how well you have mastered the issues of this class is your instructor. We will use the + and – grading system. Your work will be evaluated by your instructor through weekly critiques, midterm and final portfolios.

Assessment	Percentage
Weekly Critiques	
Final Portfolio	100%

Grading Scale (%)	
94-100	A
90-93	A-
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80-83	B-
77-79	C+
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VII. Grade Dissemination

Grades will be provided in writing for in-progress critiques, Midterm Review and Final Review.

VIII. Course Policies: Grades

GRADE (A): Students that excel using the course concepts and put forth an outstanding portfolio of work will earn the grade of A. This portfolio will be outstanding both in content and presentation. The drawings will clearly demonstrate a mastering of all areas covered in this course. Examples of (A) level work will be illustrated throughout the term in slide lectures and pointed out in critiques. The instructor will judge the drawings not only the demonstration of the class concepts but also by the portfolio's aesthetic merit. Students who miss more than 2 critiques will not earn the grade of A.

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GRADE (C): Students that complete all the assignments and demonstrate an understanding of the class concepts of the will earn the grade of C. C level work is sound but in the judgment of

the instructor does not achieve the aesthetic level of B level work.

GRADE (D): Students do part of the work and do not demonstrate a clear understanding of the class concepts will receive the grade of D.

GRADE (F): Students that do not do all the work and/or do not demonstrate the concepts and in the judgment of the instructor will receive the grade of F. Five absences before midterm will result in the grade of F (see Attendance Policy).

Late Work Policy:
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Classroom Devices:
Refer to section IX above.

X. Course Policies: Student Expectations

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Attendance to all critiques is mandatory: students are expected to attend all critiques. In addition to critiques and demonstrations, most studio time will be devoted to completing drawings assignments. Students who miss more than 2 critiques will not earn the grade of A.

Professionalism Policy:
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XI. Important Dates to Remember

Fall Class begins	Tuesday, August 25
Labor Day	Monday, September 7
Veteran's Day	Wednesday November 11
Withdrawal Deadline	Friday October 30
Thanksgiving	Thursday, November 26
Last class day and Final Review:	***THURSDAY, DECEMBER 10, 2020 10:00 AM – 12:50 PM***

Class Schedule
All critiques are Tuesdays at 11:30.

Week 1
T, 8/25 Review syllabus via Zoom
R, 8/27 Studio

Week 2
T, 9/1 **Critique #1**
R, 9/3 Studio

Week 3
T, 9/8 **Critique #2**

R, 9/10 Studio

Week 4
T, 9/15 **Critique #3**
R, 9/17 Studio

Week 5
T, 9/22 **Critique #4**
R, 9/24 Studio

Week 6
T, 9/29 **Critique #5**
R, 10/1 Studio

Week 7
T, 10/6 **Critique #6**
R, 10/8 Studio

Week 8
T, 10/13 **Critique #7**
R, 10/15 Studio

Week 9
T, 10/20 ***Midterm Review***
R, 10/22 Studio

Week 10
T, 10/27 **Critique #8**
R, 10/29 Studio

Week 11
T, 11/3 **Critique #9**
R, 11/5 Studio

Week 12
T, 11/10 **Critique #10**
R, 11/12 Studio

Week 13
T, 11/16 **Critique #11**
R, 11/18 Studio

Week 14
T, 11/24 **Critique #12**
R, 11/26 *Thanksgiving – No class*

Week 15
T, 12/2 **Critique #13**
R, 12/4 Studio

Week 16
T, 12/8 Studio
R, 12/10 ***Last class day and Final Review***

Supply List:

Below are materials suggested for this course. For simplicity, I have provided item numbers from Blick Art Materials at dickblick.com for some supplies. Most supplies can also be purchased at Art Systems of Florida (www.artsystemsfl.com), Sax Flax (samflaxorlando.com). Local hardware stores such as Home Depot, Lowe's, and Ace Hardware have additional materials on the list. Students are responsible for replenishing supplies as needed.

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10. Bottle of India ink and assorted brushes

11. Sketchbook for weekly work log/journal

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Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement

In the event of an emergency, call 911.

Students are encouraged to be aware of their surroundings and take precautionary measures to keep themselves safe, as well as those around them. Students are encouraged to familiarize themselves with nearest emergency exits and actions they should take during various types of emergencies. For full UCF safety policies and procedures, see http://policies.ucf.edu and look for the heading "Facilities and Safety".

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Required Statement Regarding COVID-19
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class

members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

ART 4320C.0001 Advanced Drawing

University of Central Florida – FALL 2020

STUDENT NAME (PRINT): _____

I have read and fully understand the requirements for **ART 4320C.0001 Advanced Drawing**.

I give permission to have my work reproduced for teaching purposes and to display my work from this class.

STUDENT SIGNATURE: _____

DATE: _____

College of Arts and Humanities - Grad Course Split Level - ART 5783C Advanced Ceramics

2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

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:* ART 5783C Advanced Ceramics

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Byron Clercx

Department Chair Phone Number:* 407-823-0728

Dept Chair Email:* rudy@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:* ART

Code:* 5783C

Course Title:* Advanced Ceramics

30 Char. Abbreviation - must begin with ST:* Advanced Ceramics

Course Description (25 word limit)* Students respond to Chinese, Korean, Japanese, Middle Eastern, European, and American ceramics; clay properties, test tile manufacture, terminology, design, demonstrations, glazing, and firing procedures.

Grading Scheme:* ABCDF

Prerequisite(s): Emerging Media: Studio Art & Design or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:*	2
Lab/Studio/Field Work Hours:*	4
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

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.	2

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:*	( ) Required Course (•) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Split-Level Course Addition

What is the rationale for the split-level class?*	Academic Program Review recommendation, expand curriculum, increase student access to facilities, undergraduate exposure, recruitment, faculty and class choices associated with ART 4783C Advanced Ceramics.

What grad programs/tracks require or recommend this course for graduation?	Emerging Media: Studio Art & Design track
What will be the source of students?*	Emerging Media: Studio Art & Design track
What is the estimated annual enrollment?*	6

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

Common Undergraduate Elements*	Notebooks/Sketchbook 10% Keep a continuing notebook/sketchbook of drawing, information, and ideas. These will be reviewed periodically and should be available upon the instructor's request. At the end of the semester, you will be required to submit your notes typed, printed, and organized in a folder, binder, or report cover. Critiques and Class Participation 10% We will have group critiques after each assignment. Everyone is expected to participate. Be prepared to make a verbal statement about thoughts pertaining to your work. This is a special opportunity to gain some insight into your work; this is the equivalent to a quiz. Repeatedly missing critiques will affect your final grade. Studio Assignments 70% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.) Reading Assignments 10 % In addition to the ceramic work produced, students will be expected to locate Ceramics Monthly magazines in the library and review these periodicals. Students must read two articles that review the work of noted ceramists. The student should select these articles because of their appreciation for the works of the artist. The articles are to be 3 typed pages each and presented in the following format:
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following format:

• Your name in the top

right corner of the first page
o Bibliographic information:
o Author, “Title of the article”, Title of the journal, page numbers, date of the journal, volume and issue
• A brief review of the article (about 3-4 paragraphs)
• Subjective response: Your response to the work. What is it you find especially intriguing? What do you relate to? Why do you place this work in high esteem? Why might this artist’s work especially be important to the field? Be very specific; give examples if necessary.
• Extensions (this is the most important part!)
o If you were this artist, how would you extend or improve upon the work? Where do you think the work is leading? How does the artist’s work help you advance your own creative production? Be specific.

• Your name in the top right corner of the first page
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Unique graduate elements*

Studio Assignments
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Reading and Research Assignments Appropriate to Individual Investigator
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B. 50% Students will select a topic of their choice for the research portion of the course. The student must research the history of the topic they’ve selected, conduct technical research and investigation in the ceramics lab, and write a conclusion of their research, including analysis of the collected data.

For example, if researching copper red glazes, the student must research the history of the glaze and its historical applications, locate recipes to make the glaze, mix and fire each recipe, take detailed notes on findings of each firing and the outcome of each recipe, and write an analysis of the empirical evidence of the research and development.

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*	Notebooks/Sketchbook 10% Keep a continuing notebook/sketchbook of drawing, information, and ideas. These will be reviewed periodically and should be available upon the instructor's request. At the end of the semester, you will be required to submit your notes typed, printed, and organized in a folder, binder, or report cover. Critiques and Class Participation 10% We will have group critiques after each assignment. Everyone is expected to participate. Be prepared to make a verbal statement about thoughts pertaining to your work. This is a special opportunity to gain some insight into your work; this is the equivalent to a quiz. Repeatedly missing critiques will affect your final grade. Studio Assignments 70% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.) Reading Assignments 10 % In addition to the ceramic work produced, students will be expected to locate Ceramics Monthly magazines in the library and review these periodicals. Students must read two articles that review the work of noted ceramists. The student should select these articles because of their appreciation for the works of the artist. The articles are to be 3 typed pages each and presented in the following format:
Graduate Assessment and % of grade*	Notebooks/Sketchbook 10% Keep a continuing notebook/sketchbook of drawing, information, and ideas. These will be reviewed periodically and should be available upon the instructor's request. At the end of the semester, you will be required to submit your notes typed, printed, and organized in a folder, binder, or report cover. Critiques and Class Participation 10% We will have group critiques after each assignment. Everyone is expected to participate. Be prepared to make a verbal statement about thoughts pertaining to your work. This is a special opportunity to gain some insight into your work; this is the equivalent to a quiz. Repeatedly missing critiques will affect your final grade. Studio Assignments 20% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.) Reading and Research Assignments Appropriate to Individual Investigator A. 10% In addition to the ceramic work produced, students will be expected to locate Ceramics Monthly magazines in the library and review these

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right corner of the first page
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Unique Graduate Elements and % of grade*

Studio Assignments
20% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.)

Reading and Research Assignments Appropriate to Individual Investigator
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B. 50% Students will select a topic of their choice for the research portion of the course. The student must research the history of the topic they’ve selected, conduct technical research and investigation in the ceramics lab, and write a conclusion of their research, including analysis of the collected data.

For example, if researching copper red glazes, the student must research the history of the glaze and its historical applications, locate recipes to make the glaze, mix and fire each recipe, take detailed notes on findings of each firing and the outcome of each recipe, and write an analysis of the empirical evidence of the research and development.

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 N/A

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.
Support from involved units that no duplication exists	☐ Duplication support materials attached

ART 5783 C – Advanced Ceramics
Department: SVAD College of Arts and Humanities
University of Central Florida

COURSE SYLLABUS

Instructor:	Hadi Abbas	Term:	
Office:	VAB 105D	Class Meeting Days:	
E-Mail:	Hadi.Abbas@ucf.edu	Class Meeting Hours:	
Website:	http://svad.cah.ucf.edu/	Class Location:	VAB 164
Office Hours:		Lab Location:	VAB 164
		Open Lab Hours:	TBA

I. Course Description

UCF Catalog Description
Continuation of ceramic processes.

Course Description
The following specific topics will be presented:

- Slide presentations of selected ceramic objects (contemporary and historical – China, Koreas, Japan, Middle East, Europe, and America)
- Properties of clay: shrinkage, color, absorbency, texture
- Preparation of test tiles
- Terminology, vocabulary
- Design consideration: visual relationships and "engineering" relationships
- Demonstrations
- Glaze application and firing procedures

Course Overview
This class is designed to sharpen technical skills through experimentation and manipulation of form, function, volume, color, surface texture, and firing methodology in an aesthetic experience. It also aims to broaden the theoretical understanding of these elements.

Prerequisite:
Prior experience in ceramics processes or C.I.

II. Course Objectives

At the end of the semester students will be able to:

- Demonstrate an understanding of concepts, terminology, and issues of clay construction. Reference contemporary and historical – China, Koreas, Japan, Middle East, Europe, and America
- Properties of clay: shrinkage, color, absorbency, texture
- Preparation of test tiles
- Terminology, vocabulary
- Design consideration: visual relationships and "engineering" relationships
- Glaze application and firing procedures

Additional Outcomes at the end of the semester students will be able to:

- Research advanced (difficult, obscure, non-traditional) processes, successfully create them in the studio, document them in writing, share the physical and research results with the class

III. Required Texts, Materials, & Expenses

The execution of this course requires raw materials, tools, and supplies that are expensive. Due to a limited departmental budget, students will have two options:

1. Students purchase their own raw materials, tools, and supplies.
2. Students join the Potter's Guild for a fee of $90 to cover your raw materials, tools, and supplies for the entire semester.

Required Text
None.

Recommended Readings
- Hodson, Duncan & Quinn, Anthony. The Workshop Guide to Ceramics, 2012.
- Colbeck, John. Pottery Techniques of Decoration. Van Nostrand Reinhold Company, 1983.
- Illian, Clary. A Potter's Workbook. University of Iowa Press

Required Materials
Notebook or sketchbook and pen or pencil.

Suppliers
Axner/Laguna 409 Kane Court
Oviedo, FL 32765
(407) 365-2600

Recommended Supplies
- Sponge
- Rubber kidney
- Plastic sheet cloth
- Hand towels
- Wooden rib
- Needle tool
- 1 gallon bucket
- Fettling knife
- Cutting wire
- Serrated stainless steel scraper
- Various found objects for texturing
- Plastic ruler
- Wooden modeling tool 6"
- Canvas rags

IV. Course Requirements

Students taking this course must agree to comply with the university's Golden Rules and all safety and operating procedures set forward by the instructor, the department, and the university. Additionally, students must be willing to sign an agreement to this effect. Students must wear protective clothing and dust masks when working in the studio.

The following will NOT be allowed:

- Sandals or open shoes of any kind
- Food, drink, and/or gum
- Horseplay
- Any unauthorized experiments

Students are prohibited from using power equipment without the permission from the instructor. Students must observe all rules pertaining to security of the studio and its equipment.

Notebooks/Sketchbook
10% Keep a continuing notebook/sketchbook of drawing, information, and ideas. These will be reviewed periodically and should be available upon the instructor's request. At the end of the semester, you will be required to submit your notes typed, printed, and organized in a folder, binder, or report cover.

Critiques and Class Participation
10% We will have group critiques after each assignment. Everyone is expected to participate. Be prepared to make a verbal statement about thoughts pertaining to your work. This is a special opportunity to gain some insight into your work; this is the equivalent to a quiz. Repeatedly missing critiques will affect your final grade.

Studio Assignments
20% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.)

Reading and Research Assignments Appropriate to Individual Investigator

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For example, if researching copper red glazes, the student must research the history of the glaze and its historical applications, locate recipes to make the glaze, mix and fire each recipe, take detailed notes on findings of each firing and the outcome of each recipe, and write an analysis of the empirical evidence of the research and development.

Attendance

This is a studio art course, which requires a regular habit of attendance in order for the student to perform the course objectives. Therefore, students are expected to attend class regularly and arrive promptly. Exceptions will be considered for personal illness or family emergencies. Appropriate statements must accompany these excuses from authorized agents. You may acquire only two* absences during the semester without penalty. For every unexcused absence above two, your final grade will be lowered one letter grade. Six** unexcused absences are cause for dismissal from the class. Attendance will be taken at the beginning and end of each class. Two late arrivals (ten minutes after class starting time) will count as one absence. Two early departures without prior permission will also count as one absence.

* For summer classes, allowed only one absence.
** For summer classes, three unexcused absences are cause for dismissal.

Outside Classwork

Students must prepare to spend six hours a week outside of class on their assignments. These hours must be logged in the students' mandatory journal. Do not expect to complete your assignments solely during class time. Failure to work outside of class and to turn in a record of the hours spent on an assignment will result in a grade of "F" for that particular assignment.

Craftsmanship

It will be obvious to me the amount of time spent on a given project. Your work will be graded on its technical and aesthetic qualities.

Questions

No question is too silly or too simple. Do not hesitate to ask. You are here to learn.

Studio Cleanliness

Every student must clean up their workspace after they have finished working each day. Raw materials and clay dust are hazardous, and proper precautions must be followed to minimize the exposure. Do not create excess dust while cleaning; never sweep or brush. Always wet wipe with a sponge. Store any unused clay, slip, glaze, any other unused materials in their designated location when finished.

The entire class will participate in group clean-up of the studio when necessary. There will be group studio clean-up at Midterm and before the Final Exam.

Kiln Firing Rules

- All firings must be scheduled in advance and approved by the instructor.
- All work must be signed and loaded during class time and preheated overnight and resume firing at 8:00 am the next day.
- Every firing must be documented in the student's notebook. Failure to do so results in a lowering of your final grade by one letter. Second offense results in suspension of firing privileges.
- Kiln ignition must be turned on during class time with instructor present. Failure to do so results in a lowering of your final grade by one letter. Second offense results in suspension of firing privileges.
- There must be a minimum of two students per kiln firing.
- All greenware must be bisqued in an orderly manner.
- Immediately after unloading a bisque kiln, all bisqueware must be glazed and loaded for glaze firing.
- All glazeware must be removed from the studio within one day of unloading.
- The instructor must approve all new glazes. Failure to do so results in a lowering of your final grade by one letter. Second offense results in suspension of firing privileges.
- All pots must be wiped properly before loading a glaze kiln. Unwiped pots will not be loaded.
- The instructor reserves the right to reclaim any greenware that does not fit the criteria for the assignment (trimming, weight, cracks, etc.)

Glazes and Glazing

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Photography, Videography, and/or Audio Recording

Absolutely NO photos, videos, or audio recordings of any kind are allowed.

V. Method of Evaluation

Grade Dissemination

There are three stages for grading each assignment: making the project, bisque firing, and glaze firing. The three separate grades will be averaged to achieve the final overall grade for each assignment. All assignments must be submitted in person on the given due date.

For late assignments, see "Late Assignments" section. For make-up policy, see "Make-Up Assignments & Exams Policy".

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Grades for this course will conform to the university's alphabetical grading system and utilize the following guidelines:

A – Excellent - Superior execution and understanding of the course objectives. All requirements to the course have been met and exceeded.

B – Good - A comprehensive execution and understanding of the course objectives has been achieved. All requirements to the course have been met and/or exceeded.

C – Not acceptable at the graduate level - The student did not show initiative, did not surpass the materials or opportunities provided.

D – Not Passing - Some of the course objectives were not met. The requirements of the course, such as attendance, were or were not met.

F – Failure - Less than passing.

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If you are a deployed active duty military student and feel you need a special accommodation due to that unique status, consult with the instructor during office hours to discuss your circumstances.

XI. Final Exam Date & Time

The final exam for this course will be held on Tuesday, December 10, 2019 from 7:00 am – 9:50 am.

Students must bring samples of their finished, glazed work and their notes, typed and organized in a folder, binder, or report cover.

XII. Course Schedule

All assignments are due on their respective "Critique" days as listed.

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<u>Important Dates to Remember</u>

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Monday, August 26, 2019

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Disclaimer: The instructor reserves the right to modify the course guideline if, in their professional judgement such modification is in the best interest of fulfilling the course objective while assuring academic integrity of the course.

Student Agreement

Please Print:

Name _____

Address _____

_____

_____

Phone _____

Email Address _____

I agree to be aware of the conditions and policies set forward by the instructor, the course syllabus, the School of Visual Arts and Design, and the University of Central Florida as written and explained.

_____ _____

Signature Date

ART 4783 C – Advanced Ceramics
Department: SVAD College of Arts and Humanities
University of Central Florida

COURSE SYLLABUS

Instructor:	Hadi Abbas	Term:	Fall 2019
Office:	VAB 105D	Class Meeting Days:	Tues & Thurs
E-Mail:	Hadi.Abbas@ucf.edu	Class Meeting Hours:	8:30 am – 11:15 pm
Website:	http://svad.cah.ucf.edu/	Class Location:	VAB 164
Office Hours:	Mon & Weds, 11:00 am – 12:00 pm Tues & Thurs, 2:30 pm – 3:30 pm	Lab Location: Open Lab Hours:	VAB 164 TBA

I. Course Description

UCF Catalog Description

Continuation of ceramic processes.

Course Overview

This class is designed to sharpen technical skills in the manipulation of form, function, volume, color, and surface texture in an aesthetic experience. It also aims to broaden the theoretical understanding of these elements.

II. Course Objectives

Students will be expected to demonstrate an understanding of concepts, terminology, and issues of clay construction. The following specific topics will be presented:

- Slide presentations of selected ceramic objects (contemporary and historical – China, Koreas, Japan, Middle East, Europe, and America)
- Properties of clay: shrinkage, color, absorbency, texture
- Preparation of test tiles
- Terminology, vocabulary
- Design consideration: visual relationships and "engineering" relationships
- Demonstrations of throwing
- Glaze application and firing procedures

III. Required Texts, Materials, & Expenses

The execution of this course requires raw materials, tools, and supplies that are expensive. Due to a limited departmental budget, students will have two options:

1. Students purchase their own raw materials, tools, and supplies.
2. Students join the Potter's Guild for a fee of $90 to cover your raw materials, tools, and supplies for the entire semester.

Required Text

None.

Recommended Readings

- Hodson, Duncan & Quinn, Anthony. The Workshop Guide to Ceramics, 2012.
- Colbeck, John. Pottery Techniques of Decoration. Van Nostrand Reinhold Company, 1983.
- Illian, Clary. A Potter's Workbook. University of Iowa Press

Required Materials

Notebook or sketchbook and pen or pencil.

Suppliers

Axner/Laguna 409 Kane Court
Oviedo, FL 32765
(407) 365-2600

Recommended Supplies

- Sponge
- Rubber kidney
- Plastic sheet cloth
- Hand towels
- Wooden rib
- Needle tool
- 1 gallon bucket
- Fettling knife
- Cutting wire
- Serrated stainless steel scraper
- Various found objects for texturing
- Plastic ruler
- Wooden modeling tool 6"
- Canvas rags

IV. Course Requirements

Students taking this course must agree to comply with the university's Golden Rules and all safety and operating procedures set forward by the instructor, the department, and the university. Additionally, students must be willing to sign an agreement to this effect. Students must wear protective clothing and dust masks when working in the studio.

The following will NOT be allowed:

- Sandals or open shoes of any kind
- Food, drink, and/or gum
- Horseplay
- Any unauthorized experiments

Students are prohibited from using power equipment without the permission from the instructor. Students must observe all rules pertaining to security of the studio and its equipment.

Notebooks/Sketchbook

10% Keep a continuing notebook/sketchbook of drawing, information, and ideas. These will be reviewed periodically and should be available upon the instructor's request. At the end of the semester, you will be required to submit your notes typed, printed, and organized in a folder, binder, or report cover.

Critiques and Class Participation

10% We will have group critiques after each assignment. Everyone is expected to participate. Be prepared to make a verbal statement about thoughts pertaining to your work. This is a special opportunity to gain some insight into your work; this is the equivalent to a quiz. Repeatedly missing critiques will affect your final grade.

Studio Assignments

70% Students will be asked to develop six projects during the semester. These projects can be of any form the students wish to pursue (throwing or a combination of throwing and hand building.)

Reading Assignments

10 % In addition to the ceramic work produced, students will be expected to locate Ceramics Monthly magazines in the library and review these periodicals. Students must read two articles that review the work of noted ceramists. The student should select these articles because of their appreciation for the works of the artist. The articles are to be 3 typed pages each and presented in the following format:

- Your name in the top right corner of the first page
    - Bibliographic information:
    - Author, "Title of the article", Title of the journal, page numbers, date of the journal, volume and issue
- A brief review of the article (about 3-4 paragraphs)
- Subjective response: Your response to the work. What is it you find especially intriguing? What do you relate to? Why do you place this work in high esteem? Why might this artist's work especially be important to the field? Be very specific; give examples if necessary.
- Extensions (this is the most important part!)
    - If you were this artist, how would you extend or improve upon the work? Where do you think the work is leading? How does the artist's work help you advance your own creative production? Be specific.

Attendance

This is a studio art course, which requires a regular habit of attendance in order for the student to perform the course objectives. Therefore, students are expected to attend class regularly and arrive promptly. Exceptions will be considered for personal illness or family emergencies. Appropriate statements must accompany these excuses from authorized agents. You may acquire only two* absences during the semester without penalty. For every unexcused absence above two, your final grade will be lowered one letter grade. Six** unexcused absences are cause for dismissal from the class. Attendance will be taken at the beginning and end of each class. Two late arrivals (ten minutes after class starting time) will count as one absence. Two early departures without prior permission will also count as one absence.

* For summer classes, allowed only one absence.
** For summer classes, three unexcused absences are cause for dismissal.

Outside Classwork

Students must prepare to spend six hours a week outside of class on their assignments. These hours must be logged in the students' mandatory journal. Do not expect to complete your assignments solely during class time. Failure to work outside of class and to turn in a record of the hours spent on an assignment will result in a grade of "F" for that particular assignment.

Craftsmanship

It will be obvious to me the amount of time spent on a given project. Your work will be graded on its technical and aesthetic qualities.

Questions

No question is too silly or too simple. Do not hesitate to ask. You are here to learn.

Studio Cleanliness

Every student must clean up their workspace after they have finished working each day. Raw materials and clay dust are hazardous, and proper precautions must be followed to minimize the exposure. Do not create excess dust while cleaning; never sweep or brush. Always wet wipe with a sponge. Store any unused clay, slip, glaze, any other unused materials in their designated location when finished.

The entire class will participate in group clean-up of the studio when necessary. There will be group studio clean-up at Midterm and before the Final Exam.

Kiln Firing Rules

- All firings must be scheduled in advance and approved by the instructor.
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Photography, Videography, and/or Audio Recording

Absolutely NO photos, videos, or audio recordings of any kind are allowed.

V. Method of Evaluation

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There are three stages for grading each assignment: making the project, bisque firing, and glaze firing. The three separate grades will be averaged to achieve the final overall grade for each assignment. All assignments must be submitted in person on the given due date.

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Grading Scale

Grades for this course will conform to the university's alphabetical grading system and utilize the following guidelines:

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B – Good - A comprehensive execution and understanding of the course objectives has been achieved. All requirements to the course have been met and/or exceeded.

C – Average - Fulfillment of all course objectives has been achieved and an adequate understanding of the same has been produced. All the requirements of the course have been met. Attendance requirements were or were not met.

D – Passing - Some of the course objectives were not met. The requirements of the course, such as attendance, were or were not met.

F – Failure - Less than passing.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

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_____ _____

Signature Date

College of Arts and Humanities - Grad Course Split Level - HIS 5070 Oral History

2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Arts and Humanities

Unit / Department / College:* Department of History

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:* HIS 5070 Oral History

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Dr. Barbara Gannon

Department Chair Phone Number:* 407-823-6466

Dept Chair Email:* peter.larson@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:* HIS

Code:* 5070

Course Title:*	Oral History
30 Char. Abbreviation - must begin with ST:*	Oral History
Course Description (25 word limit)*	Theories and practices of oral history. Fieldwork required.
Grading Scheme:*	ABCDF
Prerequisite(s):	Graduate Standing or C.I.
Corequisite(s):	no

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	**1**	**1**	**1**
(Formal) Instruction Time - Class Hours or Online Module, etc.	**1**	**1**	**1**
Lab/Studio/Field work	**0**	**1**	**2**
Out-of-Class (homework, course readings, group work, online posts, etc)	**2**	**1**	**0**
Total Course Engagement	**3**	**3**	**3**

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:*	3
Instruction Time:*	3

Lab / Studio / Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

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 Split-Level Course Addition

What is the rationale for the split-level class?*	To increase enrollments and ensure the course is offered. Recruit for our Public History track of the MA program.

What grad programs/tracks require or recommend this course for graduation?	History MA and Public History Track
What will be the source of students?*	history majors, graduate students
What is the estimated annual enrollment?*	15-20

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

Common Undergraduate Elements*	Interviewing Team Leader Techniques and Methods Through Readings Theory--Introduction Theory Application to Assigned Readings-- Response papers
Common Graduate Elements*	Interviewing Team Leader Techniques and Methods Through Readings Theory--Introduction Theory Application to Assigned Readings-- Response papers
Unique graduate elements*	Theory Application to Independent Readings Theory Application to Oral History Transcripts Conference paper--12-14 pages on Oral History research

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*	Undergraduate Final Paper 30 Interview 1 15 Interview 2 15 Response papers20 (4*5) Participation 20 100

Graduate Assessment and % of grade*	graduate Final Paper 45 Interview 1 10 Interview 2 15 Resp papers 20 (4*5) Participation 10 100

Unique Graduate Elements and % of grade*	Graduate students will read other oral history books in addition to those assigned for undergrads in this course. In addition, they will do independent research and identify relevant oral history transcripts on a specific oral history topic. The final product for graduate students is a conference paper on an oral history topic based on this research. Graduate students will present these papers to the class. For Graduate Credit, students read an additional 4 relevant books and oral history transcripts and complete a 10-12 page conference paper to be presented to the class based on these supplemental readings and oral history transcripts.

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	We do not anticipate any conflicts with this historical methods course.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.
Support from involved units that no duplication exists	☑ Duplication support materials attached

HIS 5070
Classroom
Barbara.Gannon@ucf.edu
407-823-3851

Dr. Barbara A. Gannon
T. Colbourn Hall 418C
Office hours
And by appointment

Colloquium in Oral History

Before there was written history, before even writing, there was Oral History. The first story tellers practiced history by sitting around a fire and telling members of their tribe their history based on what they had been told, and what their ancestors had been told, all the way back through generations. Oral History was, in fact, the very first type of evidence used by the very earliest historians--Herodotus and Thucydides. In the more than two millennia since these men wrote their histories, historians came to rely more on written evidence; however, we still use Oral History to inform modern historical scholarship. The Oral History we use in our historical studies is not the same as story telling; instead, it is historical methodology that itself is the subject of scholarly study. In this class, we will examine Oral History, both its practice and its theory.

Among the subjects we will examine:

- What is Oral History and why do we still use it? We certainly do not sit around campfires anymore.
- How do you practice Oral History? To be historically useful, Oral History must meet the rigorous standards of the historical profession.
- What are the strengths and weaknesses of Oral History as a historical methodology? How reliable is human memory, how selective?
- What are the theoretical underpinnings of Oral History particularly as they relate to the discipline of history?
- What does original research mean in the context of the discipline of Oral History? How does one formulate an Oral History research proposal?

EXPECTATIONS

Graduate Students will share this class with undergraduates and be expected to perform as such. They will learn alongside undergraduates and be intellectual models and exemplars in the classroom.

Graduate students will learn the skills to perform Oral History interviews. Graduate students will complete oral history interviews in teams with undergraduates.

Graduate students will be oral history team leaders to leverage their maturity and develop the skills they need to become professional historians.

Graduate students will do all assigned class readings and discuss these in class.

Graduate students will complete response papers on their readings. These papers will be graded based on expectations for graduate students.

G**raduate students** will examine the same interdisciplinary oral history theory readings as undergraduates and the same two oral history books on WWII.

Graduate students will complete a research proposal related to an oral history project.

Class Readings

The Oxford Handbook of Oral History by Donald A. Ritchie, Oxford University Press, USA, ISBN-13: 978-0199945061. (*Handbook)*

Oral History Theory by Lynn Abrams, Routledge 2010, ISBN 978-0-415-42755. (*Theory)*

The Good War: An Oral History of World War Two by Studs Terkel, New Press, 1997, ISBN 9781565843441, any edition. (*Good War*)

The Unwomanly Face of War by Svetlana Alexeivich Random House, 2017, 978-0399588723.

After the Fall: New Yorkers Remember September 2001 and the Years that Followed by Mary Marshall Clark (Editor), Peter Bearman (Editor), Catherine Ellis (Editor), The New Press, 2011, 978-1595586476. (*After the Fall*)

Graduate Students Readings

For Graduate Credit you will read an additional 4 relevant books from supplemental readings. See attached list of approved readings.

Graduate Students Research Proposal

Graduate Students will complete a 10-12-page research proposal based on the skills they have developed in this course.

Assignments and points (For date due, see schedule)

	Graduate
Research Proposal	**45**
Interview 1	**10**
Interview 2	**15**
Response papers	**20 (4*5)**
Participation	**10**
	100

Classroom policies will follow the Graduate Student selected reading list.

Schedule

Week	**Subject**	**Assignments: Readings/Papers/Projects**
Module 1: **HOW TO DO AN ORAL HISTORY**		
1	**Introduction to the Course**: What is Oral History? Why is Oral History?	Abrams Ch. 1, 2 *Handbook* Introduction (p. 3-19) *After the Fall*, Introduction and first 10 transcripts-to p. 136
2	How to do an Oral History Part 1- **Preparing** for the interview	*After the Fall*, Rest of book.

3	How to do an Oral History Part 2 The Interview	*Handbook*, Part I
4	The Oral History: **Practice**: Mock interviews	*Handbook* Part IV
5	**Free Week for Interviews**	
6	How to do an Oral History Part 3 Ethical, Legal issues, Transcripts	*Handbook,* Part V
Module 2: **ORAL HISTORY THEORY**		
7	Oral History Theory - Introduction	*Handbook*, Part III *The Good War* (start)
8	Oral History Theory -- Memory	**Interview 1 Due** *The Good War* (finish) *Theory* Ch. 5 *Handbook* Part II **Response paper-Memory**
9	Oral History Theory -- Self, Subjectivity, Intersubjectivity	**Interview 2 Due** *Theory*, Ch. 3 and 4 **Response paper-Self**
10	Oral History Theory -- Narrative	*Theory*, Ch. 6 Discuss *Good War* Begin *The Unwomanly Face of War* **Response paper-Narrative Theory and The Good War**
11	Oral History Theory – Performance	*Theory*, Ch. 7 Begin *The Unwomanly Face of War* **Response paper: Performance**

12	Oral History Theory – Power and Empowerment	*The Unwomanly Face of War* *Theory, Ch.* 8
13	Oral History Theory	Conclusions
14 and Final EXAM period	Proposal Presentations	Graduate students present your findings- final proposals **GRADUATE STUDENTS Will Present research proposals to undergraduate and graduate audience.**

Graduate Student Supplemental Reading List

Any Oral History by Svetlana Alexeivich

Any Oral History by Alessandro Portelli,

Any Oral History by Studs Terkel

Ball, Edward. *Slaves in the Family*. New York: Farrar, Straus, and Giroux, 1998.

Bamberger, Bill, and Cathy Davidson. *Closings: The Life and Death of an American Factory*. New York: W.W. Norton and Company, Inc., 1998.

Brodkin, Karen. *Caring by the Hour: Women, Work, and Organizing at Duke Medical Center*. Urbana, IL: University of Illinois Press, 1988.

Brown, Wesley, and Amy Ling, eds. *Imagining America: Stories from the Promised Land*. New York: Persea, 1991.

Cecelski, David. *Along Freedom Road: Hyde County, North Carolina, and the Fate of Black Schools in the South*. Chapel Hill, NC: The University of North Carolina Press, 1994.

Davis, Marilyn. *Voices/American Dreams: An Oral History of Mexican Immigration to the United States*. New York: Henry Holt and Company, 1990.

Duberman, Martin. *Stonewall: The Definitive Story of the LGBTQ Rights Uprising that Changed America.* New York: Plume, 2019, revised.

Egerton, John. *Speak Now Against the Day: The Generation before the Civil Rights Movement in the South*. Chapel Hill, NC: The University of North Carolina Press, 1995.

Eller, Cynthia. "Oral History as Moral Discourse: Conscientious Objectors and the Second World War." *Oral History Review* 18 (Spring 1990): 45-75.

Federal Writers' Project. *These Are Our Lives*. Chapel Hill: University of North Carolina Press, 1939; reprint, New York: W.W. Norton and Company, Inc., 1975.

Grundy, Pamela. *You Always Think of Home: A Portrait of Clay County, Alabama*. Athens, GA: The University of Georgia Press, 1991.

Hall, Jacquelyn, James Leloudis, Robert Korstad, Mary Murphy, Lu Ann Jones, and Christopher B. Daly. *Like a Family: The Making of a Southern Cotton Mill World*. 2nd Edition. Chapel Hill, NC: The University of North Carolina Press, 2000.

Hurston, Zora Neale. *Barracoon: The Story of the Last Black Cargo*. New York, Random House, 2018.

Love, Spencie. *One-Blood: The Death and Resurrection of Charles R. Drew*. Chapel Hill, NC: The University of North Carolina Press, 1996.

McNeill, Legs. *Please Kill Me: The Uncensored Oral History of Punk*. New York: Penguin, 1996.

Nabakov, Peter. *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1494-1992*. New York: The Viking Press, 1991.

Payne, Charles. *I've Got the Light of the Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley, CA: University of California Press, 1995. 39

Robertson, Nan. *The Girls in the Balcony: Women, Men, and the New York Times*. New York: Random House, 1992.

Rymer, Russ. *American Beach: A Saga of Race, Wealth, and Memory*. New York: HarperCollins, 1998.

Stack, Carol B. *Call to Home: African Americans Reclaim the Rural South*. New York: Basic Books, 1996.

UCF and Class Policies

Class Policies

Office Hours TBD based on class time

Late assignments

Late assignments will not be excepted without a documented excuse.

Absences TBD

There are no unexcused absences. Excused absences will be allowed, a doctor or other official reason for your absences.

Discussions -- Inclusivity and Courtesy

While this class includes graduate and undergraduate students, all are equal in discussion. In addition, to the equality of students of differing academic levels, all students' views shall be respected, and all students should respect their colleague's perspectives. Violation of this policy will result in immediate removal form the class.

If any student believes that this policy has been violated, contact me. UCF also has its own processes, see below.

UCF Policies

Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential

resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Student Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

HIS 4070-Oral History
Classroom TBD
Barbara.Gannon@ucf.edu
407-823-3851

Dr. Barbara A. Gannon
T. Colbourn Hall 418C
Office hours TBD
And by appointment

Oral History

Before there was written history, before even writing, there was Oral History. The first story tellers practiced history by sitting around a fire and telling members of their tribe their history based on what they had been told, and what their ancestors had been told, all the way back through generations. Oral History was, in fact, the very first type of evidence used by the very earliest historians--Herodotus and Thucydides. In the more than two millennia since these men wrote their histories, historians came to rely more on written evidence; however, we still use Oral History to inform modern historical scholarship. The Oral History we use in our historical studies is not the same as story telling; instead, it is historical methodology that itself is the subject of scholarly study. In this class, we will examine Oral History, both its practice and its theory.

Among the subjects we will examine:

- What is Oral History and why do we still use it? We certainly do not sit around campfires anymore.
- How do you practice Oral History? To be historically useful, Oral History must meet the rigorous standards of the historical profession.
- What are the strengths and weaknesses of Oral History as a historical methodology? How reliable is human memory, how selective?
- What are the theoretical underpinnings of Oral History particularly as they relate to the discipline of history?

EXPECTATIONS

This course includes **undergraduate and graduate students.** This is appropriate given that Oral History is new to virtually all history students regardless of their level.

Undergraduate students will learn the skills to perform Oral History interviews.

Undergraduates will complete oral history interviews assisted by **graduate student team leaders**.

U**ndergraduate students** will do the assigned readings and discuss these readings in class.

Undergraduate students will complete response papers to their readings for a particular week.

Undergraduate students will examine the same interdisciplinary oral history theory readings and the same two oral history books on WWII.

Undergraduate students will complete a 4-5-page paper analyzing these WWII collections based on relevant Oral History theory.

Readings –Graduate and Undergraduate

The Oxford Handbook of Oral History by Donald A. Ritchie, Oxford University Press, USA, ISBN-13: 978-0199945061. (*Handbook)*

Oral History Theory by Lynn Abrams, Routledge 2010, ISBN 978-0-415-42755. (*Theory)*

The Good War: An Oral History of World War Two by Studs Terkel, New Press, 1997, ISBN 9781565843441, any edition. (*Good War*)

The Unwomanly Face of War by Svetlana Alexeivich Random House, 2017, 978-0399588723.

After the Fall: New Yorkers Remember September 2001 and the Years that Followed by Mary Marshall Clark (Editor), Peter Bearman (Editor), Catherine Ellis (Editor), The New Press, 2011, 978-1595586476. (*After the Fall*)

Assignments and points

	Undergraduate
Final Paper	**30**
Interview 1	**15**
Interview 2	**15**
Response papers	**20 (4*5)**
Participation	**20**
	100

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Participation: Undergraduates participation in the grading scheme reflects the greater emphasis placed on classroom involvement.

Classroom and UCF policies will follow the schedule.

Schedule

Week	**Subject**	**Assignments: Readings/Papers/Projects**
Module 1: **HOW TO DO AN ORAL HISTORY**		
1	**Introduction to the Course**: What is Oral History? Why is Oral History?	Abrams Ch. 1, 2 *Handbook* Introduction (p. 3-19) *After the Fall*, Introduction and first 10 transcripts-to page 136
2	How to do an Oral History Part 1- **Preparing** for the interview	*After the Fall*, Rest of book.
3	How to do an Oral History Part 2 The Interview	*Handbook*, Part I
4	The Oral History: **Practice**: Mock interviews	
5	**Free Week for interviews**	

6	How to do an Oral History Part 3 Ethical, Legal issues, Transcripts	*Handbook,* Part IV-look at chapter 24 and 25
Module 2: **ORAL HISTORY THEORY**		
7	Oral History Theory - Introduction	*Handbook*, Part III *The Good War* (start)
8	Oral History Theory -- Memory	**Interview 1 Due** *The Good War* (finish) *Theory* Ch. 5 *Handbook* Part II **Response paper-Memory**
9	Oral History Theory -- Self, Subjectivity, Intersubjectivity	**Interview 2 Due –Tentative based on needs of project** *Theory*, Ch. 3 and 4 **Response paper-Self**
10	Oral History Theory -- Narrative	*Theory*, Ch. 6 Discuss *Good War* Begin *The Unwomanly Face of War* **Response paper-Narrative Theory**
11	Oral History Theory – Performance	*Theory*, Ch. 7 Finish *The Unwomanly Face of War* **Response paper: Performance**
12	Oral History Theory – Power and Empowerment	*The Unwomanly Face of War* Discuss *Theory, Ch.* 8
13	Oral History Theory	Wrap up theory **Undergraduates Final Paper due on *The Good War* and *The Unwomanly Face of War***
14 and Final EXAM period	Paper Presentations	**Graduate Students' papers**

UCF and Class Policies

Class Policies

Office Hours TBD based on class time

Late assignments

Late assignments will not be excepted without a documented excuse.

Absences TBD

There are no unexcused absences. Excused absences will be allowed, a doctor or other official reason for your absences, see UCF policies.

Discussions -- Inclusivity and Courtesy

While this class includes graduate and undergraduate students, all are equal in discussion. In addition, to the equality of students of differing academic levels, all students' views shall be respected, and all students should respect their colleague's perspectives. Violation of this policy will result in immediate removal form the class.

If any student believes that this policy has been violated, contact me. UCF also has its own processes, see below.

UCF Policies

Diversity and Inclusion

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Student Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

College of Arts and Humanities - Grad Course Split Level - PGY 5106C Photography Theory and Practice

2021-2022 Graduate Course New Split Level Class

General Catalog Information

The Graduate Council Curriculum Committee discourages the establishment of split-level classes. Graduate students are entitled to more challenging content, instruction, and assessment, which are difficult to provide in classes offered to undergraduates as well. Circumstances may require a unit to propose a split-level class. In these cases, the proposal should indicate the reasons a split-level class is necessary and what long-term measures are being taken to provide undergraduates and graduates with appropriate coursework to their degree level. In addition, it is important to differentiate each of the undergraduate and graduate course elements.

For more information, contact Dr. Devon Jensen, Associate Dean, in the College of Graduate Studies.

Proposal Type:* Grad Course Split Level

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

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:* PGY 5106C Photography Theory and Practice

Course Instructor (Must be Approved Graduate Faculty/Scholars):* Brooks Dierdorff

Department Chair Phone Number:* 407-823-0728

Dept Chair Email:* rudy@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:* PGY

Code:* 5106C

Course Title:* Photography Theory and Practice

30 Char. Abbreviation - must begin with ST:* Photo Theory & Practice

Course Description (25 word limit)* Focuses on the study and practice of theory and photography as contemporary art making through readings, discussions, lectures, demos, web-based resources, in-class exercises and projects.

Grading Scheme:* ABCDF

Prerequisite(s): Graduate Standing or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:*	2
Lab/Studio/Field Work Hours:*	4
Out-of-Class Hours:*	3
Total Engagement Hours:*	9

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.	2

Term of Offering

When will the course be offered?*	[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer [ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:*	( ) Required Course (•) Elective Course

Materials and Supply Fee

New Materials and Supply Fees?*	( ) Yes (•) No

If yes, also complete the 2020-21 Graduate Materials and Supply Fee form.

Justification for Split-Level Course Addition

What is the rationale for the split-level class?*	Academic Program Review recommendation, expand curriculum, increase student access to facilities, undergraduate exposure, recruitment, faculty and class choices associating with PGY 4106C.

What grad programs/tracks require or recommend this course for graduation?	
What will be the source of students?*	Emerging Media: Studio Art & Design
What is the estimated annual enrollment?*	6

List any course objectives or content:

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an objective for undergraduates may require identification of a concept where the graduate objective may require application of the concept. From this example, list the identification activity in the Undergraduate box below and the application activity in the Graduate box below.

or

2) In cases where entirely new objectives or content have been added for graduate students, list those specific requirements in the Unique Graduate Elements section. For example, an objective for undergraduates may require reading ten articles where the graduate objective may require 15 articles. Then just list "5 extra articles" in the Unique graduate elements box below.

Common Undergraduate Elements*	+ Demonstrate an advanced level of creative production through independent projects + Demonstrate an advanced ability to discuss the artwork of peers and other artists + Gain an understanding of relevant theory related to a contemporary practice in photography + Gain an understanding of how theory informs your practice as an artist
Common Graduate Elements*	+ Demonstrate an advanced level of creative production through independent projects + Demonstrate an advanced ability to discuss the artwork of peers and other artists + Gain an understanding of relevant theory related to a contemporary practice in photography + Gain an understanding of how theory informs your practice as an artist
Unique graduate elements*	+Produce advanced writing connecting visual photographic process with theoretical knowledge and share with class

List different or additional assessment elements (course assignments and tests that count toward the grade).

1) That is common to both the undergraduate and graduate syllabi but have been differentiated for undergraduate and graduate students. For example, an assignemnt for undergraduates may require a 10 page opinion paper worth 10% of the final grade where the matching graduate assignment may require a 20 page research paper with supporting research literature worth 25% of the final grade. From this example, list the 10 page paper in the Undergraduate box below and the 20 page paper in the Graduate box below.

or

2) In cases where entirely new assignments have been added for graduate students, list those specific assignments in the Unique Graduate Elements section. For example, an assignment for undergraduates may require a 10 page paper worth 5% of the final grade where the graduate assignment may require reading four articles plus an in-class presentation worth 10% of the final grade. Then just list the article number and the presentation in the Unique Graduate Elements box below.

Please note this information should be clearly expressed in the syllabus.

Undergraduate Assessment and % of grade*	Projects: Projects 1-3 (Personal Practice + Readings) Artists Statement: In this short 1 page, double spaced synthesis I am asking you to join the material in the readings assigned (artists + ideas) with the concepts you have developed for your own project. How did your ideas evolve out of the reading? Speak of several (or more) different artists who influenced your project as well as concepts brought forth within the text and their influence on your project. The course grade will be weighted towards projects, constituting 40% of the overall grade for the course. Other factors influencing the course grade will be accumulated performance determined by various assignments (25%), readings and written responses (25%), participation and personal improvement (10%). You will receive a detailed critique and grade sheet for each project.

Graduate Assessment and % of grade*

Projects:
Projects 1-3 (Personal Practice + Readings)
Artists Statement: In this short 1 page, double spaced synthesis I am asking you to join the material in the readings assigned (artists + ideas) with the concepts you have developed for your own project. How did your ideas evolve out of the reading? Speak of several (or more) different artists who influenced your project as well as concepts brought forth within the text and their influence on your project.

Graduate requirement:
Graduate students taking this course are also required to write a 4-6 page paper speaking to theoretical issues we have discussed in this course, and their interaction / intersection with your personal practice. I ask that characteristics in your work be addressed through views of modernist/postmodernist theory, psychoanalytic theory, cultural theory, or language theory, or other theoretical frameworks that we have discussed. Your observational stance, of course, may involve a combination of the above, as these are general headings which may be used in a somewhat more malleable way. Please place your work within the spectrum of theoretical thinking that you feel is

relevant. Feel free to discuss your work from

multiple perspectives. This paper will be due at the end of the course; details will be forthcoming.

The course grade will be weighted towards projects, constituting 40% of the overall grade for the course. Other factors influencing the course grade will be accumulated performance determined by various assignments (25%), readings and written responses (25%), participation and personal improvement (10%). You will receive a detailed critique and grade sheet for each project.

Unique Graduate Elements and % of grade*

Graduate requirement:
Graduate students taking this course are also required to write a 4-6 page paper speaking to theoretical issues we have discussed in this course, and their interaction / intersection with your personal practice. I ask that characteristics in your work be addressed through views of modernist/postmodernist theory, psychoanalytic theory, cultural theory, or language theory, or other theoretical frameworks that we have discussed. Your observational stance, of course, may involve a combination of the above, as these are general headings which may be used in a somewhat more malleable way. Please place your work within the spectrum of theoretical thinking that you feel is relevant. Feel free to discuss your work from multiple perspectives. This paper will be due at the end of the course; details will be forthcoming.

The course grade will be weighted towards projects, constituting 40% of the overall grade for the course. Other factors influencing the course grade will be accumulated performance determined by various assignments (25%), readings and written responses (25%), participation and personal improvement (10%). You will receive a detailed critique and grade sheet for each project.

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail any discussions you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please include both the 4000 syllabus and the 5000 syllabus as attachments. The 5000 syllabus should bold any additions or differences.

Attached*	☑ I have attached a course syllabi for both 4000 and 5000 level.
Support from involved units that no duplication exists	☐ Duplication support materials attached

Photography Theory and Practice

PGY 5106C

Instructor Brooks Dierdorff

Office VAB 203

Office Hours XXXXX

Email brooksdierdorff@ucf.edu

Credits 3

Room VAB 108

Meeting time TBA

Course Description:

This class will focus on the study and practice of theory and photography as contemporary tools for art making. Through readings, reading discussions, lectures, demos, web-based resources, in-class exercises and projects we will address various aesthetic, process, and conceptual and contemporary approaches to photography to extend our knowledge and understanding of a contemporary fine-art photography practice. Our assigned projects cover, among other things, contemporary theory as it relates to an artistic practice, the methods and process of critique, an advanced digital workflow from image capture to screen to print; high resolution scans from film; methods for large scale printing; the installation of photographs as sculptural objects; and the relationship that photography has to performance and video among other things.

I hope that you feel expansive in the possibilities for your work in this course, and that you think into your own solutions**. Bear in mind that an idea is only a first step, followed by an understanding through thinking and practice as to the best way to visualize the idea.** Let your ideas drift a bit in your imagination, and if they drift somewhat aside from the parameters of the project but are still fascinating to you, so be it. This is not really about how well your work fits into a category or project description, but how fresh and compelling your work is, how it might operate as a trigger for wonder.

Photography Theory and Practice is a repeatable course for credit, and therefore readings and project prompts will adapt and change to new developments in industry, technology, theory, and criticism.

Course Requirements:

Attendance at all class meetings, productive use of in-class work time, weekly assignments, written responses to readings, projects, and participation in critiques and reading discussions. The average expectation for work outside of class time required to complete the course is 8-10 hours per week.

Course Objectives:

+ Demonstrate an advanced level of creative production through independent projects

+ Demonstrate an advanced ability to discuss the artwork of peers and other artists

+ Gain an understanding of relevant theory related to a contemporary practice in photography

+ Gain an understanding of how theory informs your practice as an artist

+Produce advanced writing connecting visual photographic process with theoretical knowledge and share with class

Projects:

Projects 1-3 (Personal Practice + Readings)

Artists Statement: In this short 1 page, double spaced synthesis I am asking you to join the material in the readings assigned (artists + ideas) with the concepts you have developed for your own project. How did your ideas evolve out of the reading? Speak of several (or more) different artists who influenced your project as well as concepts brought forth within the text and their influence on your project.

Also, how has your 'concept' evolved or developed from its initial inception to the present (both conceptually and materially). Feel free to quote from the text and describe key pieces that you found important or appreciated. It may be best to write this paper just before it's due date, after or near the completion of the work itself, which may allow for a more clear view of it's actual evolution and the influences within the text. Rather than asking for a proposal that describes what you are *going to do*, I am asking for more of a statement that describes *what you did*, and what your influences were within the readings/artists studied. I am interested in your analysis of the confluence between the text, artists, videos and other influences, and the development of your project. Please get to some level of depth within the ideas, rather than just 'I really liked so and so's work' kind of surface treatment, or merely a blow by blow account of your process. **Also, this paper serves another purpose; it convinces me that you actually did read the text, so do expound a bit. A paper will not receive an A unless adequate coverage is given to the book.** Please formalize this paper, at least to some extent. This paper will be requested for each of the last 2 reading groups and corresponding projects.

Reading Discussions:

Please remember to bring your book/PDF to class when we are scheduled to discuss readings. I expect readings to be completed by the due date so that discussion can take place. Please consult the schedule.

Required Texts:

Towards a Philosophy in Photography by Vilem Flusser

Various Other PDFs I will hand out during the term.

Required Web Access:

Email

Other Requirements:

Image and Video Editing Software like Photoshop CC

Portable External Hard Drive

Appropriate paper for fine-art printing and other art-making related materials.

Graduate requirement:

Graduate students taking this course are also required to write a 4-6 page paper speaking to theoretical issues we have discussed in this course, and their interaction / intersection with your personal practice. I ask that characteristics in your work be addressed through views of modernist/postmodernist theory, psychoanalytic theory, cultural theory, or language theory, or other theoretical frameworks that we have discussed. Your observational stance, of course, may involve a combination of the above, as these are general headings which may be used in a somewhat more malleable way. Please place your work within the spectrum of theoretical thinking that you feel is relevant. Feel free to discuss your work from multiple perspectives. This paper will be due at the end of the course; details will be forthcoming.

Grading:

Emphasis in grading will be placed on the following criteria:

- Your understanding of the technical, aesthetic, and conceptual principles introduced in the course.

- Your creativity and your ability to challenge yourself and take risks with your work

- Your technical competence and overall ‘craftsmanship’ – which includes your ability to follow directions and present files that conform to the requested format and naming conventions!

- Attendance and participation – this includes both in-class participation, participation through your blog, and project reviews, and reading discussions.

A grade of “A” will only be awarded when the above criteria have been achieved with highest distinction in all categories.

The course grade will be weighted towards projects, constituting 40% of the overall grade for the course. Other factors influencing the course grade will be accumulated performance determined by various assignments (25%), readings and written responses (25%), participation and personal improvement (10%). You will receive a detailed critique and grade sheet for each project.

Technical and aesthetic considerations will be placed on the following:

1. Formal Qualities – Command of relevant camera controls; conscious use of composition and framing techniques; evidence of proper use and command of tools demonstrated, ability to problem solve based on technical challenges to achieve a specific goal.

2. Conceptual Qualities – Demonstrable evidence of an idea beyond an exploration of new techniques; avoidance of clichés; ideas that involve thought as to purpose, interpretation, and significance.

Letter Grade Descriptions:

A = excellent (exceptional work, student has demonstrated that he or she firmly grasps and has achieved the objectives and expectations of the course)

B = above average (student has presented very good work and shows a clear knowledge of the essentials of the course)

C = not to graduate standards (student has produced work that does not fulfil expanded graduate level expectations)

D = below average (student has exhibited a distinct, but not necessarily coherent, knowledge of the course objectives)

F = failure for multiple reasons (student has not achieved even a minimal grasp of the essentials of the coursework or has not officially withdrawn from the course)

Grade Dissemination

You can access your scores in the *Grades* section of the companion site on Webcourses@UCF. Graded materials in this course will be discussed individually only by request.

Late Work

No late work is accepted and no exceptions are made. You are expected to meet all deadlines.

Extra Credit Policy

You may receive extra credit by attending extra curricular art-related exhibitions and events and writing a 250-word response to the show/event that you attend. I will announce these opportunities throughout the term.

Submitting Written Materials

Any uploaded written materials asked for must be submitted in an appropriate format. Specific guidelines for formatting and submitting written materials will be provided with the writing assignments. These will be posted on the course website. Use only the Word (doc, docx) or Acrobat (pdf) document formats when uploading written assignments to the course site.

Email

Check your Webcourses mail and Knights mail often. You *must* use Knights email. Don't expect an immediate response when you send a message. Be patient. Generally, two business days is considered a reasonable amount of time to receive a reply. Don't expect a reply on the weekend.

Attendance

You are expected to attend all classes. Excessive absences will result in a reduced grade:

If you are **absent** for more than **6 classes** during the semester you automatically **fail** the course.

Coming to class **late or leaving early** will count as **½ an absence**.

Excessive student lateness and/or absences may make it impossible for the instructor to assist students. Legal absences are to be reserved for emergencies and illness that have written or validated proof. Excessive absences due to illness, family emergencies, etc. can however still result in failure for the course or a reduced grade.

Webcourses

You are expected to use Webcourses@UCF throughout the semester. Course materials and assignments will be posted on the course web site.

http://webcourses.ucf.edu/

The following are go-to resources for issues relating to Webcourses and Knights email etc…

- online@ucf Support http://onlinesupport.cdl.ucf.edu/

- Learning Online http://learn.ucf.edu/
- UCF Service Desk http://www.cst.ucf.edu/

Classroom devices

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. Turn off cell phones and place them out of sight while in the classroom. No texting during class. Laptops are permitted for note taking only during lectures. Please, do not surf the web, check social media or your email during lectures, discussions, or critiques. Remain attentive to class activities. Do not distract others or engage in unrelated activities while the instructor and classmates are speaking. Those who repeatedly violate this request will lose course points resulting in a lower course grade.

Disability

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor.

- UCF Orlando campus, Ferrell Commons, Bldg. 7F, Room 185.
- Phone (407) 823-2371
- TTY/TDD only phone (407) 823-2116.
- Email sas@ucf.edu
- http://sas.sdes.ucf.edu/

Student Expectations

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please arrive on time prepared to stay for the entire class. Proper classroom conduct also entails creating a positive learning experience for all students; therefore, sexist, racist, homophobic, or other derogatory remarks will not be tolerated. My top priority is to provide a safe environment for learning.

A successful class requires the active participation of all members. Active participation involves questioning, making suggestions and stating and supporting opinions, describing, interpreting and creating a dialogue with other students and the instructor. The class depends on your contributions, and participation has a positive effect on your grade. Please come to class prepared, and ready to engage in discussions.

Academic Conduct

Those who cheat in any way primarily cheat themselves; but they also compromise the academic climate for all members of the University of Central Florida. Cheating and plagiarism of any kind will not be tolerated and will result in a 0 for the assignment, and the possibility of an F for

this course, and will be subject to appropriate referral to the UCF Office of Student Conduct for further action. Please note that self-plagiarism (using work completed in other classes while at UCF or at any other institution) is not acceptable. You may not use work produced for another course, for credit in this class. You may not use work produced in this class for credit in another course. You may *not* use work produced for-hire as assignments. Cheating and plagiarism of any kind will result in an F for the assignment and may, depending on the severity of the case, lead to an "F" for the entire course.

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://goldenrule.sdes.ucf.edu/ for further details.

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. 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. Do not ask the instructor for extensions that give you advantages over classmates.

Core Policy Statements:

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating:
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden
Rule <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement:
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement:
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students
A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

Photography Theory and Practice Calendar *Subject to Change

1.1 Class welcome, syllabus review, facility and equipment review, Monitor duties review and sign up
HW: Syllabus Quiz, Get Class Supplies, Email me signed syllabus contract

1.2 Lecture: Shooting Film, Large Format Cameras in Contemporary Art Practices, Artists: Deana Lawson, In-Class Assignment
HW: *Who's Afraid of Contemporary Art*, Pages 10 – 27 (PDF),

2.1 Reading Discussion, Introduce Portfolio Project
HW: Artist as Researcher Reading (TBA)

2.2 Reading Discussion, Lecture: Contemporary Practices – Artist as Researcher
HW: *Who's Afraid of Contemporary Art*, Pages 38 – 63 (PDF)

3.1 Reading Discussion, Lecture: Contemporary Artists You Should Know
HW: Jason Lazarus Artist Talk @ CFAM

3.2 In-Class Demo, Large Format Negative Wet Scanning
HW: *Who's Afraid of Contemporary Art*, Pages 70 – 93, 110 - 114 (PDF)

4.1 Reading Discussion, Studio Time

4.2 **Midterm Critique**
HW: Read *ART/ WORK* CH 3 and 7

5.1 Reading Discussion: *ART/ WORK* CH 3 and 7 and reading discussion

5.2 In Class Demo: Finishing and Installing Artwork

6.1 Lecture: Professional Practices in Photography

6.2 Artist Statements and Show Proposals
HW: Finish Artist Statement

7.1 Due: Artist Statement, Progress Meetings, Studio Time

7.2 **Museum Tour**, TAPOP Reading Group Assignments
HW: Read TAPOP CHs 1 and 2 with Summary

8.1 Open Studios Planning and Organizing
HW: Finish work for open studios

8.2 **Photography Open Studios**, Install for Open Studios
HW: Read TAPOP CHs 3 and 4 with Summary

9.1 Reading Discussion, Finish work for Pop Parlour
9.2 **Install work at Pop Parlour**
HW: Read TAPOP CHs 5 and 6 with Summary, Apply to Exhibitions

10.1 Due: Proof of Application to an Exhibition, Reading Discussion
10.2 Hybrid process work session
HW: Read Chapters 7 and 8 with Summary, Prep work for Pop Parlour

11.1 Reading Discussion, Finish work for Pop Parlour Exhibition
11.2 **Visiting Artist Lecture**
HW: Read Chapters 9 and Afterword and Summary

12.1 De-Brief, Reading Discussion
HW: Prep for Progress Presentations
12.2 **Progress Presentations**
HW: Finish TAPOP Essay

13.1 **Due: TAPOP Essay due for Graduate Students,** Studio Day
13.2 BFA Exhibition, Studio Day

14.1 Studio Day
14.2 Studio Day
HW: Finish Final Portfolio Project

15.0 ***Final Project Portfolio Reviews @ 10AM***

AND FINALLY

Follow @ucf_photo on Instagram!!!

Photography Theory and Practice

PGY 4106C

Instructor Brooks Dierdorff

Office VAB 203

Office Hours T / TH 5:15 - 6:15pm

Email brooksdierdorff@ucf.edu

"Don't believe everything you think" -anonymous

Course Description:

This class will focus on the study and practice of theory and photography as contemporary tools for art making. Through readings, reading discussions, lectures, demos, web-based resources, inclass exercises and projects we will address various aesthetic, process, and conceptual and contemporary approaches to photography to extend our knowledge and understanding of a contemporary fine-art photography practice. Our assigned projects cover, among other things, contemporary theory as it relates to an artistic practice, the methods and process of critique, an advanced digital workflow from image capture to screen to print; high resolution scans from film; methods for large scale printing; the installation of photographs as sculptural objects; and the relationship that photography has to performance and video among other things.

I hope that you feel expansive in the possibilities for your work in this course, and that you think into your own solutions**. Bear in mind that an idea is only a first step, followed by an understanding through thinking and practice as to the best way to visualize the idea.** Let your ideas drift a bit in your imagination, and if they drift somewhat aside from the parameters of the project but are still fascinating to you, so be it. This is not really about how well your work fits into a category or project description, but how fresh and compelling your work is, how it might operate as a trigger for wonder.

Photography Theory and Practice is a repeatable course for credit, and therefore readings and project prompts will adapt and change to new developments in industry, technology, theory, and criticism.

Course Requirements:

Attendance at all class meetings, productive use of in-class work time, weekly assignments, written responses to readings, projects, and participation in critiques and reading discussions.

The average expectation for work outside of class time required to complete the course is 8-10 hours per week.

Course Objectives:

+ Demonstrate an advanced level of creative production through independent projects

+ Demonstrate an advanced ability to discuss the artwork of peers and other artists

+ Gain an understanding of relevant theory related to a contemporary practice in photography

+ Gain an understanding of how theory informs your practice as an artist

Projects:

Projects 1-3 (Personal Practice + Readings)

Artists Statement: In this short 1 page, double spaced synthesis I am asking you to join the material in the readings assigned (artists + ideas) with the concepts you have developed for your own project. How did your ideas evolve out of the reading? Speak of several (or more) different artists who influenced your project as well as concepts brought forth within the text and their influence on your project.

Also, how has your 'concept' evolved or developed from its initial inception to the present (both conceptually and materially). Feel free to quote from the text and describe key pieces that you found important or appreciated. It may be best to write this paper just before it's due date, after or near the completion of the work itself, which may allow for a more clear view of it's actual evolution and the influences within the text. Rather than asking for a proposal that describes what you are *going to do*, I am asking for more of a statement that describes *what you did*, and what your influences were within the readings/artists studied. I am interested in your analysis of the confluence between the text, artists, videos and other influences, and the development of your project. Please get to some level of depth within the ideas, rather than just 'I really liked so and so's work' kind of surface treatment, or merely a blow by blow account of your process. **Also, this paper serves another purpose; it convinces me that you actually did read the text, so do expound a bit. A paper will not receive an A unless adequate coverage is given to the book.** Please formalize this paper, at least to some extent. This paper will be requested for each of the last 2 reading groups and corresponding projects.

Reading Discussions:

Please remember to bring your book/PDF to class when we are scheduled to discuss readings. I expect readings to be completed by the due date so that discussion can take place. Please consult the schedule.

Required Texts:

Towards a Philosophy in Photography by Vilem Flusser

Various Other PDFs I will hand out during the term.

Required Web Access:

Email

Other Requirements:

Image and Video Editing Software like Photoshop CC

Portable External Hard Drive

Appropriate paper for fine-art printing and other art-making related materials.

PGY 5+++ – Graduate requirement:

Graduate students taking this course are also required to write a 4-6 page paper speaking to theoretical issues we have discussed in this course, and their interaction / intersection with your personal practice. I ask that characteristics in your work be addressed through views of modernist/postmodernist theory, psychoanalytic theory, cultural theory, or language theory, or other views we have discussed. Your observational stance, of course, may involve a combination of the above, as these are general headings which may be used in a somewhat more malleable way. Please place your work within the spectrum of theoretical thinking that you feel is relevant. Feel free to discuss your work from multiple perspectives. This paper will be due at the end of the course; details will be forthcoming.

Grading:

Emphasis in grading will be placed on the following criteria:

- Your understanding of the technical, aesthetic, and conceptual principles introduced in the course.

- Your creativity and your ability to challenge yourself and take risks with your work

- Your technical competence and overall 'craftsmanship' – which includes your ability to follow directions and present files that conform to the requested format and naming conventions!

- Attendance and participation – this includes both in-class participation, participation through your blog, and project reviews, and reading discussions.

A grade of "A" will only be awarded when the above criteria have been achieved with highest distinction in all categories.

The course grade will be weighted towards projects, constituting 40% of the overall grade for the course. Other factors influencing the course grade will be accumulated performance determined by various assignments (25%), readings and written responses (25%), participation and personal improvement (10%). You will receive a detailed critique and grade sheet for each project.

Technical and aesthetic considerations will be placed on the following:

1. Formal Qualities – Command of relevant camera controls; conscious use of composition and framing techniques; evidence of proper use and command of tools demonstrated, ability to problem solve based on technical challenges to achieve a specific goal.

2. Conceptual Qualities – Demonstrable evidence of an idea beyond an exploration of new techniques; avoidance of clichés; ideas that involve thought as to purpose, interpretation, and significance.

Letter Grade Descriptions:

A = excellent (exceptional work, student has demonstrated that he or she firmly grasps and has achieved the objectives and expectations of the course)

B = above average (student has presented very good work and shows a clear knowledge of the essentials of the course)

C = average/acceptable (student has produced good work and a useable awareness of the essentials of the course)

D = below average (student has exhibited a distinct, but not necessarily coherent, knowledge of the course objectives)

F = failure for multiple reasons (student has not achieved even a minimal grasp of the essentials of the coursework or has not officially withdrawn from the course)

Grade Dissemination

You can access your scores in the *Grades* section of the companion site on Webcourses@UCF. Graded materials in this course will be discussed individually only by request.

Late Work

No late work is accepted and no exceptions are made. You are expected to meet all deadlines.

Extra Credit Policy

You may receive extra credit by attending extra curricular art-related exhibitions and events and writing a 250-word response to the show/event that you attend. I will announce these opportunities throughout the term.

Submitting Written Materials

Any uploaded written materials asked for must be submitted in an appropriate format. Specific guidelines for formatting and submitting written materials will be provided with the writing assignments. These will be posted on the course website. Use only the Word (doc, docx) or Acrobat (pdf) document formats when uploading written assignments to the course site.

Email

Check your Webcourses mail and Knights mail often. You *must* use Knights email. Don't expect an immediate response when you send a message. Be patient. Generally, two business days is considered a reasonable amount of time to receive a reply. Don't expect a reply on the weekend.

Attendance

You are expected to attend all classes. Excessive absences will result in a reduced grade:

If you are **absent** for more than **6 classes** during the semester you automatically **fail** the course.

Coming to class **late or leaving early** will count as **½ an absence**.

Excessive student lateness and/or absences may make it impossible for the instructor to assist students. Legal absences are to be reserved for emergencies and illness that have written or validated proof. Excessive absences due to illness, family emergencies, etc. can however still result in failure for the course or a reduced grade.

Webcourses

You are expected to use Webcourses@UCF throughout the semester. Course materials and assignments will be posted on the course web site.

http://webcourses.ucf.edu/

The following are go-to resources for issues relating to Webcourses and Knights email etc…

- online@ucf Support http://onlinesupport.cdl.ucf.edu/
- Learning Online http://learn.ucf.edu/

- UCF Service Desk http://www.cst.ucf.edu/

Classroom devices

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. Turn off cell phones and place them out of sight while in the classroom. No texting during class. Laptops are permitted for note taking only during lectures. Please, do not surf the web, check social media or your email during lectures, discussions, or critiques. Remain attentive to class activities. Do not distract others or engage in unrelated activities while the instructor and classmates are speaking. Those who repeatedly violate this request will lose course points resulting in a lower course grade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety Statement

In the event of an emergency, call 911.

Students are encouraged to be aware of their surroundings and take precautionary measures to keep themselves safe, as well as those around them. Students are encouraged to familiarize themselves with nearest emergency exits and actions they should take during various types of emergencies. For full UCF safety policies and procedures, see http://policies.ucf.edu and look for the heading “Facilities and Safety”.

Student Expectations

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule. As a matter of common courtesy, please arrive on time prepared to stay for the entire class. Proper classroom conduct also entails creating a positive learning experience for all students; therefore, sexist, racist, homophobic, or other derogatory remarks will not be tolerated. My top priority is to provide a safe environment for learning.

A successful class requires the active participation of all members. Active participation involves questioning, making suggestions and stating and supporting opinions, describing, interpreting and creating a dialogue with other students and the instructor. The class depends on your contributions, and participation has a positive effect on your grade. Please come to class prepared, and ready to engage in discussions.

Academic Conduct

Those who cheat in any way primarily cheat themselves; but they also compromise the academic climate for all members of the University of Central Florida. Cheating and plagiarism of any kind will not be tolerated and will result in a 0 for the assignment, and the possibility of an F for this course, and will be subject to appropriate referral to the UCF Office of Student Conduct for further action. Please note that self-plagiarism (using work completed in other classes while at UCF or at any other institution) is not acceptable. You may not use work produced for another course, for credit in this class. You may not use work produced in this class for credit in another course. You may *not* use work produced for-hire as assignments. Cheating and plagiarism of any kind will result in an F for the assignment and may, depending on the severity of the case, lead to an "F" for the entire course.

Academic integrity will be appraised according to the student academic behavior standards outlined in The Golden Rule of the University of Central Florida's Student Handbook. See http://goldenrule.sdes.ucf.edu/ for further details.

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. 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. Do not ask the instructor for extensions that give you advantages over classmates.

Photography Theory and Practice Calendar *Subject to Change

1/8 Class welcome, syllabus review, facility and equipment review, Monitor duties review and sign up

HW: Syllabus Quiz, Get Class Supplies, Email me signed syllabus contract

1/11 Lecture: Shooting Film, Large Format Cameras in Contemporary Art Practices, Artists: Deana Lawson, In-Class Assignment

HW: *Who's Afraid of Contemporary Art*, Pages 10 – 27 (PDF),

1/15 Reading Discussion, Introduce Portfolio Project

HW: Artist as Researcher Reading (TBA)

1/17 Reading Discussion, Lecture: Contemporary Practices – Artist as Researcher

HW: *Who's Afraid of Contemporary Art*, Pages 38 – 63 (PDF)

1/22 Reading Discussion, Lecture: Contemporary Artists You Should Know

HW: Jason Lazarus Artist Talk @ CFAM

1/24 In-Class Demo, Large Format Negative Wet Scanning

HW: *Who's Afraid of Contemporary Art*, Pages 70 – 93, 110 - 114 (PDF)

1/29 Reading Discussion, Studio Time

1/31 **Midterm Critique**

HW: Read *ART/ WORK* CH 3 and 7

2/5 Reading Discussion: *ART/ WORK* CH 3 and 7 and reading discussion

2/7 In Class Demo: Finishing and Installing Artwork

2/12 Lecture: Professional Practices in Photography

2/14 Artist Statements and Show Proposals

HW: Finish Artist Statement

2/19 Due: Artist Statement, Progress Meetings, Studio Time

2/21 **Museum Tour**, TAPOP Reading Group Assignments

HW: Read TAPOP CHs 1 and 2 with Summary

2/26 Open Studios Planning and Organizing

HW: Finish work for open studios

2/28 **Photography Open Studios**, Install for Open Studios

HW: Read TAPOP CHs 3 and 4 with Summary

3/5 Reading Discussion, Finish work for Pop Parlour

3/7 **Install work at Pop Parlour**

HW: Read TAPOP CHs 5 and 6 with Summary, Apply to Exhibitions

3/12 SPRING BREAK!!!

3/14 SPRING BREAK!!!

3/19 Due: Proof of Application to an Exhibition, Reading Discussion

3/21 Hybrid process work session

HW: Read Chapters 7 and 8 with Summary, Prep work for Pop Parlour

3/26 Reading Discussion, Finish work for Pop Parlour Exhibition

3/28 **Visiting Artist Lecture**

HW: Read Chapters 9 and Afterword and Summary

4/2 De-Brief, Reading Discussion

HW: Prep for Progress Presentations

4/4 **Progress Presentations**

HW: Finish TAPOP Essay

4/9 Studio Day

4/11 BFA Exhibition, Studio Day

4/16 Studio Day

4/18 Studio Day

HW: Finish Final Portfolio Project

4/25 ***Final Project Portfolio Reviews @ 10AM***

AND FINALLY

Follow @ucf_photo on Instagram!!!

College of Arts and Humanities - Grad Course Continuation - AMH 5176 Colloquium in Civil War and Reconstruction

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* Department of History

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* AMH

Code:* 5176

Name:* Colloquium in Civil War and Reconstruction

Full Title:* AMH 5176 Colloquium in Civil War and Reconstruction

Course Description:* Intensive reading and class discussion on selected topics of the Civil War and Reconstruction era.

Prerequisite(s): Graduate standing or senior standing or C.I.

Corequisite(s):	

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:*	3
Instruction Time:*	3
Lab/Studio/Field Work Hours:*	0
Out-of-Class Hours:*	6
Total Engagement Hours:*	9

Justification for Course Continuation

What is the rationale for continuing this course?*	Faculty who teach it, Drs Sacher and Gannon, have many other hats. Sacher has served as Chair, Gannon as coordinator for the Veterans History Project. Both teach other courses in the graduate program as well. Dr. Sacher will teach it in 21-22.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

AMH 5176
Colloquium in Civil War and Reconstruction
Location TBA

Instructor: Dr. John Sacher
Office: 315D Trevor Colbourn Hall
Office Hours: Monday 1:00-2:00
Wednesday 8:30-10:00
and by appointment
Phone: (407) 823-5501
Email: john.sacher@ucf.edu (This is the best way to contact me.)

Description:

This course will examine one of the most important periods of American history, the era from the Mexican War through the end of Reconstruction. The class will explore the major features of American life during this period including political, military, and social transformations related to the Civil War. Particular emphasis will be placed on secession, the war as a transforming force for individuals, the centrality of slavery and emancipation, and defining the meaning of the war. The course will highlight key leaders, but it will also examine the Civil War's effect on non-elites including women, soldiers, and African Americans.

In addition to helping students understand the important historical events of the time period, this course is also intended to improve their skills in several areas including historiographical knowledge, critical thinking, and analytical writing. The weekly meetings will provide students the opportunity to engage in discussions of key works and important scholarly debates. As a graduate-level colloquium, the primary focus of the course will be the analysis and discussion of the assigned readings, the writing of critical book reviews, and the production of a historiographical essay.

Books: (The following books are required and are available at the University Bookstore).

Drew Glipin Faust, *This Republic of Suffering: Death and the American Civil War*,
Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*,
Chandra Manning, *What this Cruel War Was Over*,
Elizabeth Varon, *Disunion: The Coming of the American Civil War*,
William Freehling, *The South vs. the South: How Anti-Confederate Southerners Shaped the Course of the Civil War*,
Daniel Sutherland, *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*,
James McPherson, *Drawn with the Sword: Reflections on the American Civil War*,
William C. Davis, *The Cause Lost: Myths and Realities of the Confederacy*,
James McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*
Mark E. Neely, *The Union Divided: Party Conflict in the Civil War North*
Gary W. Gallagher, *The Confederate War*,

I anticipate that students will possess some knowledge of the Civil War era. If you are deficient in this respect, I would suggest purchasing a good Civil War textbook. I would recommend James McPherson's *Battle Cry of Freedom.*

Grading: (the university's +/- system will be used for this course)

Two Book Reviews	20%
Participation	40%
Source Analyses	15%
Historiographical Essay	25%

Historiographical Essay

Each student must produce a 12-15 page historiographical essay on a topic relevant to the Civil War and Reconstruction. A proposal (including outline and preliminary bibliography) will be due in meetings scheduled for the week of September 24. Students are encouraged to discuss possible topics with me prior to that date. As part of the project, students will make a presentation based on the research in class on either November 29 or December 6.

Other Policies:

Participation: Participation is a key part of this class, and therefore attendance is mandatory (5 points will be deducted from your total grade for each unexcused absence). I expect that everyone will engage in meaningful discussions (to engage in meaningful discussion, you must have prepared for class by completing the assigned readings.) I will answer questions and add comments as necessary. This class, however, ultimately depends upon your contributions. The quantity and quality of these contributions will determine the effectiveness of this course. If you do not like to read and discuss history, you are probably in the wrong course. Each student will twice lead discussion (with partners). Those leading discussion are responsible for a brief description of the week's readings (focusing on their key points) and for providing a list of ten questions to begin discussion (I will be happy to discuss your questions ahead of time). They are also required to write a book review for the week that they are leading discussion. Those students who are not responsible for the day's discussion will fill out a book "secondary source analysis" for each of the assigned readings.

Academic Dishonesty: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the UCF's Golden Rule which defines plagiarism as "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." If two students turn in the same paper—or sufficiently the same to be considered plagiarized, both students will potentially fail the course. A lack of understanding as to what constitutes plagiarism is not an adequate explanation. When in doubt, provide a citation.

Accommodations:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services (Ferrell Commons 185; 407-823-2371; sas@ucf.edu TTY/TDD only phone (407) 823-2116) before requesting accommodations from the professor.

University Writing Center, Colbourn Hall 105
407-823-2197 http://uwc.cah.ucf.edu/
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Reading Schedule
(These primary readings will be supplement by relevant journal articles announced on a weekly basis.)

January 15 No Readings Scheduled—Course Introduction

January 22
Articles: Marc Egnal, "The Beards Were Right: Political Parties in the North, 1840-1860," *Civil War History*, 47 (2001): 30-56.
John M. Sacher, "The Sudden Collapse of the Louisiana Whig Party," *Journal of Southern History* 65 (May 1999), 221-48.
Gary J. Kornblith, "Rethinking the Coming of the Civil War: A Counterfactual Exercise," The *Journal of American History* 90:1 (Jun., 2003), pp. 76-105.

January 29 Elizabeth Varon, *Disunion: The Coming of the American Civil War*

February 5 James McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*

February 12 Mark E. Neely, *The Union Divided: Party Conflict in the Civil War North*

February 19 No Class Scheduled—Meetings with Dr. Sacher regarding Historiography Essays

February 26 Daniel Sutherland, *A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*

March 5 Chandra Manning, *What this Cruel War Was Over*

March 12 No Class Scheduled—UCF Spring Break

March 19 Gary Gallagher, *The Confederate War*

March 26 William Freehling, *The South vs. the South: How Anti-Confederate Southerners Shaped the Course of the Civil War*

April 2 Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*

April 9 Drew Glipin Faust, *This Republic of Suffering: Death and the American Civil War*

April 16 William C. Davis, *The Cause Lost: Myths and Realities of the Confederacy*

April 23, April 30 **Historiography Presentations**

Writing Book Reviews

A component of this class is the writing of scholarly book reviews (length 1,200 to 1,500 words. You must include your word count with your paper). These reviews are due on the day that the book you are reviewing is being discussed.

Rules for writing good book reviews:
(1) Read the book thoroughly and critically. It is surprising how many professional historians ignore this advice. Take notes. A quick skim of the book will not lead to the production of a strong review.

(2) Start by describing the author's purpose in writing this work. What is the thesis of the book? (A good way of trying to determine the author's thesis (argument) is to try to ascertain what question the author is trying to answer, and then assess what their answer is.) Hint: Introductions and conclusions are good places to find a thesis.

(3) Provide a synopsis of the book's content. How does the author prove (attempt to prove?) their thesis? This is the closest thing to a summary/book report that is in a book review. The biggest mistake that first-time reviewers make is that they write book reports. Do not make this mistake. Do not spend your whole paper summarizing the book. Spend a couple of paragraphs discussing how the author makes their argument. In addition, you may wish to discuss the types of sources that the author uses in this section.

(4) Evaluate the book's argument, structure, style, etc. (This is the most important part of any book review, and it is what distinguishes a book review from a book report.) Is the argument convincing (or does the book achieve its objective?) What are the strengths and weaknesses of the author's thesis? Are there sources/arguments that the author should have considered? Are there other explanations that you find more convincing than the author's?

(5) Relation to other works in the field (optional but preferable). Based on other readings (including books from this class or other books with which you are familiar), has the author ignored issues/asked the right questions/oversimplified the issue at hand/etc.?

(6) Conclusion: What is your overall assessment of the work? Has the author proven their thesis?

Quotes from the book can be cited simply with a page number. Quotes from other sources should be footnoted. There is no need for a bibliography. If you wish to look at examples of book reviews, a good place to start is the H-Net Reviews page (This online site dedicated to the Humanities and Social Sciences contains a wealth of scholarly information including excellent book reviews.) The site can be found at: http://www.h-net.org/reviews/. For two reviews by your professor on that site see http://www.h-net.org/reviews/showrev.cgi?path=235311036740387 and http://www.h-net.org/reviews/showrev.cgi?path=16111094215465

AMH 5176
Secondary Source Analysis

Book/article citation (author, title, press/journal, date)—get used to thinking in these terms:

Question the author is addressing (Why did s/he write this book?):

Thesis:

Kinds of evidence (primary and secondary sources) used:

List three ways that the author tried to prove his/her thesis.

List three strengths.

List three weaknesses.

Compare contrast with one other source from this week's reading (Does it support? Challenge? Take a new direction?). In other words, how does it fit into the historiography of the period?

College of Arts and Humanities - Grad Course Continuation - ARH 5933 Seminar in African & African-American Arts

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ARH

Code:* 5933

Name:* Seminar in African & African-American Arts

Full Title:* ARH 5933 Seminar in African & African-American Arts

Course Description:* Traces African American history through visual and public art and explores how race relations in the United States were reflected in artistic forms.

Prerequisite(s): Graduate Standing or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* Significant/relevant topic, faculty request, and will add a split level undergraduate course 2021-22.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

ARH5933



Instructor Contact

- Instructor: Dr. Keri Watson
- Office: VAB 105H
- Office Hours: available via email or zoom: https://ucf.zoom.us/j/5457064894
- E-mail: keri.watson@ucf.edu (you can email me here or message me through Webcourses anytime)

Course Information

- Course Name: Seminar in African and African-American Arts
- Course ID & Section: ARH 5933
- Credit Hours: 3
- Semester/Year:
- Scheduled Meetings: Course delivered online via Webcourses
- Location: Online

Course Description

This course traces African American history through visual and public art and explores how race relations in the United States were reflected in artistic forms including: painting, drawing, printmaking, sculpture, and public art. Most significantly, the course examines how visual and public art act as critical agents in the formation of collective memory about race, racism, and racial conflict in modern American culture.

Course Objectives

Students who successfully complete this course will:

1. Identify and critically engage with art by African-Americans
2. Demonstrate the ability to use discourse, analysis, and evaluation skills appropriate to art history

3. Develop a project that demonstrates collegiate writing skills, is creative, and that makes a contribution to the study of African American art history

Required Text

Lisa Farrington, *African-American Art: A Visual and Cultural History* (Oxford: Oxford University Press, 2017).

Gomez, *Reversing Sail: A History of the African Diaspora* (Cambridge: Cambridge University Press, 2005, 2020).

Course Requirements

Reading Responses (30%)

Your participation in the course will be assessed through a number of reading response essays based on selected directed readings. These essays will be assessed for quality of engagement with the topic as well as mechanics such as grammar and style. You can find the assigned article by navigating through the assignments tab. After you read the article, you should submit a 500 word summary and evaluation of the article. It should be uploaded as a word-documented, typed in 12-point Times New Roman font with 1-inch margins organized into paragraphs with an introduction, body paragraphs, and conclusion (Rubric Criteria 1). In the paper you should: identify the author and article as well the articles's thesis or what the author is arguing (Rubric Criteria 2); identify the supporting evidence used / how did the author support their argument? (Rubric Criteria 3); Give examples of art / this can be artwork the author mentions or you can relate the article to artwork we are studying in class or from your book (Rubric Criteria 4). Your paper will also be graded on mechanics and style: how well was it written? How well did it flow? Are your ideas organized well in a coherent and logical way? Do you use proper capitalization and punctuation? Is the paper free of spelling or other grammatical errors? (Rubric Criteria 5).

The directions are the same for each week's article, although the articles come from different disciplines and address different topics related to the study of African American art.

Exams (50%)

There will be two exams over the course of the semester. They will be multiple choice and true-false. The material is drawn from the textbook, directed readings, and in-class lectures.

Final Project (20%)

This semester you will create a powerpoint presentation on a theme in African American art that features the work of two African American artists. Your exhibition should feature 10

images, five by each artist. Each image should be labeled with the artist, title, and date, as well as additional biographical and interpretative information (approximately 50-75 words). Your exhibition should also include a curatorial statement of 500 words that explains why you have put the work of these artists together.

Missed Assignments/Make-Ups/Extra Credit

Please notify the instructor of any emergency, illness, religious holiday, or military service.

Evaluation and Grading

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	88%
B	< 88%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	78%
C	< 78%	to	69.5%
D	< 69.5%	to	60%
F	< 60%	to	0%

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student ConductLinks to an external site. for further action. See the UCF Golden Rule Links to an external site.for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me

to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with Student Accessibility ServicesLinks to an external site., Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

IX. Campus Safety Statement

In the event of an emergency, call 911.

Students are encouraged to be aware of their surroundings and take precautionary measures to keep themselves safe, as well as those around them. Students are encouraged to familiarize themselves with nearest emergency exits and actions they should take during various types of emergencies.

For full UCF safety policies and procedures, see http://policies.ucf.edu and look for the heading "Facilities and Safety".

X. Deployed Active Duty Military Students Statement

If you are a deployed active duty military student and feel you need a special accommodation due to that unique status, consult with the instructor during office hours to discuss your circumstances.

Course Summary:

Date	Details	
Fri Aug 21, 2020	Assignment	Directed Reading 1
Fri Aug 28, 2020	Assignment	Directed Reading 2
Tue Sep 15, 2020	Assignment	Exhibition Review
Fri Sep 18, 2020	Assignment	Directed Reading 3
	Assignment	Extra Credit: CAAR Panel Summary
Fri Sep 25, 2020	Assignment	Directed Reading 4
Fri Oct 2, 2020	Assignment	Directed Reading 5
Fri Oct 9, 2020	Assignment	Directed Reading 6
Fri Oct 16, 2020	Assignment	Directed Reading 7
	Assignment	Midterm Exam
Fri Oct 30, 2020	Assignment	Directed Reading 8
Fri Nov 6, 2020	Assignment	Directed Reading 9
Fri Nov 13, 2020	Assignment	Directed Reading 10

Date	Details	
Fri Nov 20, 2020	Assignment	Directed Reading 11
	Assignment	Final Project
Fri Dec 4, 2020	Assignment	Exam 2

College of Arts and Humanities - Grad Course Continuation - ENC 6333 Contemporary Rhetoric and Composition Theory

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* Department of Writing and Rhetoric

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* ENC

Code:* 6333

Name:* Contemporary Rhetoric and Composition Theory

Full Title:* ENC 6333 Contemporary Rhetoric and Composition Theory

Course Description:* Instruction on politics of basic writing programs, rhetoric, ideology and cultural production, poststructuralism and rhetoric or reminist pedagogies. May be used in the degree program a maximum of 3 times.

Prerequisite(s): Graduate standing or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 3

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?*	This course compliments our existing curriculum in the history and theory of composition. Yet, this course provides an important contemporary angle, which provides students knowledge of emerging issues and theories within the field. While special topics courses have served a similar role in the past, it makes good sense for our program to keep ENC 6333 as a possibility in our course rotation. Moreover, we have the appropriate faculty to teach the course.

Course Syllabus Policy

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- **Course Materials and Resources**
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Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy*	☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking  in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership: Department of Writing and Rhetoric

Course OID

Course Type English Composition

Status ◉ Active-Visible ○ Inactive-Hidden

ENC 6333: Contemporary Rhetorical and Composition Theory

Department of Writing and Rhetoric
College of Arts and Humanities, University of Central Florida

COURSE SYLLABUS

Instructor:	Dustin Edwards	Term:	
Office:	TCH 166E	Class Meeting Days:	
Dept. Phone:		Class Meeting Hours:	
E-Mail:	Dustin.edwards@ucf.edu	Class Location:	
Office Hours:		Class Number:	ENC 6333
		Credit Hours:	3

Course Description

Designed primarily to help MA students develop a sense of the major theories and concepts that have shaped our understanding of writing and its relevance to issues of knowledge, language, and literacy, ENC 6333 immerses participants in some of the major lines of inquiry that animate current scholarship about writing and literate activity more broadly.

Frequent informal writing tasks throughout the semester will help participants come to terms with the key issues, themes, questions, and debates raised in the course readings. The research project provides participants with the opportunity to employ their developing knowledge of composition theory and method to address a writing-related issue or question.

Learning Objectives

- Developing a firm understanding of the major theories and methods that have shaped our understanding of writing and its relevance to issues of knowledge, language, and literacy as well as how writing is understood and imagined
- Developing an understanding of some of the major lines of inquiry that animate current scholarship about writing and literate activity more broadly.
- Developing a sense of the key threshold concepts involved in understanding what writing is, what it entails, and how it functions in the world
- Developing the ability to research, analyze, and bring theories and concepts to bear on a writing-related issue or problem

Required Books and Materials

- *Reconsidering What We Know: Learning thresholds in Writing, Composition, Rhetoric, and Literacy*, Eds. Linda Adler-Kassner and Elizabeth Wardle, Utah State UP, 2019.
- *Rhetorics Elsewhere and Otherwise: Contested Modernities, Decolonizing Visions,* Eds. Romeo Garcia and Damien Baca, NCTE, 2019.
- *Counterstory: The Rhetoric and Writing of Critical Race Theory*
- All other readings will be published as PDFs on Webcourses

Key Expectations for the Course

1. Engage with the readings and participate in class discussions. Make sure you read the assigned articles and/or chapters as well as the additional readings indicated on the syllabus before coming to each class, and be prepared to discuss and ask productive questions about what you've read. Active and consistent participation in what's going on in class will have a positive impact on the classroom atmosphere and your performance in the course.

2. Attend class consistently. Prompt and consistent attendance is crucial to understanding the readings, negotiating the seminar paper, and your overall performance in the course. While I expect you to attend every class, I also understand that situations arise that may require you to miss class or be late. If you know that you are going to be absent, please notify me in advance. If your absence is unforeseeable, you must let me know as soon as possible. Excessive absences will result in an FA (failure due to absences) for the course.

3. Complete tasks on time. All assignments are due on the dates indicated on the syllabus. Discussion questions need to be circulated no later than Friday afternoon. Responses to discussion questions need to circulated no later than Monday afternoon. Seminar papers submitted late will not be accepted and will receive a grade of zero unless you have obtained my permission prior to the date the paper is to be turned in.

Classroom Conduct

In order to create and maintain an atmosphere of intellectual inquiry, it is crucial we treat each other and our ideas in a respectful manner. Each member of the class deserves to be treated with respect, even those with views differing from your own. Therefore, our behavior in this class (including while communicating with each other on the class web site) must always be one of respect and politeness. Appropriate language is likewise a crucial component of the academic community. Please be courteous to others in the language you use during our class discussions and in your writing. In order to avoid disruptions, you are required to turn off cell phones and other electronic devices at the beginning of class.

Knights Email

In this class our official mode of communication is through email. All communication between student and instructor and between student and student should be respectful and professional. Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses

rather than external email addresses, and all official class communications will be sent only to your Knightsmail address. You are responsible for checking your Knightsmail account regularly. This is how I communicate with you. See www.knightsemail.ucf.edu for further information.

Special Considerations

If for any reason you have a family emergency or any unforeseen happenings during this course, contact me immediately. Notifying me of a situation or problem two or three classes later prevents me from making alternative arrangements.

Plagiarism

The Department of Writing & Rhetoric has adopted the definition of *plagiarism* from the Council of Writing Program Administrators (WPA): "*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: The WPA (and the Department of Writing & Rhetoric) distinguish *plagiarism* from *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."

Consequences of academic dishonesty: Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarizing or cheating—or assisting another student who plagiarizes or cheats—may result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a "Z" grade, which denotes academic dishonesty on your transcript.

Disability Statement

UCF is committed to providing reasonable accomodations 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.

Deployed Active Duty Military Students

If you are a deployed active duty military student who feels the need for a special accommodation due to your unique status, please contact me to discuss your specific circumstances and ways that I can help you to succeed in this course. If you are a veteran returning to the university, you may be interested in learning about resources developed specifically for you through the Veterans Academic Resources Center

(https://varc.sdes.ucf.edu/services/) (VARC).

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. In case of an emergency, dial 911 for assistance.
Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video: You CAN Survive an Active Shooter https://youtu.be/NIKYajEx4pk

Grading

Class Participation (meaningful engagement in discussions and activities, completion of informal writing, productive participation in peer review, participation in the conference at the end of the semester) ……	10%
"Scene of Writing" task …….	10%
Research Project Proposal …….	20%
Annotated Bibliography …….	20%
Research Project …….	30%
Conference Presentation……	10%

Grading Scale
A (93-100)
A- (90-92)
Bt (87-89)
B (83-86)
B- (80-82)
Ct (77-79)
C (73-76)
C- (70-72)
F: 69 and below

NC: The NC grade is reserved for the student who completes all work in the course, but does not meet university standards to pass the course.

Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduate students. The UWC's most popular service is the individualized writing consultation: a trained writing consultant will spend thirty minutes with you reviewing your work and making recommendations for revision. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu. Or call 407-823-2197.

Important Dates

Fall add deadline: Friday, August 23
Fall Withdraw deadline: Monday, October 28
Labor Day holiday: Monday, September 2
Veterans Day holiday: Monday, November 11
Thanksgiving holiday: Thursday and Friday, November 28 and 29

Due dates for all ENC 6333 major assignments

"Scene of Writing" due Tuesday, August 27
Project proposal due Tuesday, September 17
Annotated bibliography due Tuesday, October 8
Complete rough draft of research project due Tuesday, November 19
Workshop for rough drafts will be held on Tuesday, November 26
Conference presentations will be given on the final exam date
Final drafts of research projects due on Tuesday, December 10

Reading Schedule

Week 1

- Read intro to *Naming What We Know*

Week 2

- Read Part 1 of Adler-Kassner and Wardle

Week 3

- Read Part 2 of Adler-Kassner and Warlde

Week 4

- Read Part 3 of Adler-Kassner and Wardle

Week 5

- Read Intro of Garcia and Baca Rhetorics Elsewhere and Otherwise (REO)

Week 5

- Read Viera in REO
- Read Alvarez in REO

Week 6

- Read Alaoui in REO
- Read Ruiz and Arellano in REO

Week 7

- Read Browne in REO
- Read Villanueva in REO

Week 8

- Read Intro and Chapter 1 in Martinez

Week 9

- Read Chapters 2 and 3 in Martinez

Week 10

- Read Chapters 4 and 5 in Martinez

Week 11

- Read Epilogue and Afterword in Martinez

Week 12

- Read Ocatlog 1

Week 13

- Read Octalog 2

Week 14

- Read Octalog 3

Week 15

- Workshop projects

College of Arts and Humanities - Grad Course Continuation - MUH 5326 Medieval and Renaissance Music

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do **not** type the course prefix and code.

Prefix:* MUH

Code:* 5326

Name:* Medieval and Renaissance Music

Full Title:* MUH 5326 Medieval and Renaissance Music

Course Description:* Music and culture of Western Europe in the era c. 450-1600.

Prerequisite(s): Graduate standing in music education or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* This course is currently in our rotation and we will be offering it again in the coming semesters.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

UNIVERSITY OF CENTRAL FLORIDA
MEDIEVAL AND RENAISSANCE MUSIC
MUH 5326 (Fall 20XX)

Instructor: Scott Warfield
Office: PAC M227; Telephone: 407-823-1144
E-mail: scott.warfield@ucf.edu

Section 1 (class # xxxx)
Meets: XXXDAY & XXXDAY, 4:30 - 5:45 pm
Location: PAC M2XX

Course Summary: Policies and Procedures

PREREQUISITES: Admission to the graduate program in Music or permission of the instructor.
The expectation of this course is that you have a good knowledge of such matters as the basic chronology of events, people, and musical styles that define the entire canon of Western art music.
Graduate Students enrolled in this course should be aware that they may be working with undergraduate students on the same materials.

DESCRIPTION: Music and culture of Western Europe from Antiquity to c. 1600.

TEXTBOOK AND MATERIALS:

1. There are no required textbooks for this course, but do read the following items carefully to learn how materials for this course will be accessed and read.
2. **Course Reserve** Articles and other readings will be found in a copy of *Strunk's Source Readings in Music History* (W.W. Norton, 1998) placed on reserve at the UCF Library. (Earlier editions may also be made available to allow multiple readers to access articles at the same time. Be aware that these earlier editions may vary slightly from the 1998 edition.)
3. Other articles & works will be announced as the semester progresses. You will be advised to acquire copies or photocopies of relevant portions of works as needed, usually through JSTOR [access via UCF Library, "Databases"] or other web resources, and some items may be placed on reserve in the UCF Library.
4. Copies of scores (and other works) will be assigned during the course of the semester. Most will be available through the IMSLP or may be borrowed or photocopied from the UCF (or other) Library. Please remember that if you want to write on any items, the original UCF Library copies will not be acceptable.

COURSE OBJECTIVES: This course is an in-depth examination of Western European music from its origins to about the end of the Renaissance (c. 1600). Topics for study and discussion include (1) major composers of the era and some of their principal works, (2) representative forms and genres used by these composers, (3) technical aspects of music, *e.g.*, melody, harmony, rhythm, musical instruments, performance techniques, notation, theory, etc., that define the musical styles of this era, and (4) aspects of culture, society, history and geography that relate to the music of that era. Among the knowledge and skills that you will acquire or improve are:

- a more detailed knowledge of the major (and some lesser) composers of the era.
- a clear understanding of the most important historical trends and issues of the era.
- an improvement in your skills for analyzing and hearing music.
- an improvement in your research and writing skills.

TENTATIVE SCHEDULE: This course will follow a chronological path through the history of Western music, beginning with the Ancient Greeks and concluding with the end of the Renaissance (c. 1600). Because the teaching of early music at the undergraduate level varies widely, with some degree programs reducing "Early Music" to only a few weeks in the undergraduate survey or even ignoring music before 1600 completely, we may adjust the announced topics to compensate for any weaknesses in your various undergraduate degrees:

- Weeks 1-2 Greek Antiquity
- Weeks 3-4 Emergence of Chant and notation (3rd to 10th centuries)
- Weeks 5-6 Sacred Polyphony (Notre Dame, etc., 10th to 13th centuries)
- Week 7 Secular Polyphony (de Vitry, Machaut, 14th century)
- Week 8 "English" Sound (Dunstable, Du Fay, *et al.*, 15th century)
- Week 9 Transition (Ockeghem, *et al.*, 15th century)
- Weeks 10-12 Renaissance Sacred (Josquin, *et al.*, 15th to 16th centuries)
- Week 13 Renaissance Secular (Madrigal, 16th century)
- Week 14 Reformation / Council of Trent (Palestrina, 16th century)
- Week 15 End of the Renaissance (Mannerists, late 16th century)
- Week 16 "Semel" Antiphony

COMMUNICATION: It is <u>your</u> obligation to read, follow and complete all assignments and other instructions (verbal or written) given to you in the course of

this semester. You are responsible for any information or instructions given out in any of the following ways:

- **Class Announcements:** At the beginning of every class meeting, I may make brief announcements and reminders of important information related to MUH 5326. You are responsible for this information, whether you are present or not at that time. Be prompt to class.
- **Email:** I will regularly send you brief messages with important information related to MUH 5326, possibly including attachments in WORD or PDF formats. These messages will always have a header that includes the course number "MUH 5326" (or the generic "Med-Ren Music"). It is your responsibility to have a working "Knights E-Mail" account (see: http://knightsemail.ucf.edu/ to establish your free account), and to check your account at least twice every week for any messages that I may send. **No other email accounts will be used in this course, and any messages sent to me from other accounts will be ignored and deleted without a response. Failure to follow this instruction will not be an acceptable excuse for missed assignments, tests, or other adverse actions affecting your grade in this course.** Feel free to send questions or notify me of problems at any time via email. I will generally respond within 24 hours. **NB.** Please note the following guidelines for your email messages sent to me for this course:
    - Your message must have a header that includes the words "MUH 5326" (or "Med-Ren Music") somewhere in it.
    - Your message must have a full name signature in the body of the message. (Hint: Use your emailer's "signature file" to save yourself from this problem.)
    - Emails that do not identify the course in the header and/or lack a full name signature in the body of the message will be discarded and ignored.
    - Emails sent during class time (between 4:30 pm and 5:45 pm) will not be accepted or answered. Messages sent during class time will be considered a sign that you are absent from class, and you will be marked as such for that day whether you are physically present in the classroom or not.
- **Course Web Pages:** A set of web pages for this course has been established at: https://webcourses.ucf.edu/courses/xxxxxxxx. All course information will be posted there, including copies of the syllabus, schedule, instructions for all assignments, review materials and links to other useful information. When in doubt about any assignment, refer to the web pages. These pages may be updated, and I may inform you (via email) of significant changes to these pages.

- **Office Hours & Out of Class:** Official office hours will be posted on my office door. I will almost always be available sometime immediately after class, and I will be glad to speak with you at any time that I am not otherwise occupied. To ensure that I will be available, however, set up an appointment (via email, phone message or in class). For emergencies, please call my office (407-823-1144) or the UCF Music Dept. office (407-823-2869) to leave a message, or use email.

ATTENDANCE: Regular class attendance is expected of all enrolled students. As graduate students you will not earn any formal credit for attendance, however attendance will be taken at every class meeting and poor attendance may affect your grade. You are responsible for all materials covered and all announcements made in every class, whether you are present or not.

Attendance Policy for Tests & In-class Assignments: No unexcused absence from an **announced test, quiz or other in-class assignment** will ever be allowed. Failure to appear for such a test or assignment will result in a grade of "0" (zero) for that test or assignment. Late arrivals at announced tests will not be given any additional time to complete the test, nor will instructions or audio portions of the test be repeated.

Make-up Policy: Should you be unable to attend an announced test due to participation in an officially sanctioned UCF event or personal observance of a religious holiday, you must notify me at least one week in advance of that test to schedule an alternate time. For personal or family emergencies (*e.g.*, funerals), you must notify me as early as possible. At a minimum, send an email message as soon as possible to inform me of your situation. In some cases, I will require documented proof of the reason for your absence. You may then be allowed to take a make-up test no later than 48 hours after the scheduled test or your return to campus. Make-up tests may be different from announced tests to ensure the integrity of the testing process.

Testing and Grading: Your grade in this course will be determined by your performance in the following:

Assignment / Test	Weighting
Miscellaneous Assignments Attendance/Class Participation	10%
Response Paper on Antiquity Readings	10%

Chant Transcription Project & Paper	10%
Response Paper on Medieval Music	10%
Notre Dame Transcription Project & Paper	10%
Renaissance Analysis Project “Semel”	10%
Listening Quizzes (2 @ 5% each)	10%
Major Research Paper	30%

The **miscellaneous assignments** will consist of tasks related to class discussions, *e.g.*, preparation of small reports, analyses, etc. Your ability and willingness to contribute to class discussions will also be noted here.

The **Response Papers** will be written summaries and commentaries on assigned readings.

The **Transcription Projects** will involve the “translation” of music from some earlier system of notation into modern notation, with commentary.

The **Analysis Project** will combine readings from the theorists of era with a description of a piece of music from the era.

The **Listening Quizzes** will be in-class written examinations, based on identifying sound examples from throughout the course.

The **Major Paper** will be a research paper of significant length, and the project will involve several stages that will use the standard research tools and techniques that you mastered previously in MUH 3211-3212.

The following numeric equivalents apply to all grades (individual assignments & final course grade):

100.00 - 92.00	= A	Clearly Superior Work at the Graduate Level, Assignments meet all stated requirements, Strong writing that contains no or very few minor errors, Work submitted on or ahead of time.
91.99 - 90.00	= A-	
89.99 - 88.00	= B+	Completely Satisfactory Work at the Graduate Level, Assignments meet most stated requirements, Writing that contains minor errors that do not impede understanding, Work generally submitted on time.
87.99 - 82.00	= B	
81.99 - 80.00	= B-	
79.99 - 78.00	= C+	Marginally Satisfactory Work at the Graduate Level, Assignments usually meet most stated requirements,
77.99 - 72.00	= C	

71.99 - 70.00	= C-	Writing that contains errors that begin to impede understanding, Work not always submitted on time.
69.99 - 68.00	= D+	Generally Unsatisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.
67.99 - 62.00	= D	
61.99 - 60.00	= D-	
59.99 - 0.00	= F	Unsatisfactory Work at the Graduate Level, Assignments do not meet stated requirements, Writing with excessive errors, lacks organization and approaches incoherence, Work not submitted or frequently late.

Questions about the grading or evaluation of any test or other assignment must be raised at the time that item is returned to you. You may not argue for points based on your perception of the grading of a question vis-à-vis another student's work. Only obvious clerical errors on my part will be corrected.

Items turned in late will be assessed a 10-point penalty for every 24 hours or fraction of a day that they are late. This penalty may be waived or lessened at my discretion, provided I am informed at least 24 hours in advance when you will not meet a deadline.

Final course averages are calculated to the nearest 1/100 of a point. In the case of a borderline final average, I reserve the right to award the next highest grade, based on class participation, preparation, attendance, and related factors.

No extra credit work or alternate assignments will be accepted in lieu of or in addition to the assignments and tests listed on this syllabus.

Due dates for all tests and graded assignments will be announced at least one week in advance.

The **Final Examination** period for MUH 5326 is scheduled for : **XXXday, X Month 20XX, at 4:00 - 6:50 pm**. All graded materials are due by the end of that period.

Reserve Materials: As the semester progresses both optional and required supplementary items will be placed on reserve for reading or listening. You will be informed in class when such items go on reserve, and the course web page will include a list of all such items used in the term. Additionally, some assignments will

require materials that are not on reserve. Students are advised to remember that other members of the class may need access to them, and to act accordingly.

Class Procedures and your Responsibilities: This course will follow a roughly chronological order. You will read and listen to the relevant items before they are discussed in class (see the announcements on the course web pages). You should complete the reading and listening before the scheduled class meeting so that you may participate in discussions and ask relevant questions.

You should carry your readings, relevant score(s), and notebook to all class meetings. You should take notes about any information presented in class, and you should feel free to ask questions at any time if something is not clear to you.

Following the class, you should re-read the relevant passages in the readings and study the scores and recordings used in class.

As a matter of respect to others in the classroom, you are not to engage in conversations unrelated to the current activities of this course, use cell phones or other electronic devices (turn off such items before entering my classroom), or work on anything unrelated to MUH 5326 (assignments for other courses, newspapers, puzzles, etc.) during class time. Individuals engaged in such activities will be asked once to cease. The second time they will be told to leave the classroom, and they will be marked absent for that day.

In preparing for each class meeting you should allot a minimum of 3-4 hours for every hour of a class meeting, which means at least 7-8 hours outside preparation per week. You may find it useful to form study groups so that you may help one another in your preparations for class and for tests. **You are not, however, allowed to collaborate on any graded assignments in this class unless you are specifically directed so**. (see "Academic Integrity" below)

ACADEMIC INTEGRITY: All graded work, *i.e.*, tests and papers, in this class must be your work alone. You are never to collaborate with anyone on tests in this class, and you are not allowed to use your text, notes, or other aides of any kind when you are testing. Violators will be referred to the appropriate UCF authorities for prosecution (see the latest edition of ***The Golden Rule*** for more details).

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS: The University of Central Florida is committed to providing reasonable accommodations for all persons with special needs. This syllabus is available in alternate formats upon

request. Students who need accommodations for their academic work must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor (me).

STUDENTS ON ACTIVE-DUTY MILITARY SERVICE: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

CAMPUS SAFETY STATEMENT(S): 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.
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- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing: this video.

NB. This syllabus may be revised, if circumstances warrant. You will be notified formally if any changes are made.

College of Arts and Humanities - Grad Course Continuation - MUL 5645 Choral Literature

2021-2022 Graduate Course Continuation

General Catalog Information

Read before you begin

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2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

Course continuations must be accompanied by justification and an updated course syllabus.

Proposal Type:* Grad Course Continuation

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Graduate Catalog by clicking in the top left corner of the form. Do not type the course prefix and code.

Prefix:* MUL

Code:* 5645

Name:* Choral Literature

Full Title:* MUL 5645 Choral Literature

Course Description:* Survey of choral music from its beginnings to the present with consideration of historical perspective; genres, styles and performance practice; major composers and representative works.

Prerequisite(s): Graduate standing or C.I.

Corequisite(s):

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* 6

Total Engagement Hours:* 9

Justification for Course Continuation

What is the rationale for continuing this course?* With the hiring of a new Director of Choral Activities this fall we have already seen interest in our Masters degree for secondary choral directors grow. Practicing educators from both within the state and out-of-state have expressed interest. This is the course most desired by practicing secondary choral educators who are interested in graduate study. In addition, I taught MUL 5645 as an independent study course for a graduate student in the Fall of 2018 and Spring of 2019.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

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  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
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Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

Course Syllabus Policy* ☑ I have aligned this syllabus per the UCF syllabus policy.

Attachment List

Please attach the required updated syllabus by navigating to the Proposal Toolbox and clicking in the top right corner.

Check ☑ I have completed all relevant parts of the form.

Attached* ☑ I have attached an updated course syllabus.

Administration Use Only

Catalog Ownership: Department of Music

Course OID

Course Type Music Literature

Status ◉ Active-Visible ○ Inactive-Hidden

University of Central Florida
MUL 5645-0001 ~ Survey of Choral Literature

Dr. Kelly A. Miller, Instructor

Course Syllabus ~ Summer 2015	
Time/Location:	Class meets on Monday-Thursday from 9:00-12:50 in PACM 261
Office Hours:	by appointment
E-Mail:	Kelly.Miller@ucf.edu
Phone	407.823.4545
Office:	PACM 224

Prerequisite: Admission to the graduate program in Music or permission of the Instructor of Record. It is expected that students taking this course have prior knowledge of the basic chronology, people, and style characteristics defining Western art music. Graduate students enrolled in Survey of Choral Literature are to be aware that this course is jointly offered to advanced undergraduate students.

Course Description:
Chronological survey of choral music from its beginnings to the present with consideration of historical perspective; genres, styles and performance practice; major composers and representative works. Includes analysis of representative works, listening, readings and discussion.

Course Objectives:

- Students will develop an appropriate language with which to discuss and describe musical elements present in a choral composition (structure and form, harmonic, melodic and rhythmic considerations, performing forces, texture, timbre, vocal characteristics, etc.).
- Students will examine and analyze choral works from a variety of styles and historical periods.
- Students will describe elements of style and performance practice particular to each era of choral music.
- Students will visually and aurally identify salient elements of style that place a work within a specific historical context.
- Students will synthesize material and demonstrate an understanding of historical perspective by identifying major trends and developments in choral music composition.
- Students will identify various genres and forms of choral music (motet, mass, oratorio, passion, madrigal, part song, etc.).
- Students will assess the suitability of repertoire for educational experiences and performance in emerging and experienced choirs.
- Students will utilize a variety of methods for accessing and acquiring choral literature (web searches, databases, repertoire lists, publishers, etc.).

Required Text

Schrock, Dennis. (2009). *Choral Repertoire*. Oxford University Press: New York, NY.

Recommend Text

Garretson, Robert. L. (1993). *Choral Music: History, Style, and Performance Practice.* Prentice-Hall: Englewood Cliffs, NJ.

Jeffers, Ron. (1988). *Translations and Annotations of Choral Repertoire. Volume I: German Texts.* earthsongs: Corvallis, OR.

Jeffers, Ron. (2000). *Translations and Annotations of Choral Repertoire. Volume II: Sacred Latin Texts.* earthsongs. Corvallis, OR.

Jeffers, Ron. *Translations and Annotations of Choral Repertoire. Volume III: French Texts.* earthsongs: Corvallis, OR.

Ulrich, Homer. (1973). *A Survey of Choral Music.* Harcourt, Brace, Jovanovich: New York.

Course Content and Schedule:

Lesson 1 Orientation and Introduction; Music in the North, 1450-1525 and Music for the Catholic Church, 1525-1600

Lesson 2 Music for the Protestant and Anglican Churches, 1525-1625

Lesson 3 Secular Music, 1450-1600; **Listening Quiz 1 (Renaissance)**

Lesson 4 **Exam 1**; Music of the Early Baroque, 1600-1675,

Lesson 5 Music of the Late Baroque, 1675-1750;

Lesson 6 **Listening Quiz 2 (Baroque)**; **Exam 2;** Pre-Classical and Rococo, 1725-1775

Lesson 7 Classical, 1750-1825

Lesson 8 Early Romantic Music, 1825-1860; Late Romantic Music, 1860-1900;

Lesson 9 **Listening Quiz 3 (Classical/Romantic); Exam 3**; Music of the Twentieth Century (1900-1950)

Lesson 10 Music of the Twentieth Century (1950-2000)

Lesson 11 **Listening Quiz 4 (20th Century); Exam 4;** Twenty-first Century (2000-present)

Lesson 12 **Major Research Paper/Composer Project/Presentations Due**

Grading and Evaluation:
Three exams, covering the following material:

1. Introductory material, beginnings through the Renaissance
2. Baroque and Classical
3. Romantic and Twentieth Century

As culminating projects, the student will prepare a Repertoire Project and a major research paper on a topic of choral literature approved by the instructor in advance.

Assessment:

1. Attendance and Participation	5%
2. Listening Quizzes (four)	20%
3. Exam 1	10%
4. Exam 2	10%
5. Exam 3	10%
6. Exam 4	10%
6. Project and Presentation on a composer	5%
7. Major Research Paper	30%

Grading Scale		**Interpretation**
100.00 – 92.00	= A	Clearly Superior Work at the Graduate Level, Assignments meet all stated requirements, Strong writing that contains no or very few minor errors, Work submitted on or ahead of time.
91.99 - 90.00	= A-	
89.99 - 88.00	= B+	Completely Satisfactory Work at the Graduate Level, Assignments meet most stated requirements, Writing that contains minor errors that do not impede understanding, Work generally submitted on time.
87.99 - 82.00	= B	
81.99 - 80.00	= B-	
79.99 - 78.00	= C+	Marginally Satisfactory Work at the Graduate Level, Assignments usually meet most stated requirements, Writing that contains errors that begin to impede understanding, Work not always submitted on time.
77.99 – 72.00	= C	
71.99 – 70.00	= C-	
69.99 – 68.00	= D+	Generally Unsatisfactory Work at the Graduate Level, Assignments do not meet most stated requirements, Writing that contains errors that significantly impede understanding, Work rarely submitted on time.
67.99 – 62.00	= D	
61.99 – 60.00	= D-	
59.99 - 0.00	= F	Unsatisfactory Work at the Graduate Level, Assignments do not meet stated requirements,

	Writing with excessive errors, lacks organization and approaches incoherence, Work not submitted or frequently late.

Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)	The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Academic integrity	Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student's own academic work. 5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. 8. Soliciting assistance with academic coursework and/or degree requirements. **Responses to Academic Dishonesty, Plagiarism, or Cheating**

	Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript. Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc. Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.
Campus Safety	Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts. • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

	Campus Safety Statement for Students in Online-Only Courses Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities. • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class.
Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Make-Up Assignments for Authorized University Events or co-curricular Activities	Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>
Religious Observances	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.
COVID-19	**University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes** To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor. **Notifications in Case of Changes to Course Modality** Depending on the course of the pandemic during the semester, the university may

	make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course. **COVID-19 and Illness Notification** Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class. **In Case of Faculty Illness** If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course. **Course Accessibility and Disability COVID-19 Supplemental Statement** Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.
F2F to Remote Instruction	Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: https://digitallearning.ucf.edu/newsroom/keeplearning/ **Live and Recorded Lectures (optional if applicable):** This course will include synchronous ("real time") sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class

	or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA). **Technology Access** – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech Resources: https://www.ucf.edu/coronavirus/
Children in Virtual Sessions	*The following statement about children in virtual classes was provided to us as an additional resource by faculty member Elizabeth Horn and was adapted from language at Oregon State University. It is* not *an officially required or optional statement from the university. However, we think it's one great way of acknowledging one of the myriad of challenges our students face at this time.* **Statement** Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time. 1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education. 2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required. 3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the "chat" feature at any point necessary. 4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able. 5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. 6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as

	you strive for school-parenting balance.
Ethics	As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see https://scai.sdes.ucf.edu/student-rules-of-conduct/).

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct,
performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Policy on Children in Virtual Sessions:

Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.

1) All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education.

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3) Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the "chat" feature at any point necessary.

4) Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.

5) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

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College of Arts and Humanities - Grad Course Revision - AMH 5116 Colloquium in Early American History

2021-2022 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:*

Activity Log

Amelia Lyons

+ Grad Course Revision

Grad Course Revision

College:*

College of Arts and Humanities

Unit / Department / College:*

Activity Log

Amelia Lyons

+ Department of History

Department of History

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:* Activity Log
Amelia Lyons
AMH

AMH

Code:* 5116

Course Title:* Colloquium in ~~U. S. Colonial~~ **Early American** History

30 Character Abbreviation:* **Colloquium Early American History**

Full Title:* AMH 5116 Colloquium in Early American History

Course Instructor (Must be Approved Graduate Faculty/Scholars): **Colloquium Early American History**

Department Chair Phone Number:* **Dr. Peter Larson**

Dept Chair Email:* **peter. larson@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:* Reading and discussion of the literature on selected topics in ~~colonial~~ **Early** American history. May be used in the degree program a maximum of ~~4~~ **3** times.

Prerequisite(s): Graduate standing or senior standing or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* Activity Log
Amelia Lyons
+ **No**

Yes No

Grading Scheme:

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~3~~ **9**

NOTE: **For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.**

Repeat for credit?

Activity Log

Amelia Lyons

+ Yes

(•) Yes ( ) No

If yes, indicate the degree program name and the total times the course may repeated.

3

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:*

Activity Log

Amelia Lyons

+ No

( ) Yes (•) No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Amelia Lyons

Occasional

[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer
[ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Amelia Lyons

+ Elective Course

( ) Required Course (•) Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	We are ~~deliting~~ deleting one course ~~from the series~~ and ~~adusting~~ adjusting course ~~tilles~~ another on either side of it in the ~~chonological~~ chronological US history series, to ~~accomodate~~ accommodate the deletion. Moreover, Faculty teaching this course pointed out that the title is ~~anacronistic~~ anachronistic, since it covers the era before the American ~~Revoution~~ Revolution, it cannot be US history- there was no US. Colonial American, ~~refereing~~ referring to the continent, not the nation, clarifies this issue. So the new title is Colloquium in Early American History. The ~~discription~~ description does not need revision, as it uses American not US.
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	History MA students
What is the estimated annual enrollment?	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	n/a.

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Trisha Farmer

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

AMH 5116 Colloquium in Early American: Religion in the Early Modern Atlantic World

Fall 2020, 3 credit hours, R 6:00-8:50 p.m., V1 Modality

Dr. Rosalind J. Beiler	Email: Rosalind.Beiler@ucf.edu
Office: THC 315E/via zoom	Office Hours: T,R, 3-4 and by appointment

Course Description

Reading and discussion of the literature on selected topics in Early American history. May be used in the degree program a maximum of 4 times.

During fall 2020, this course focuses on readings about early American religion from the perspective of the early modern British Atlantic world. We will examine how historians have interpreted the role of religion in the circulation of ideas and people throughout the Atlantic world. Religious beliefs were important in shaping cultural encounters, negotiations, and the adaptation of institutions. While this course covers a broad period of time (16^{th}-18^{th} centuries) and space, it is not a comprehensive survey. Instead, its focus is on historical literature and on historical methods and theories and the ways they have shaped debates among historians studying American religion in the early modern world.

This course may be used to fulfill either an Eastern or Western Hemisphere requirement.

Student Learning Outcomes

Through your study in this course, you will:

- Gain a working knowledge of the historical literature about religion in early America from the perspective of the early modern British Atlantic world.
- Understand the ways historians' debates about the role of religion have changed over time.
- Understand how historians conduct research and create interpretations.
- Be able to articulate in writing you analysis of historians' interpretations.
- Learn basic paleography (handwriting) skills.
- Present your analysis of primary sources to a public audience.
- Conceptualize the literature of a sub-topic in the history of religion in the Atlantic world by creating a course syllabus.

Course Requirements

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings. Our synchronous class

meetings will take place on **Thursdays, 6:00-8:50 p.m.** To participate in this course, you will need the following:

- Basic technology for video conferencing (computer/microphone/web camera/internet)
- Zoom account (a part of webcourses)
- Human participation via video and online
- Notebook (digital or paper)

Required Texts:

- Allen, Richard C. and Rosemary Moore, eds. *The Quakers, 1656-1723: The Evolution of an Alternative Community*. University Park, Pa.: The Pennsylvania State University Press, 2018. ISBN: 978-0271081205
- Bailyn, Bernard. *Atlantic History: Concept and Contours.* Cambridge, Mass.: Harvard University Press, 2005. ISBN: 978-0674016880
- Davis, Natalie Zemon. *Women on the Margins: Three Seventeenth-Century Lives*. Cambridge, Mass.: Harvard University Press, 1995. ISBN: 978-0674955219
- Haefeli, Evan. *New Netherland and the Origins of American Religious Liberty*. Philadelphia, Pa.: University of Pennsylvania Press, 2012. ISBN: 978-0812223781
- Fisher, Linford D. *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America*. Oxford, Oxford University Press, 2014. ISBN: 978-0199376445
- Fromont, Cecile. *The Art of Conversion: Christian Visual Culture in the Kingdom of Congo*. Chapel Hill, N.C.: University of North Carolina Press, 2014. ISBN: 978-1469641249
- Kopelson, Heather. *Faithful Bodies: Performing Religion and Race in the Puritan Atlantic*. New York: New York University Press, 2015. ISBN: 978-1479860289
- Lambert, Frank. *Inventing the "Great Awakening."* Princeton, N.J.: Princeton University Press, 1999. ISBN: 978-0691086910
- Lindman, Janet. *Bodies of Belief: Baptist Community in Early America*. Philadelphia, Pa.: University of Pennsylvania Press, 2011. ISBN: 978-0812241143
- Pestana, Carla. *Protestant Empire: Religion and the Making of the British Atlantic World*. Philadelphia, Pa.: University of Pennsylvania Press, 2009. ISBN: 978-0812221503
- Sensbach, Jon. *Rebecca's Revival: Creating Black Christianity in the Atlantic World*. Cambridge, Mass.: Harvard University Press, 2005. ISBN: 978-0674022577
- Sirota, Brent S. *The Christian Monitors: The Church of England and the Age of Benevolence, 1680-1730*. New Haven, Conn.: Yale University Press, 2014. ISBN: 978-0300167108
- Stanwood, Owen. *The Empire Reformed: English America in the Age of the Glorious Revolution*. Philadelphia, Pa.: University of Pennsylvania Press, 2011; rep. 2013. ISBN: 978-0812243413
- Additional essays and podcasts as listed on the tentative schedule.

Assignments:

Class Participation	15%
Weekly Lit Analyses	20%
Discussion Leading	15%
PRINT Transcriptions	5%
PRINT Written Elements	15%
Comparative Lit Review	15%
Syllabus Assignment	15%

Academic Engagement Activity:

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 Avoiding Plagiarism Using the Chicago Manual of Style module and quiz by **Thursday, Aug. 27, 11:59 p.m.** Failure to do so will result in a delay in the disbursement of your financial aid.

Use of Webcourses and Zoom:

This semester our class will meet virtually through Zoom. We will also rely heavily on Webcourses, where the course syllabus, assignments and other resources will be posted. Please be sure to check your knights email address and webcourses regularly.

- For additional information about using Webcourses, see Technical Assistance.
- For additional information about using Zoom, see Zoom Sessions/Tips for using Zoom and the policies below.

Assessment and Grading Procedures

Grading Scale:

GRADE	POINTS	GPA		GRADE	POINTS	GPA
A	94-100	4.00		C	74-76	2.00
A-	90-93	3.75		C+	70-73	1.75
B+	87-89	3.25		D+	67-69	1.25
B	84-86	3.00		D	64-66	1.00
B-	80-83	2.75		D-	60-63	0.75
C+	77-79	2.25		F	0-59	0.00

Course Ground Rules

1. While this course usually meets face-to-face, this semester it will be taught as a V1 class, which means we will meet on Thursdays, from 6-8:50 via zoom. I will use Webcourses, an online course management system, for communication and to provide you with course materials. I have included a tentative schedule on the home page, along with a list of readings and links to assignments. You may also use the navigation bar to access course components. Please check webcourses daily!
2. We will communicate via Conversations through webcourses. If you send me an email outside of webcourses, please include the course prefix and number (AMH 5116) in the subject line.
3. All assignments will be submitted via webcourses and written assignments will use Turnitin.com to assess for plagiarism.
4. **Late assignments will be penalized 10 points (a letter grade) for each day late.**
5. All written assignments will include citations in the form of footnotes and should use *Chicago Manual of Style*. You may find sample citations in the quick guide at http://www.chicagomanualofstyle.org/tools_citationguide.html (Links to an external site.). Citations for discussion posts should be placed at the bottom of each post as endnotes. If you compose your answers first in a word document using the footnote function, you can cut and paste your discussion post into webcourses and the footnotes will be formatted at the end of the discussion post.
6. I strongly encourage you to take hand-written rather than typed notes during class. Studies have shown that doing so aids in learning.
7. The plagiarism of **ideas and/or words** is not acceptable. Plagiarism is the use of another person's **ideas** or **words** without proper punctuation (quotation marks) and citation (footnotes). According to UCF's *Golden Rule*, the definition of plagiarism is as follows: "Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own." (https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2019/09/2019-2020-Golden-Rule.pdf, p. 41). **Incidents of plagiarism will result in an automatic F for the *course*.** For UCF's policies on plagiarism, please see the Golden Rule, beginning p. 41.

Tentative Schedule

Contexts

Week 1 (Aug. 27): Theoretical approaches	• Reading: Bernard Bailyn, *Atlantic History: Concept and Contours* • Listen to: Doing History: Why Historians Study History
Week 2 (Sept. 3): Religion in the British Atlantic World – An Overview	• Reading: Carla Gardina Pestana, *Protestant Empire: Religion and the Making of the British Atlantic World*

• Week 2 - Lit Analysis - Religion in the British Atlantic World: An Overview	• Listen to: Doing History: How Historians Find their Research Topics

Religion Shaped by Atlantic Worlds

Week 3: (Sept. 10): Kongo Christianity - Gerald Liles • Week 3 - Lit Analysis - Kongo Christianity • PRINT - Letter Transcription 1 - Due Sept. 11 • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Cecile Fromont, *The Art of Conversion: Christian Visual Culture in the Kingdom of Kongo;* John K. Thornton, "The Kingdom of Kongo and the Counter Reformation," *Social Sciences and Missions* 26 (2013), pp. 40-58. • Listen to: Doing History: How Historians Read Historical Sources
Week 4 (Sept. 17): Europeans on the Margins - Anna Kephart • Week 4 - Lit Analysis - Europeans on the Margins • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Natalie Zemon Davis, *Women on the Margins: Three Seventeenth-Century Lives* • Listen to: Doing History: How Historians Research

Week 5 (Sept. 24): The Puritan Atlantic - Maddy Murphy
 	
• Week 5 - Lit Analysis - The Puritan Atlantic
• Leading Discussion - Instructions and Drafts
• Leading Discussion - Powerpoint Presentations
	• Reading:
	  ○ Heather Kopelson, *Faithful Bodies: Performing Religion and Race in the Puritan Atlantic*.
	  ○ John Demos, "Notes on Life in Plymouth Colony," *William and Mary Quarterly*, 22 (1965), pp. 264-86 (Skim).
	  ○ David D. Hall, "Toward a History of Popular Religion in Early New England," *William and Mary Quarterly*, 41 (1984), pp. 49-55.
	• Listen to: Doing History: How Historians Write About History

Week 6 (Oct. 1): The Quaker Atlantic - Dr. Beiler • Week 6 - Lit Analysis - The Quaker Atlantic • Leading Discussion - Powerpoint Presentations • PRINT - Letter Transcription 2 - Due Oct. 2 • PRINT - Choose theme/place for blog post - Oct. 4	• Reading: Richard C. Allen and Rosemary Moore, *The Quakers, 1656-1723: The Evolution of an Alternative Community.* • Listen to: Doing History: What is a Historical Source?

Religious Identity and Politics

Week 7 (Oct. 8): Religious Identity and Migration - Dr. Beiler
 	
• Comparative Literature Analysis - Due Oct. 8
• Leading Discussion - Powerpoint Presentations
	• Reading:
	  ○ Lois Dubin, "Introduction: Port Jews in the Atlantic World," *Jewish History* 20 (2006), 117-27.
	  ○ Wim Klooster, "Communities of Port Jews and their Contacts in the Dutch Atlantic World," *Jewish History* 20 (2006), 129-45.
	  ○ Noah Gelfand, "A Transatlantic Approach to Understanding the Formation of a Jewish Community in New Netherland and New York," *New York History*, Vol. 89 (2008), 375-95.
	  ○ Bertrand Van Ruymbeke, "Minority Survival: The Huguenot Paradigm in France and the Diaspora," in *Memory and Identity: The Huguenots in France and the Atlantic Diaspora*, Bertrand Van Ruymbeke and Randy J. Sparks, eds. (Columbia, S.C.: University of South Carolina Press, 2003), 1-25.
	  ○ C. Nash, "Huguenot Merchants and the Development of South Carolina's Slave-Plantation and Atlantic Trading Economy,

	1680-1775," in *Memory and Identity: The Huguenots in France and the Atlantic Diaspora*, Bertrand Van Ruymbeke and Randy J. Sparks, eds. (Columbia, S.C.: University of South Carolina Press, 2003), 208-40. ○ Rosalind Beiler, "Dissenting Religious Communication Networks and Migration, 1660-1710," in *Soundings in Atlantic History: Latent Structures and Intellectual Currents, 1500-1825*, Bernard Bailyn, ed. (Cambridge, Ma.: Harvard University Press, 2009), 210-36. ○ Amanda Herbert, "Companions in Preaching and Suffering: Itinerant Female Quakers in the Seventeenth- and Eighteenth-Century British Atlantic World," *Early American Studies*, Vol. 9 (2011), 73-113. ○ Benjamin Carp, "'Fix'd almost amongst Strangers': Charleston's Quaker Merchants and the Limits of Cosmopolitanism" *William and Mary Quarterly* 74 (2017), 77-108.
Week 8 (Oct. 15): Religious Toleration - Alexis Rodriguez • Week 8 - Lit Analysis - Religious Toleration • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Evan Haefeli, *New Netherland and the Origins of American Religious Liberty* ○ Scott Sowerby, "Forgetting the Repealers: Religious Toleration and Historical Amnesia in Later Stuart England," *Past & Present*, VOl. 215 (2012), 85-123. • Listen to: In Our Time: Toleration
Week 9 (Oct. 22): Politics, Religion and Empire - Daniel Izadirad • Week 9 - Lit Analysis - Politics, Religion, and Empire	• Reading: Owen Stanwood, *The Empire Reformed: English America in the Age of the Glorious Revolution*.

• Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations • PRINT - Draft Blog Post - Due Oct. 23	• Listen to: Doing History: How Archives Work

Religious Revival

Week 10 (Oct. 29): The Church of England and Revivalism - Raymond Nye • Week 10 - Lit Analysis - The Church of England and Revivalism • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Brent S. Sirota, *The Christian Monitors: The Church of England and the Age of Benevolence, 1680-1730*. • Listen to: Doing History: How to Research History Online
Week 11 (Nov. 5): The "Great Awakening" - Part 1 - Cassidy Michonski • Week 11 - Lit Analysis - The "Great Awakening" - Pt 1 • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Frank Lambert, *Inventing the Great Awakening*. ◦ Susan O'Brien, "A Transatlantic Community of Saints: The Great Awakening and the First Evangelical network, 1735-1775," *AHR* 91 (1986): 811-32. • Listen to: Ben Franklin's World, Episode 073, Mark Noll, The Bible in Early America
Week 12 (Nov. 12): The "Great Awakening" - Part 2 - Fredrick Poggi • Week 12 - Lit Analysis - The "Great Awakening" - Pt 2 • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations • PRINT - Final Blog Post - Due Nov. 13	• Reading: Linford D. Fisher, *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America*. • Listen to: Doing History: The History of History Writing
Week 13 (Nov. 19): Black Christianity - Samantha Levy	• Reading: Jon Sensbach, *Rebecca's Revival: Creating Black Christianity in the Atlantic World*

• Week 13 - Lit Analysis - Black Christianity • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Listen to: Doing History: History and Historians in Public
Happy Thanksgiving - no class Nov. 26	
Week 14 (Dec. 3): Baptists – The Story of One Denomination - Ty Karnitz • Week 14 - Lit Analysis - Baptists • Leading Discussion - Instructions and Drafts • Leading Discussion - Powerpoint Presentations	• Reading: Janet Lindman, *Bodies of Belief: Baptist Community In Early America.* • Listen To: Doing History: How to Organize your Research
Syllabus Assignment and Presentation Due - Dec. 10	

Policy Statements

Zoom:

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides [https://cdl.ucf.edu/support/webcourses/zoom/]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into your Zoom session using your UCF NID and password.
- The Zoom sessions will not be recorded to allow for free speech in the class. If you miss a synchronous session, please check with your classmates for updates. Also, review the course schedule and online modules.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support[https://cdl.ucf.edu/support/webcourses/] if you have any technical issues accessing Zoom.

Accessibility Statement:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) http://sas.sdes.ucf.edu/ (Ferrell Commons

185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Covid 19 Policies

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Additional Policies

Turnitin.com:

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you are expected to written assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Academic Integrity:

Students should familiarize themselves with UCF's Rules of Conduct at http://osc.sdes.ucf.edu/process/roc. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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 respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic

Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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 (You CAN Survive an Active Shooter).

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.

Religious Observances:

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Copy Right:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

College of Arts and Humanities - Grad Course Revision - AMH 5169 Colloquium in The American Early Republic

2021-2022 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:*

Activity Log

Amelia Lyons

+ Grad Course Revision

Grad Course Revision

College:*

College of Arts and Humanities

Unit / Department / College:*

Activity Log

Amelia Lyons

+ Department of History

Department of History

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:* Activity Log
Amelia Lyons
AMH

AMH

Code:* 5169

Course Title:* ~~Colloquium~~ **Colloquim** in ~~**Age of Jackson**~~ **the American Early Republic**

30 Character Abbreviation:* **Early American Republic**

Full Title:* AMH 5169 Colloquium in The American Early Republic

Course Instructor (Must be Approved Graduate Faculty/Scholars): **Dr. John Sacher**

Department Chair Phone Number:* **Dr. Peter Larson**

Dept Chair Email:* **823-6466**

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:* Intensive reading and class discussion on selected topics of the ~~**Jacksonian age.**~~ **Early American Republic**

Prerequisite(s): Graduate standing or senior standing or C. I.

Corequisite(s):

Does this proposal include revisions to prerequisites?* Activity Log
Amelia Lyons
+ **No**

Yes No

Grading Scheme: Activity Log
Amelia Lyons
+ **ABCDF**

ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~**3**~~ **9**

NOTE: **For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.**

Repeat for credit?

Activity Log

Amelia Lyons

+ **Yes**

(•) Yes ( ) No

If yes, indicate the degree program name and the total times the course may repeated. **3**

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:*

Activity Log

Amelia Lyons

+ **No**

( ) Yes (•) No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Amelia Lyons

Occasional

[ ] Odd Fall [ ] Even Fall [ ] Odd Spring [ ] Even Spring [ ] Odd Summer
[ ] Even Summer [ ] Every Semester [x] Occasional

Intended Utilization of Course

The course will be used primarily as:

Activity Log

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+ **Elective Course**

( ) Required Course (•) Elective Course

Justification for Course Revision

What is the rationale for revising this course?*

We have deleted one course in the US series. This revision aligns courses to ensure full coverage of the ~~chonological~~ chronological series in US history.

What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	**History MA students**
What is the estimated annual enrollment?	**15**

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	**n/a**

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Amelia Lyons

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

AMH 5169–Colloquium in the Early Republic
Spring 2021
Location TBA

Instructor: Dr. John Sacher
Office: 315D Trevor Colbourn Hall
Office Hours: Monday 1:00-2:00
Wednesday 8:30-10:00
and by appointment
Phone: (407) 823-5501
Email: john.sacher@ucf.edu (This is the best way to contact me.)

Description:

This course will examine the development of the United States from 1789 to 1848. Particular attention will be paid to the following: the formation of a two-party political system, the onset of the Market Revolution, the development of reform and religious movements, foreign relations (including interactions with Native Americans), and the differences (and similarities) between the North and the South (and the West). In examining the political, economic, and social transformations related to Jacksonian America, the course will focus on individuals–both the famous and ordinary citizens–and institutions during this period.

In addition to helping students understand the important historical events of the time period, this course is also intended to improve their skills in several areas including historiographical knowledge, critical thinking, and analytical writing. The weekly meetings will provide students the opportunity to engage in discussions of key works and important scholarly debates. As a graduate-level colloquium, the primary focus of the course will be the analysis and discussion of the assigned readings, the writing of critical book reviews, and the production of a historiographical essay.

Books: (All required)

Harry Watson, *Liberty and Power*
Paul Johnson, *A Shopkeeper's Millennium*
Patricia Cline Cohen, *The Murder of Helen Jewett*
Joanne Freeman, *Affairs of Honor*
Charles Joyner, *Down by the Riverside*
Carol Sheriff, *The Artificial River*
Edward Baptist, *Half Has Never Been Told*
Sean Wilentz, *Chants Democratic*
Steve Inskeep, *Jacksonland*
Stephanie McCurry, *Masters of Small Worlds*

Grading: (the university's +/- system will be used for this course)

Two Book Reviews	20%
Participation	40%
Source Analyses	15%
Historiographical Essay/Project	25%

Other Policies:

Participation: Participation is a key part of this class, and therefore attendance is mandatory (5 points will be deducted from your total grade for each unexcused absence). I expect that everyone will engage in meaningful discussions (to engage in meaningful discussion, you must have prepared for class by completing the assigned readings.) I will answer questions and add comments as necessary. This class,

however, ultimately depends upon your contributions. The quantity and quality of these contributions will determine the effectiveness of this course. If you do not like to read and discuss history, you are probably in the wrong course. Each student will twice lead discussion (with partners). Those leading discussion are responsible for a brief description of the week's readings (focusing on their key points) and for providing a list of ten questions to begin discussion (I will be happy to discuss your questions ahead of time). They are also required to write a book review for the week that they are leading discussion. Those students who are not responsible for the day's discussion will fill out a book "secondary source analysis" for each of the assigned readings.

Academic Dishonesty: As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the UCF's Golden Rule which defines plagiarism as "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." If two students turn in the same paper—or sufficiently the same to be considered plagiarized, both students will potentially fail the course. A lack of understanding as to what constitutes plagiarism is not an adequate explanation. When in doubt, provide a citation.

Accommodations:
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services (Ferrell Commons 185; 407-823-2371; sas@ucf.edu TTY/TDD only phone (407) 823-2116) before requesting accommodations from the professor.

University Writing Center, Colbourn Hall 105
407-823-2197 http://uwc.cah.ucf.edu/
The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

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 <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Reading and Exam Schedule:
(Students should have the reading **finished** by the date scheduled below.)

January 10 Introduction, What is the Early Republic?

January 17 Joanne Freeman, *Affairs of Honor*

January 24 Harry Watson, *Liberty and Power*

January 31 Paul Johnson, *A Shopkeeper's Millennium*

February 7 Carol Sheriff, *The Artificial River*

February 14 Jon Meacham, *American Lion: Andrew Jackson in the White House*

February 21 Charles Joyner, *Down by the Riverside*

February 28 TBA, meetings with the professor regarding your historiographical assignment

March 7 Edward Baptist, *Half Has Never Been Told*

March 14 (no classes, spring break)

March 21 Sean Wilentz, *Chants Democratic*

March 28 McCurry, *Masters of Small Worlds*

April 4 TBA

April 11 Patricia Cline Cohen, *The Murder of Helen Jewett* (HJ)

April 18 Inskeep, *Jacksonland*

April 25 **FINAL MEETING**

Writing Book Reviews

A component of this class is the writing of scholarly book reviews (length 1,200 to 1,500 words. You must include your word count with your paper). These reviews are due on the day that the book you are reviewing is being discussed.

Rules for writing good book reviews:
(1) Read the book thoroughly and critically. It is surprising how many professional historians ignore this advice. Take notes. A quick skim of the book will not lead to the production of a strong review.

(2) Start by describing the author's purpose in writing this work. What is the thesis of the book? (A good way of trying to determine the author's thesis (argument) is to try to ascertain what question the author is trying to answer, and then assess what their answer is.) Hint: Introductions and conclusions are good places to find a thesis.

(3) Provide a synopsis of the book's content. How does the author prove (attempt to prove?) their thesis? This is the closest thing to a summary/book report that is in a book review. **The biggest mistake that first-time reviewers make is that they write book reports.** Do not make this mistake. Do not spend your whole paper summarizing the book. Spend a couple of paragraphs discussing how the author makes their argument. In addition, you may wish to discuss the types of sources that the author uses in this section.

(4) Evaluate the book's argument, structure, style, etc. (This is the most important part of any book review, and it is what distinguishes a book review from a book report.) Is the argument convincing (or does the book achieve its objective?) What are the strengths and weaknesses of the author's thesis? Are there sources/arguments that the author should have considered? Are there other explanations that you find more convincing than the author's?

(5) Relation to other works in the field (optional but preferable). Based on other readings (including books from this class or other books with which you are familiar), has the author ignored issues/asked the right questions/oversimplified the issue at hand/etc.?

(6) Conclusion: What is your overall assessment of the work? Has the author proven their thesis?

Quotes from the book can be cited simply with a page number. Quotes from other sources should be footnoted. There is no need for a bibliography. If you wish to look at examples of book reviews, a good place to start is the H-Net Reviews page or Civil War Book Review. The site can be found at: http://www.h-net.org/reviews/ and http://cwbr.com/ For two older reviews by your professor see http://www.h-net.org/reviews/showrev.cgi?path=235311036740387 and http://www.h-net.org/reviews/showrev.cgi?path=16111094215465. For a more recent one, see http://cwbr.com/index.php?q=6576&field=ID&browse=yes&record=full&searching=yes&Submit=Search

AMH 5169
Secondary Source Analysis

Book/article citation (author, title, press/journal, date)—get used to thinking in these terms:

Question the author is addressing (Why did s/he write this book/article?):

Thesis:

Kinds of evidence (primary and secondary sources) used:

List three ways that the author tried to prove his/her thesis.

List three strengths.

List three weaknesses.

Compare contrast with one other source from this week's reading (Does it support? Challenge? Take a new direction?). In other words, how does it fit into the historiography of the period?

College of Arts and Humanities - Grad Course Revision - HIS 6592 Seminar in Oral History

2021-2022 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:*

Activity Log

Amelia Lyons

+ Grad Course Revision

Grad Course Revision

College:*

College of Arts and Humanities

Unit / Department / College:*

Activity Log

Amelia Lyons

+ Department of History

Department of History

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:* HIS

Activity Log
Amelia Lyons
+ HIS
− ~~AMH~~

Code:* 6592

Course Title:* Seminar in Oral History

30 Character Abbreviation:* **Seminar Oral History**

Full Title:* HIS 6592 Seminar in Oral History

Course Instructor (Must be Approved Graduate Faculty/Scholars): **Barbara Gannon**

Department Chair Phone Number:* ~~**Dr. Peter Larson 407-823-6466**~~

Dept Chair Email:* ~~**823-6466**~~ **peter.larson@ucf. edu**

Complete the remaining required fields and LAUNCH this proposal by clicking in the top left corner! Do not begin revisions until **after** launch. Course revisions before launch will not be tracked.

Course Description:* ~~**This course is designed to expose students to the use of oral history as a research technique and to provide experience**~~ **Research** in ~~**conducting professional**~~ oral history ~~**interviews**~~**. Fieldwork required**.

Prerequisite(s): Graduate standing **or C. I**.

Corequisite(s):

Does this proposal include revisions to prerequisites?* Activity Log
Amelia Lyons
+ **No**

○ Yes ◉ No

Grading Scheme:

Activity Log

Trisha Farmer

+ ABCDF

ABCDF

Credit Hour Information

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework for faculty to use as they make course proposals. The elements will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1
Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:* 3

Instruction Time:* 3

Lab/Studio/Field Work Hours:* 0

Out-of-Class Hours:* **6**

Total Engagement Hours:* ~~3~~ 9

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Amelia Lyons

+ 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:*

Activity Log

Amelia Lyons

+ No

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Amelia Lyons

Occasional

☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☑ Occasional

Intended Utilization of Course

The course will be used primarily as: ○ Required Course ○ Elective Course

Justification for Course Revision

What is the rationale

What is the rationale for revising this course?*	To ~~algin~~ align it with the new split level Oral history course and to align with other methods courses, which have HIS not AMH as prefix.
What grad programs/tracks require or recommend this course for graduation?	
If not a major requirement, what will be the source of students?	History MA students
What is the estimated annual enrollment?	15

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	n/a

HIS 6592-Seminar in Oral History
Classroom TBD
Barbara.Gannon@ucf.edu
407-823-3851

Dr. Barbara A. Gannon
T. Colbourn Hall 418C
Office hours TBD
And by appointment

Seminar in Oral History

This seminar is a follow on to **HIS 5070 Colloquium in Oral History**. In this seminar, graduate students will put into practice what they have learned in this earlier course. Students will

- Design an Oral History Project that allows them to gather the research they need to complete the research identified in a research proposal.
- Implement this project by conducting the interviews required to complete their research.
- Analyze these interviews based on their understanding of Oral History theory.
- Write a research paper that reports the results of their project.

This class is NOT just about reading about or discussing theory, it is about DOING history. Upon completion of this two-course sequence, students will have the skills they need to work as Oral Historians.

Class Readings

The Oxford Handbook of Oral History by Donald A. Ritchie, Oxford University Press, USA, ISBN-13: 978-0199945061. (Handbook) You have this book form HIS 5070, review the material when it is assigned.

Planning a Community Oral History Project, Barbara Sommer, et. al., Left Coast Press, 2013.

Oral History Off the Record: Toward an Ethnography of Practice, by Anna Sheftel and Stacey Zembrzycki, Palgrave 2013.

Assignments and points

	Graduate
Research Paper	**50**
Oral History Project (OHP) Design	**15**
OHP Implementation	**15**
Article response papers (*Off the Record*)	**20**
	100

Classroom policies will follow the schedule.

Schedule

Week	Subject	Assignments: Readings/Papers/Projects
Module 1: THE ORAL HISTORY PROJECT		
1	**Introduction to the Course**:	Share research Proposal from pervious semester with class for next weeks peer review. Read a refresher Introduction and Part 1 *Oxford History Handbook*
2	**Research Proposal reviews** (Completed in HIS 5070)	Students will peer review research projects for each other. The goal, to help their colleagues identify the oral History project they need to complete their research.
3	**The Oral History Project Design**	Ch. 1 *Off the Record* Part V, *Oral History Handbook* *Planning a Community Oral History Project* (ALL)
4	**The Oral History Project Implementation**	Ch. 2 *Off the Record* Part V and Part VI You will create the framework for an Oral History project.
5	**No Class-conduct Interviews**	
6	**Transcripts**	Ch. 3 *Off the Record*
Module 2: **APPLYING ORAL HISTORY THEORY**		
7	**Review Oral History Theory**	Ch. 4, 5 *Off the Record* *Part II Oral History Handbook 5-10*

8	One-half of the class shares an interview and these are subject to theoretical analysis by the class	Ch. 6, 7 *Off the Record* Part 3 *Oral History Handbook,* Ch. 11-17
9	One-half of the class shares an interview and these are subject to theoretical analysis by the class	Ch. 7, 8 *Off the Record*
10	Wrap up any issues related to theory and students' oral histories; students can share their challenges with the class	Ch. 8, 9, 10 *Off the Record*
Module 3: WRITING AN ORAL HISTORY RESEARCH PAPER		
11	How to write an Oral History Research Paper	Ch. 11, 12 *Off the Record*
12	Free week --Write your paper	
13	Share Drafts and Peer Review Papers	Ch. 13, 14 *Off the Record*
14 and Final EXAM period	Paper Presentations	

UCF and Class Policies

Class Policies

Office Hours TBD based on class time

Late assignments

Late assignments will not be excepted without a documented excuse.

Absences TBD

There are no unexcused absences. Excused absences will be allowed, a doctor or other official reason for your absences, see UCF policies.

Discussions -- Inclusivity and Courtesy

While this class includes graduate and undergraduate students, all are equal in discussion. In addition, to the equality of students of differing academic levels, all students' views shall be respected, and all students should respect their colleague's perspectives. Violation of this policy will result in immediate removal form the class.

If any student believes that this policy has been violated, contact me. UCF also has its own processes, see below.

UCF Policies

Diversity and Inclusion

One way to promote a safe and caring classroom community is to encourage each student's unique voice, perspective, and presence. The following diversity statement gives professors language for explaining how students' contributions will be valued:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team – http://jkrt.sdes.ucf.edu/
- UCF Compliance and Ethics Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Student Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

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>.
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Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

University Writing Center

University Writing Center
Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

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

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Amelia Lyons

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

College of Arts and Humanities - Grad Course Revision - MUS 6949 Cooperative Education in Music

2021-2022 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:*

Activity Log

Lauren Becker

+ Grad Course Revision

Grad Course Revision

College:*

College of Arts and Humanities

Unit / Department / College:*

Activity Log

Lauren Becker

+ College of Arts and Humanities

+ School of Performing Arts

− ~~School of Performing Arts~~

− ~~College of Arts and Humanities~~

College of Arts and Humanities | School of Performing Arts

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

by clicking in the top left corner of the form. Do **not** type the course prefix and code.

Prefix:*	Activity Log Lauren Becker MUS MUS
Code:*	6949
Course Title:*	Cooperative Education in Music
30 Character Abbreviation:*	**Cooperative Education in Music**
Full Title:*	MUS 6949 Cooperative Education in Music
Course Instructor (Must be Approved Graduate Faculty/Scholars):	**Christine Lapka**
Department Chair Phone Number:*	**407-823-0876**
Dept Chair Email:*	**Michael. Wainstein@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:*	**Strategies to create a collaborative and inquiry-based learning environment in a range of K-12 music classes/ensembles.**
Prerequisite(s):	**Admission to the graduate program in Music or ~~instructor~~ ~~permission~~ C. I.**
Corequisite(s):	
Does this proposal include revisions to prerequisites?*	Activity Log Lauren Becker + **Yes** Yes No
Grading Scheme:	Activity Log Lauren Becker + **ABCDF** ABCDF

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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Credit Hour	1	1	1
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Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

Any combination of these elements that extend beyond the 3 hours of Total Course Engagement, could be considered a 2 credit hour class. The course should try to maintain a 1:3 ratio.

1 Credit hours = 3 hours of Total Course Engagement

2 Credit hours = 6 hours of Total Course Engagement

3 Credit hours = 9 hours of Total Course Engagement

4 Credit hours = 12 hours of Total Course Engagement

Please note the Out-of-Class hours will not appear in the graduate catalog. This field is for information only.

For further review, please see the SACSCOC definition: http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf

Credit Hours:* **3**

Instruction Time:* **3**

Lab/Studio/Field Work Hours:* **0**

Out-of-Class Hours:* **6**

Total Engagement Hours:* **9**

NOTE: For a repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Repeat for credit?

Activity Log

Lauren Becker

+ 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: *

Activity Log

Lauren Becker

+ No

○ Yes ◉ No

List undergraduate split-level course:

Term of Offering

When will the course be offered?

Activity Log

Lauren Becker

+ Occasional

☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer
☐ Even Summer ☐ Every Semester ☑ Occasional

Intended Utilization of Course

The course will be used primarily as:

Activity Log

Lauren Becker

+ Elective Course

○ Required Course ◉ Elective Course

Justification for Course Revision

What is the rationale for revising this course?*	We are putting together a collection of courses that can be offered on a rotating basis during the spring semesters. This course can be one of the courses in a 3 or 4 year rotation. The courses in this rotation are ones of interest across disciplines in music education, that is by instrumental, vocal, or general music teachers. Cooperative learning research and ~~coopertive~~ cooperative strategies are now standard practices in all levels of music education. This topic will be one of interest to a wide range of graduate students who are interested in expanding teaching and assessment methods.
What grad programs/tracks require or recommend this course for graduation?	Music MA
If not a major requirement, what will be the source of students?	
What is the estimated annual enrollment?	5

Possible duplications and conflicts with other departments or colleges should be discussed with appropriate parties. Please detail discussion you have had or attach relevant documents like email threads in the Attachment List Section.

Detail Discussion	N/A

Course Syllabus Policy

The University of Central of Florida has established guidelines as it relates to the form and structure of all course syllabi. An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning and ensures that UCF is in compliance with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

To this end, each syllabus should include the following required elements:

- **Information from the official Schedule of Classes**
- **Instructor and/or GTA contact information**
- **Explicit, public description of the course**
- **Student learning outcomes**
- **Sequence of course activity**
- **Assessment and grading procedures**
- **Course Materials and Resources**
- **Core policy statements**
  - **Academic integrity statement including definition(s) of and consequences for academic misconduct**
  - **Statement directing students needing accommodations to work with faculty and with Student Accessibility Services to ensure equal access to educational activities**
  - **Statement regarding emergency procedures and campus safety, encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies**
  - **Statement regarding accommodations for active duty military students**

Full details of the syllabus policy can be found at: https://policies.ucf.edu/documents/4-403.pdf

Policy Statements to copy/paste can be found at: https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/

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

Lauren Becker

+ I have completed all relevant parts of the form.

☑ I have completed all relevant parts of the form.

University of Central Florida
MUS 6949 Cooperative Education In Music
3 credit hours
Dr. Christine Lapka, Instructor

Instructor Information

- Instructor: Dr. Christine Lapka
- Office Location: PAC M 208
- Office Hours: Office Hours: M – 2:00-4:00; W 1:00-3:00 T/Th – 3:00-4:00; or by appointment, Christine.Lapka@ucf.edu
- Phone/Text: (309) 224-2472 Cell
- Digital Contact: Christine.Lapka@ucf.edu or Webcourses@UCF messaging

Course Information

- Term: Spring Rotation-part of a rotation of 4 courses only offered in the spring
- Course Number & Section:
- Course Name: Cooperative Education In Music
- Credit Hours: 3
- Class Meeting Days: TBA
- Class Meeting Time: TBA
- Class Location: TBA
- Course Modality: TBA

Enrollment Requirements
Admission to the graduate program in Music or permission of the Instructor of Record.

Course Description
Strategies to create a collaborative and inquiry-based learning environment in a range of K-12 music classes/ensembles.

Student Learning Outcomes
You will:

- Explore and describe teacher perspectives regarding cooperative learning
- Classify types of cooperative learning and describe best practices in cooperative learning.
- Evaluate cooperative learning strategies based on the five essential elements for successful cooperative learning.
- Create cooperative learning strategies for music classrooms based on principles of group learning.
- Locate cooperative learning strategies in Universal Design for Learning (UDL) and describe the relationship between UDL and cooperative learning.
- Evaluate and create assessments using cooperative strategies

Course Materials
Texts:

Katz, M. & Brown, C (2012). Cooperative learning and music. Kagan Cooperative Learning, ISBN 10:1933445092/ISBN13: 9781933445090)

Kagen, M. & Kagen, S. (2015). Cooperative learning. Kagan Cooperative Learning ISBN 10: 1879097109 / ISBN 13: 9781879097100

Kagen, S. (2013). Cooperative learning structures. Kagan Cooperative Learning ISBN-13: 978-1933445281/ISBN-10: 1933445289

Additional Reading Selected from:

- Bandura, A., & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology, 41*, 586-598.
- Hatfield, J. L., Halvari, H., & Lemyre, P. N. (2017). Instrumental practice in the contemporary music academy: A three-phase cycle of self-regulated learning in music students. *Musicae Scientiae, 21*(3), 316-337.
- Hewitt, M. P. (2011). The impact of self-evaluation instruction on student self-evaluation, music performance, and self-evaluation accuracy. *Journal of Research in Music Education, 59*(1), 6-20.
- Hewitt, M. P. (2015). Self-efficacy, self-evaluation, and musical performance of secondary-level band students. *Journal of Research in Music Education, 63*(3), 298-313.
- McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons, 87*(1), 40-49.
- McPherson, G. E., & Zimmerman, B. J. (2011). *Self-regulation of musical learning: A social cognitive perspective on developing performance skills.* In R. Colwell & P.R. Webster (Eds.), *MENC handbook of research on music learning: Volume 2: Applications* (pp. 130-175). New York, NY: Oxford University Press.
- Miksza, P. (2009). Relationships among impulsivity, achievement goal motivation, and the music practice of high school wind players. *Bulletin of the Council for Research in Music Education, 180*, 9-27.
- Pellegrino, K., Conway, C. M., & Russell, J. A. (2016). Assessment in performance-based secondary music classes. Music Educators Journal, 102(1), 48-55. DOI: 10.1177/0027432115590183
- Pike, P. D. (2011). Maintaining student motivation: On the musical journey toward mastery. *American Music Teacher, 61*(1), 20-24.
- Richerme, L. K. (2016). Measuring music education: A philosophical investigation of the model cornerstone assessments. *Journal of Research in Music Education, 64*(3), 274-293.
- Robinson, M. (2015). The inchworm and the nightingale: On the (mis)use of data in music teacher evaluation. *Arts Education Policy Review, 116*, 9-21.
- Russell, J. A., & Austin, J. R. (2010). Assessment practices of secondary music teachers. *Journal of Research in Music Education, 58*(1), 37-54.
- Stiggins, R. J. (1999). Assessment, student confidence, and school success. *Phi Delta Kappan, 81*(3), 191-198.
- Tuckman, B. W. (1990). Group versus goal-setting effects on the self-regulated performance of students differing in self-efficacy. *The Journal of Experimental Education, 58*(4), 291-298.
- Valle, C., Andrade, H., Palma, M., & Hefferen, J. (2016). Applications of peer assessment and self-assessment in music. *Music Educators Journal, 102*(4), 41-49.
- Wesolowski, B. C. (2015). Tracking student achievement in music performance: Developing student learning objectives for growth model assessments. *Music Educators Journal, 102*(1), 39-47.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist, 25*(1), 3-17.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice, 41*(2), 64-70.

Course Activities

4 on-line Discussions
2 Class Presentations
Create Cooperative Learning Strategies for Lesson Plans
Create Assessments that incorporate Cooperative Learning Strategies
Final-Research and presentation on a prescribed topic in cooperative learning.

Extra Credit - Extra credit can be earned on an assignment for superior work. Additional extra credit work will not be counted.

Complete All Assignments
Professionals have contracted duties. At this time, assignments are the contracted duties. With that in mind, you must turn in all assignments. Failure to complete an assignment is unprofessional and an automatic F. Microsoft Office is preferred. PDF is acceptable.

Activity Submissions
Students will submit assignments on Webcourses. See the Assignment tab to view specific assignments and due dates.

Microsoft Office is preferred. PDF is acceptable.
Guidelines/rubrics for written assignments will be provided on Webcourses prior to submission dates.

Attendance/Participation
Your presence at each class enriches our collective learning experience. This course will follow a strict timeline unless you communicate with Dr. Lapka on or before the due date. At that time, we will find a mutually agreeable due date for the assignment. If you do not communicate, assignment grades will suffer.

- Assignments received later than the due date will be dropped by one letter grade for each day the assignment is late.
- Assignments more than one week late will not be accepted.
- Again, professionals communicate.
- If at all possible, micro teaching assignments are due on time because teaching is often based on equipment, room availability, people availability, and part of a group's scheduled time.

The Undergraduate Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays."

Should this course shift to remote-only instruction, the university has provided several resources to assist students with
learning: https://digitallearning.ucf.edu/newsroom/keeplearning/

Religious Observances
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at
https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures
The weight distribution for graded activities (i.e. assignments, exam, portfolio, final exam) is available in the Grades tab.

Remember, you are expected to complete all assignments. See previous section in this syllabus.

GRADING SCALE:

Letter Grade	Points
A 93% and higher	325 – 350 points
A- 90-92.9%	315 – 324 points
B+ 87-89.9%	304 – 314 points
B 83-86.9%	290 – 303 points
B- 80-82.9%	280 – 289 points
C+ 77-79.9%	269 – 279 points
C 73- 76.9%	255 – 268 points
C- 70-72.9%	245 – 254 points
D+ 67-69.9%	234 – 244 points
D 63-66.9%	220 – 233 points
D- 60-62.9%	210 – 219 points
F 59.9% and below	209 and below

Consult the latest Undergraduate or Graduate catalog for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Writing Center
All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: http://uwc.ucf.edu/

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on the Music Department website (www.music.ucf.edu)

Course Outline

Lesson 1 Welcome, Overview of Cooperative Instruction (Online Discussion 1)

Lesson 2 Exploring Teacher Perspectives of cooperative learning. Essential elements for successful cooperative learning.

Lesson 3 Evidence based practice in cooperative learning (Online Discussion 2), Cooperative learning structures

Lesson 4 Students as teams-Cultivating team leaders, defining team roles

Lesson 5 **Class Presentation 1 (Cooperative Lesson Strategies)**

Lesson 6 Cooperative learning in distance education

Lesson 7 Observing online environments (Online Discussion 3)

Lesson 8 Guest Speaker, Dr. Weiger – Middle School Assessment Practices you can transfer to all age levels.

Lesson 9 Assessment in cooperative learning

Lesson 10 **Class Presentation 2 (Assessment)**

Lesson 11 Positive Discipline and Course Recap (Online Discussion 4)

Lesson 12 Final Presentation

The UCF Creed	
Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student ServicesLinks to an external site.. Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student ServicesLinks to an external site.. Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the UCF Online Student GuidelinesLinks to an external site. for more information about your access to non-academic services.

Policy Statements

COVID-19

To protect members of our community, everyone is required to wear a facial coveringLinks to an external site. inside all common spaces including classrooms. Students who choose not to wear

facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. 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

Fully online course sections (W, V)

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.

Sections with face-to-face components (M, RA, RV)

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 the AED Locations Page.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to https://my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video You CAN Survive an Active Shooter

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

GCCC 11-4-20

Committee	Graduate Curriculum Committee
Notes	
Total Proposals	96

College of Arts and Humanities - AMH 5149 Colloquium in Early U.S. History, 1789-1815

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* Department of History

Proposal Type: Grad Course Deletion

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:* AMH

Code:* 5149

Course Title:*	Colloquium in Early U.S. History, 1789-1815
Full Title:*	AMH 5149 Colloquium in Early U.S. History, 1789-1815
Course Description:	Reading and class discussion of the literature on selected topics of the early national period.
Credit Hours:	3
Class Hours:	3
Lab and Field Work Hours:	0
Contact Hours:	3
Prerequisite(s):	Graduate standing or senior standing or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? ○ Yes ◉ No

If yes, have all relevant units been informed of the deletion? ◉ Yes ○ No

If not, explain: Faculty can teach material for this period in US by extending period covered in courses that proceed and follow it chronologically. This will be accompanied by two title revisions that will make this possible, making this course, while has not been taught, unnecessary.

Notes:

Impact Report for AMH 5149

Source: 2020-2021 Graduate Catalog	
Full Course Title	AMH 5149 - Colloquium in Early U.S. History, 1789-1815
Programs	History MA
	History MA, Public History Track

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: Department of History

Course OID

Course Type American History

Close Window

Impact Report for AMH 5149

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	AMH 5149 - Colloquium in Early U.S. History, 1789-1815
Programs	History MA History MA, Public History Track

College of Arts and Humanities - ARH 5934 Orlando Art Exhibition

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

Proposal Type: Grad Course Deletion

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:* ARH

Code:* 5934

Course Title:* Orlando Art Exhibition

Full Title:* ARH 5934 Orlando Art Exhibition

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for ARH 5934

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion*	☑ Yes ☐ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for ARH 5934

There are no results for this report.

College of Arts and Humanities - ARH 5938 Orlando Art Exhibition Seminar

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Visual Arts and Design

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* ARH

Code:* 5938

Course Title:* Orlando Art Exhibition Seminar

Full Title:* ARH 5938 Orlando Art Exhibition Seminar

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Hours:

Contact Hours:

Prerequisite(s):

Corequisite(s):

Graded S/U? ○ Yes ○ No

Split-Level Class: ○ Yes ○ No

List undergraduate split-level course:

Term of Offering

When was the course offered? ☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a: ○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course? ○ Yes ◉ No

If yes, have all relevant units been informed of the deletion? ◉ Yes ○ No

If not, explain:

Notes: Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for ARH 5938

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion* ☑ Yes ☐ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Close Window

Impact Report for ARH 5938

There are no results for this report.

College of Arts and Humanities - DAA 5930 Special Topics

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* DAA

Code:* 5930

Course Title:* Special Topics

Full Title:* DAA 5930 Special Topics

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for DAA 5930

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Close Window

Impact Report for DAA 5930

There are no results for this report.

College of Arts and Humanities - DAA 6930 Special Topics

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* DAA

Code:* 6930

Course Title:* Special Topics

Full Title:* DAA 6930 Special Topics

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	◉ Yes ○ No
If not, explain:	
Notes:	Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for DAA 6930

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership:

Course OID

Course Type

Status ○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Effective Date

Lab Fee

CRSE_ID

Close Window

Impact Report for DAA 6930

There are no results for this report.

College of Arts and Humanities - EUH 5938 AP European History

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* Department of History

Proposal Type: Grad Course Deletion

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:* EUH

Code:* 5938

Course Title:* AP European History

Full Title:* EUH 5938 AP European History

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for EUH 5938

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for EUH 5938

There are no results for this report.

College of Arts and Humanities - MUE 6937 Special Topics

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* MUE

Code:* 6937

Course Title:* Special Topics

Full Title:* MUE 6937 Special Topics

Course Description: unknown.

Credit Hours:

Class Hours:

Lab and Field Work Hours:

Contact Hours:	
Prerequisite(s):	
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ○ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	
Notes:	Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for MUE 6937

There are no results for this report.

Attachment

Supporting documents from impacted units of the deletion*	☐ Yes ☑ No
Impact Report attached:*	☑ Yes

Administration Use Only

Catalog Ownership:	
Course OID	
Course Type	
Status	○ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group	
Acad Org	
Career	
Print in Catalog	
Effective Date	
Lab Fee	
CRSE_ID	

Close Window

Impact Report for MUE 6937

There are no results for this report.

College of Arts and Humanities - MVK 5650 Piano Pedagogy

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* MVK

Code:* 5650

Course Title:* Piano Pedagogy

Full Title:* MVK 5650 Piano Pedagogy

Course Description: Techniques, methods, and experiences of former and current pedagogues to equip students for current or future piano teaching.

Credit Hours: 2

Class Hours: 2

Lab and Field Work 0

Hours:	
Contact Hours:	2
Prerequisite(s):	Graduate standing in Music or C.I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	

Notes: Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for MVK 5650

Source: (Working COPY) 2021-2022 Graduate Catalog	
Full Course Title	MVK 5650 - Piano Pedagogy

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: Department of Music

Course OID

Course Type Applied Music: Keyboard

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Close Window

Impact Report for MVK 5650

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	MVK 5650 - Piano Pedagogy

College of Arts and Humanities - TPA 6097C Advanced Rendering and Modeling II

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

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:* TPA

Code:* 6097C

Course Title:* Advanced Rendering and Modeling II

Full Title:* TPA 6097C Advanced Rendering and Modeling II

Course Description: A continuation of Advanced Rendering and Modeling I with an emphasis on creating a professional portfolio of advanced work. May be used in the degree program a maximum of 3 times.

Credit Hours: 3

Class Hours: 2

Lab and Field Work Hours:	2
Contact Hours:	4
Prerequisite(s):	TPA 6096C.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	

Notes: Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for TPA 6097C

Source: (Working COPY) 2021-2022 Graduate Catalog	
Full Course Title	TPA 6097C - Advanced Rendering and Modeling II

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Performing Arts

Course OID

Course Type Theatre Production and Administration

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Close Window

Impact Report for TPA 6097C

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	TPA 6097C - Advanced Rendering and Modeling II

College of Arts and Humanities - TPA 6106C Sound Design Studio

2021-2022 Graduate Course Deletion

General Catalog Information

Read before you begin

1. TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

2. FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

3. LAUNCH proposal by clicking in the top left corner.

College:* College of Arts and Humanities

Unit / Department / College:* School of Performing Arts

Proposal Type: Grad Course Deletion

IMPORT COURSE NOW! Please use the Import feature to import the course information from the Catalog by clicking in the top left corner of the form. Do <u>not</u> type the course prefix and code.

Prefix:* TPA

Code:* 6106C

Course Title:* Sound Design Studio

Full Title:* TPA 6106C Sound Design Studio

Course Description: Advanced work in the process of designing sound for the stage with an emphasis on the use of sound as artistic expression.

Credit Hours: 3

Class Hours: 2

Lab and Field Work 2

Hours:	
Contact Hours:	4
Prerequisite(s):	MFA Design candidate, Advanced Problems in Design I.
Corequisite(s):	
Graded S/U?	○ Yes ○ No
Split-Level Class:	○ Yes ○ No
List undergraduate split-level course:	

Term of Offering

When was the course offered?	☐ Odd Fall ☐ Even Fall ☐ Odd Spring ☐ Even Spring ☐ Odd Summer ☐ Even Summer ☐ Every Semester ☐ Occasional

Utilization of Course

The course was a:	○ Required Course ◉ Elective Course

Justification for Course Deletion

If this course is required in any UCF program or is a prerequisite for any UCF course, attach evidence of discussions you have had with impacted programs/departments/schools.

Run an Impact Report by clicking in the top left corner of the form and answer below according to the results. Attach the Impact Report to the proposal in the Attachment List Section.

Is this course a required course for graduation or prerequisite for another course?	○ Yes ◉ No
If yes, have all relevant units been informed of the deletion?	○ Yes ○ No
If not, explain:	

Notes: Course is being deleted since it hasn't been taught in over 5 years.

Impact Report for TPA 6106C

Source: (Working COPY) 2021-2022 Graduate Catalog	
Full Course Title	TPA 6106C - Sound Design Studio

Attachment

Supporting documents from impacted units of the deletion* ☐ Yes ☑ No

Impact Report attached:* ☑ Yes

Administration Use Only

Catalog Ownership: School of Performing Arts

Course OID

Course Type Theatre Production and Administration

Status ◉ Active-Visible ○ Inactive-Hidden

PeopleSoft

Academic Group

Acad Org

Career

Print in Catalog

Close Window

Impact Report for TPA 6106C

Source: (Working COPY) 2021-2022 Graduate Catalog

Full Course Title	TPA 6106C - Sound Design Studio

College of Arts and Humanities - Graduate Program Revision - Texts and Technology PhD

2021-2022 Graduate Program Revision/Reactivation

General Catalog Information

This form is to be used to REVISE graduate degree programs, tracks, or certificate programs. If there are tracks being revised or added to a program, one form must be submitted for EACH program and the track(s).

Please refer to the Graduate Council Curriculum Meeting Schedule for submission deadlines.

Select *Program* below.

Program Type:* ◉ Program ○ Shared Core

Read before you begin

TURN ON help text before starting this proposal by clicking in the top right corner of the heading.

IMPORT curriculum data from the Catalog by clicking in the top left corner.
FILL IN all fields required marked with an * after importing data. You will not be able to launch the proposal without completing required fields.

LAUNCH proposal by clicking in the top left corner. DO NOT make proposed changes before launching proposal. Changes will only be tracked after proposal is launched.

Proposal Type:* Graduate Program Revision

College:*

Activity Log

Melissa Stanfill

+ **College of Arts and Humanities**

College of Arts and Humanities

Unit / Department / College:*

Activity Log

Melissa Stanfill

+ **Texts and Technology PhD**

Texts and Technology PhD

Unit(s) Housing Program:

Type of Action:*

Activity Log

Melissa Stanfill

+ **Program**

− ~~**Track**~~

☑ Program

☐ Track

☐ Certificate

IMPORT PROGRAM NOW! Please use the Import feature to import the program information from the Catalog by clicking in the top left corner of the form.

Name of program, track and / or certificate:* ~~**Digital Media**~~ Texts and Technology PhD

Are you revising the name of the program, track, or certificate?*

Activity Log

Melissa Stanfill

+ **No**

○ Yes ◉ No

Proposed Effective Term / Year:* **Fall 2021**

Are you revising the Admissions Requirements of the program?*

Activity Log

Melissa Stanfill

+ **No**

○ Yes ◉ No

Rationale for revision: ~~**Due to high demand for this track, we**~~ **We are adding new courses and expanding** ~~**the number of**~~ **options to fulfill electives** ~~**that can be used**~~ **in order to** ~~**satisfy the requirements to prevent delaying graduation due to inability to take electives**~~ **ensure course availability meets student demand.**

If you will be submitting other revision forms for tracks or course actions, please list them here:

If you are revising the CIP code, please complete the BOG CIP Change Form and attach it to this proposal. The form is on the Graduate Council Curriculum Committee website under Other Resources

at: **https://graduatecouncil.ucf.edu/curriculum-committee/**.

Is the CIP code being updated?	**Activity Log** **Melissa Stanfill** **No** ☐ Yes ☑ No
If yes, please provide the new CIP code:	

Complete the remaining required fields and LAUNCH this proposal! Do not begin revisions until **after** launch. Program revisions before launch will not be tracked.

Informational Description Chart- this will import.*

College: Arts and Humanities	**Degree:** PhD
Department: Arts and Humanities	**Option:** Dissertation
Program Websites: http://tandt.cah.ucf.edu/	
Graduate Program Handbook	

Revise catalog copy here! After you revise courses, click on the Curriculum Schema button below to revise the catalog copy. Please note: this information is what will flow directly to the graduate catalog. Any attached documents to this proposal will not be used for catalog purposes.

Follow these steps to propose courses to the revised program curriculum:

Step 1

There are two options for adding courses: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum*

Program Description

Dedicated to inventing the future of the humanities, Texts and Technology is an interdisciplinary doctoral program that integrates fields such as writing, rhetoric, philosophy, technical communication, and public history with digital methods and practices in coding, game design, and archiving. The program supports engagement with digital practices in dialectical, rhetorical, procedural, and critical-cultural fields. The T&T program considers literacy in a broad sense, from traditional notions of writing and communication to more contemporary notions of computational and procedural literacy (e.g., using programming and new media installations as inventive methods for production, critique, and analysis).

Since 2001, UCF's Texts and Technology doctoral program has excelled in supporting its students with an internationally recognized faculty and by offering a rigorous curriculum in a friendly environment. Students bring knowledge of a specific discipline and deepen their understanding of the subject through a digital lens. In the T&T program, students adapt, develop, assess, and invent information practices in relation to emergent information technologies in and beyond the humanities.

Curriculum

The Texts and Technology (T&T) PhD requires a minimum of 42 credit hours of coursework beyond the master's degree, including a minimum of 3 hours of doctoral research and 15 hours of dissertation. Eighteen credit hours are required in seven core courses. These core courses provide an interdisciplinary framework for all students. The remaining credit hours consist of additional courses in an Area of Specialization, interdisciplinary electives, and research hours.

Total Credit Hours Required: 42 Credit Hours Minimum beyond the Master's Degree

Transfer and Waived Credits

Upon approval by the T&T Program Director, some graduate credits may be waived or transferred. Please refer to the **UCF Doctoral Program Policies** section for specific guidelines and eligibility.

Required Courses: 18 Credit Hours

Core: 15 Credit Hours

ENG 6800 Introduction to Texts and Technology
ENG 6801 Texts and Technology in History
ENG 6810 Theories of Texts and Technology
ENG 6826 Professionalization in Texts and Technology
DIG 6836 Design and Development for Texts and Technology
ENG 6005 Dissertation Research Design in Texts and Technology

Research Methods: 3 Credit Hours

Select one course from the list below, or an alternate 6000-level methods course subject to approval by the instructor and the Texts and Technology Program Director.

ENG 6812 Research Methods for Texts and Technology
DIG 6825 Research Methods for Interactive Media
ENC 6720 Research Methods in Rhetoric and Composition
HIS 6159 Historiography

Elective Courses: 21 Credit Hours

Area of Specialization: 12 Credit Hours

Students select an Area of Specialization no later than after having completed 18 credit hours in the program. Students are required to select 12 credit hours from an Area of Specialization as noted below, or other graduate courses in the discipline subject to approval by the instructor and the Texts and Technology Program Director.

Program Director.

Suggested courses in various Areas of Specialization are listed below. These course groupings are only guides, are not exhaustive, and are meant to assist with advising and course selection in order to meet the individual student's educational goals and objectives. The lists are not intended to restrict elective choices among focus areas as we strongly encourage Texts and Technology students to maintain an interdisciplinary approach to their doctoral education.

If a student identifies another UCF graduate course that may be of value to their Texts and Technology research area, but it is not already identified in a list below, that student may request approval from the T&T Program Director for the course to be used as an elective in the Graduate Plan of Study. All such requests must be made in advance of enrolling in the course.

Digital Humanities

ENG 6812 - Research Methods for Texts and Technology (3 credit hours) is the recommended Methods course.

The Digital Humanities Area of Specialization prepares students for careers in research, teaching, government, and industry and combines the study and application of digital technologies with the study of human society and culture. Students develop an understanding of social and cultural shifts in relation to information technologies and invent new practices for conducting research, teaching, and writing (broadly defined) in digital media.

ARH 5897 Advanced Seminar in Art History
DIG 5137 Information Architecture
DIG 5508 Programming for Digital Media
DIG 6812 Digital Interaction for Informal Learning
DIG 6647 History and Theory of Dynamic Media
ENC 6425 Hypertext Theory and Design
ENC 6426 Visual Texts and Technology
ENC 6428 Digital Literacies
ENG 6074 Historical Movements in Literary, Cultural, and Textual Studies
ENG 6078 Contemporary Movements in Literary, Cultural, and Textual Theory
~~ENG 6616 Social Media Research~~
ENG 6616 Social Media Research for Humanities
ENG 6806 Digital Editing and Databases
ENG 6808 Narrative Information Visualization
ENG 6811 Cultural Contexts in Texts and Technology
ENG 6813 Interdisciplinary Teaching

ENG 6814 Gender in Texts and Technology

ENG 6819 Critical Making for Humanist Scholarship

HIS 6167 Spatial History

LIT 6216 Issues in Literary Study

LIT 6936 Studies in Literary, Cultural, and Textual Theory

PHI 5665 Knowledge, Responsibility, and Society

PHI 6679 Digital Ethics

PHM 5035 Environmental Philosophy

THE 5307 Contemporary Theatre Practice

THE 5545 Theatre for Social Change

TPA 6186 Immersive Experience Studio

TPA 6188 Visualizing Themed Environments

WST 5347 Research in Women and Gender Studies

WST 5601 Theories in Gender Studies

Digital Media

DIG 6825 - Research Methods for Interactive Media (3 credit hours) is the recommended Methods course.

The Digital Media Area of Specialization emphasizes the conceptual, theoretical, design, and technical skills needed to engage the changing platforms on which we work, teach, and live. This specialization prepares students for careers in user experience design, digital storytelling, and interactive communication. Students develop an understanding of critical making, code and software studies and development, user-centered design, and the critique and design of games and interactive media.

DIG 5137 Information Architecture

DIG 5508 Programming for Digital Media

DIG 6812 Digital Interaction for Informal Learning

DIG 6647 History and Theory of Dynamic Media

ENC 6425 Hypertext Theory and Design

ENG 6806 Digital Editing and Databases

DIG 6436 Ethnographic Storytelling and New Media

ENG 6808 Narrative Information Visualization

ENG 6813 Interdisciplinary Teaching

HIS 6167 Spatial History

~~ENG 6616 Social Media Research~~

ENG 6616 Social Media Research for Humanities

DIG 5487 Media Aesthetics

DIG 5831 Computational Media

ENC 6225 User-Centered Design for Technical Communication

DIG 6136 Design for Interactive Media

DIG 6432 Transmedia Story Creation

DIG 6546 Previsualization and Concept Development

ENG 6819 Critical Making for Humanist Scholarship

DIG 6551 Theory and Practice of Interactive Storytelling

DIG 6605 Physical Computing

DIG 6817 Contemporary Topics in Interactive Media

ENC 6296 Interactive Design in Technical Communication

ENC 6421 Digital Rhetorics

PHI 6679 Digital Ethics

Editing, Publishing, and Interdisciplinary Curating (EPIC)

ENG 6812 Research Methods for Texts and Technology or DIG 6825 Research Methods for Interactive Media, or ENC 6720 Research Methods in Rhetoric and Composition, or HIS 6159 Historiography can be taken as the required Methods course.

The Editing, Publishing, and Interdisciplinary Curating Area of Specialization prepares students for careers in editing, publishing, and curating, including consideration of current and developing technologies of print and online publication; digital archiving and collections; digital world-building and publication; curation of film, visual art, gaming, and other media; scholarly projects and publications; and the impact of technologies on the way we read, interact with media, and think.

ARH 5897 Advanced Seminar in Art History

CRW 6025 Advanced Graduate Writing Workshop

CRW 6721 Literary Journal Editing

CRW 6976 Scholarship and Publication Models

DIG 6136 Design for Interactive Media

DIG 5487 Media Aesthetics

DIG 6436 Ethnographic Storytelling and New Media

DIG 6812 Digital Interaction for Informal Learning

ENC 6216 Editing Professional Writing

ENC 6217 Technical Editing

ENC 6257 Visual Technical Communication

ENC 6297 Production and Publication Methods

ENC 6426 Visual Texts and Technology

ENC 6428 Digital Literacies

ENG 6806 Digital Editing and Databases

HIS 5083 Cultural Heritage Management

HIS 5088 Readings in Curation and Public History

HIS 6094 Seminar in Curation and New Media

LIN 5675 English Grammar and Usage

LIT 6216 Issues in Literary Study

PHI 6679 Digital Ethics

Public History

> **If the student does not hold a master's degree in History, HIS 6159 - Historiography (3 credit hours) is the recommended Methods course. If the student holds a master's degree in history, the recommended Methods course is ENG 6812 - Research Methods for Texts and Technology (3 credit hours).**

The Public History Area of Specialization engages students in collaborations with various communities in the gathering of historic materials, preservation, archiving, curating, oral history, and related fields while preparing students for careers in academia, museums, governments, and non-profit agencies. It pays special attention to digital platforms and tools and their uses for involving public audiences in historical analysis and interpretation.

AMH 5636 Colloquium in US Environmental History

AMH 5378 History of Technology

AMH 6346 Seminar in the History of American Automobility

AMH 6429 Seminar in Community and Local History

ENG 6808 Narrative Information Visualization

HIS 5067 Introduction to Public History

HIS 5083 Cultural Heritage Management

HIS 5088 Readings in Curation and Public History

HIS 5925 History in the Digital Age

HIS 6094 Seminar in Curation and New Media

HIS 6096 Seminar in Historic Preservation

HIS 6165 Digital Tools for Historians

HIS 6167 Spatial History

HIS 6942 Internship

PHI 6679 Digital Ethics

Rhetoric and Composition

ENC 6720 - Research Methods in Rhetoric and Composition (3 credit hours) is the recommended Methods course.

The Rhetoric and Composition Area of Specialization trains students to communicate effectively, persuasively, and ethically across a range of civic, professional, and educational contexts and pays special attention to digital platforms and tools and their uses for involving public audiences.

ENC 6428 Digital Literacies
ENG 6808 Narrative Information Visualization
ENG 6811 Cultural Contexts in Texts and Technology
ENC 5337 Rhetorical Theory
ENC 5705 Approaches to Teaching College Composition
ENC 5920 Colloquium in Rhetoric and Composition
ENC 6245 Teaching Professional Writing
ENC 6332 Gendered Rhetoric
ENC 6333 Contemporary Rhetoric and Composition Theory
ENC 6335 Rhetorical Traditions
~~**ENG 6616 Social Media Research**~~
ENG 6616 Social Media Research for Humanities
ENC 6338 The Rhetorics of Public Debate
ENC 6339 Rhetorical Movements
ENC 6712 Studies in Literacy and Writing
ENC 6740 Topics in Rhetoric and Composition
ENC 6945 Community Literacy Practicum
PHI 6679 Digital Ethics

Scientific and Technical Communication

ENG 6812 - Research Methods for Texts and Technology (3 credit hours) is the recommended Methods course.

The Scientific and Technical Communication Area of Specialization provides a foundation in rhetorical theory, communication theory, design theory, and other theories informing the discipline. Students develop practical projects in a variety of professional contexts such as scientific and medical communication and communicating for international audiences.

ENC 6425 Hypertext Theory and Design
ENG 6808 Narrative Information Visualization
ENC 6217 Technical Editing
ENC 6257 Visual Technical Communication
ENC 6297 Production and Publication Methods
LIN 5675 English Grammar and Usage

ENC 6338 The Rhetorics of Public Debate

ENC 6261 Technical Writing, Theory and Practice

ENC 6292 Project Management for Technical Writers.

ENC 6296 Interactive Design in Technical Communication

~~**ENG 6616 Social Media Research**~~

ENG 6616 Social Media Research for Humanities

ENC 6421 Digital Rhetorics

ENC 6247 Proposal Writing

LIT 6435 Rhetoric of Science

PHI 6679 Digital Ethics

Interdisciplinary Electives: 9 Credit Hours

Students select 9 credit hours of interdisciplinary electives from any Area of Specialization, or from other departments within the university, subject to approval by the instructor and the Texts and Technology Program Director. This requirement encourages students to find graduate-level coursework best suited to develop their research agendas and to prepare for their dissertations.

Dissertation: 18 Credit Hours

Candidacy Examination: 3 Credit Hours

ENC 7919 Doctoral Research 3 credit hours

Students are admitted to doctoral candidacy status upon completion of a written examination with three parts—one part based on a reading list reviewed biennially by the Texts and Technology faculty and the other two parts based on reading lists prepared by each student and approved by the examination committee. The candidacy examination for each student is written and evaluated by a committee of three UCF Texts and Technology graduate faculty members chosen by the student. Students must be registered for ENC 7919 during the semester in which they take their candidacy examination and they must find a Texts and Technology core faculty member to serve as the chair of their examination during the semester before enrolling in ENC 7919. Students cannot register for dissertation credit (ENC 7980) until the semester after they have successfully passed the candidacy examination. Students who fail the candidacy examination a second time cannot continue in the program.

Admission to Candidacy

The following are required in order to be admitted to candidacy and enroll in dissertation hours:

- **Successful completion of all coursework, except for dissertation hours.**
- **Successful completion of the candidacy examination.**
- **An approved dissertation advisory committee is on file, consisting of approved graduate faculty and graduate faculty scholars.**
- **A current, approved program of study is on file.**

Dissertation and Oral Defense: 15 Credit Hours

ENC 7980 Doctoral Dissertation (15 credit hours)

Students choose their dissertation adviser and committee from among the faculty in the Texts and Technology PhD program and must have one member from outside the College of Arts and Humanities. Students choose the adviser after they have completed approximately 27 credit hours toward the degree or after the first year-and-a-half of coursework. All dissertation committee members, including outside readers, must hold a PhD or another relevant degree or, if serving as a UCF Graduate Scholar, the external member must have documented evidence of exceptional relevant experience and/or scholarly or creative productivity.

Students must write a dissertation on their research that will explain and defend a significant original contribution to the field of Texts and Technology. It may be of a theoretical, historical or pragmatic nature, but must meet conventional academic standards. Students are required to submit and defend a written dissertation proposal (the prospectus) during the first year in dissertation. The dissertation committee administers the candidate's oral defense of the dissertation, with passing determined by acceptance by a majority of the committee. The dissertation adviser, the dissertation committee and the dean of the college or designee must approve the final dissertation. Format approval is required from the Thesis and Dissertation Office and final approval of degree requirement completion by the College of Graduate Studies (Millican Hall 230)

Students will submit at least one substantial scholarly article to a national and/or international peer-reviewed journal with the approval and assistance of the dissertation chair and the director of the doctoral program.

Application Requirements

For information on general UCF graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. Applicants must apply online. All requested materials must be submitted by the established deadline.

In addition to the general UCF graduate application requirements, applicants to this program must provide:

- **One transcript from each college/university attended, demonstrating a competitive GPA in the student's major field of study.**
- **Applicants must hold an earned master's degree from a regionally accredited or recognized foreign institution prior to entering the Texts and Technology program. Fields with a technological and/or textual theory component, such as digital humanities, public history, technical communication, digital media, cultural studies, philosophy, rhetoric, or linguistics, are especially applicable. The total Texts and Technology doctoral program is a combination of an earned master's degree and the Ph. D. core, Area of Specialization, and interdisciplinary elective coursework, and dissertation hours. *Earned Master's Degree (minimum 30 credit hours)+ 42 UCF Graduate Credit hours= 72 graduate credit hours.***
- **Official, competitive GRE score (the test must have been taken within the last five years).**
- **Three letters of recommendation. These should be from faculty members, university administrators, or employers. The letters should be current to the application and should address the relevant skills of the applicant, the aspirations of the candidate, and an assessment of the applicant's ability to perform graduate-level research. Letters that provide specific examples are more helpful than those that speak about the applicant's abilities in vague generalities.**
- **Statement of Purpose:**
  - **The statement should explain the motivation behind the pursuit of an interdisciplinary doctoral degree in Texts and Technology and discuss future career goals.**
  - **The statement should discuss all relevant professional background and any previous research experience.**
  - **The statement should address why the interdisciplinary composition of Texts and Technology is appropriately aligned with the applicant's future research goals.**
  - **The applicant must clearly describe the particular area(s) of research interest and identify any UCF faculty members who share a similar research focus and with whom the applicant would like to work.**

Applicants are encouraged to visit the Texts and Technology website for additional information

regarding the program and faculty (http://www.tandt.cah.ucf.edu).
The statement should be between 500 and 1, 200 words.

A substantial academic writing sample (between 10 and 25 double-spaced pages) and an optional digital portfolio illustrating the applicant's ability to engage in advanced academic work should be submitted as part of the application materials. Acceptable writing samples may include a chapter from a master's thesis, a conference paper, a term paper for a seminar, or other research projects that demonstrate the applicant's ability to pursue the type of research that could possibly lead to a completed dissertation. The optional digital portfolio may include examples of digital humanities or interactive media projects that are annotated appropriately to explain the applicant's contribution to the design and development process.
Résumé or CV.

Meeting minimum UCF admission criteria does not guarantee program admission. Final admission is competitive and is based on a comparative evaluation of each applicant's proficiencies, past performance, recommendations, as well as the match of this program and faculty expertise to the applicant's career/academic goals, and the applicant's potential for completing the degree.

Application Deadlines

Texts and Technology PhD	*Fall Priority	Fall	Spring	Summer
Domestic Applicants	Jan 15	Feb 1		
International Applicants	Jan 15	Feb 1		
*Applicants who plan to enroll full time in a degree program and who wish to be considered for university fellowships or assistantships should apply by the Fall Priority date.				

Fellowships

Fellowships are awarded based on academic merit to highly qualified students. They are paid to students through the Office of Student Financial Assistance, based on instructions provided by the College of Graduate Studies. Fellowships are given to support a student's graduate study and do not have a work obligation. For more information, see UCF Graduate Fellowships, which includes descriptions of university fellowships and what you should do

to be considered for a fellowship.

Financials

Graduate students may receive financial assistance through fellowships, assistantships, tuition support, or loans. For more information, see the College of Graduate Studies **Funding website**, which describes the types of financial assistance available at UCF and provides general guidance in planning your graduate finances. The **Financial Information** section of the Graduate Catalog is another key resource.

Contact Info

Graduate Program

TandT @ucf. edu

Telephone: (407) 823-2126

Trevor Colbourn Hall (TCH) 236

Anastasia Salter PhD

Director, Associate Professor

anastasia@ucf. edu

Trevor Colbourn Hall (TCH) 236B

Carla Gripp

carla. gripp@ucf. edu

Telephone: 407-823-2126

Trevor Colbourn Hall (TCH) 236C

Graduate Admissions

Jennifer Yuhas

gradadmissions@ucf. edu

Telephone: 407-823-2766

Millican Hall 230

Online Application

Graduate Admissions

Mailing Address

UCF College of Graduate Studies

Millican Hall 230

PO Box 160112

Orlando, FL 32816-0112

Institution Codes

GRE: 5233

GMAT: RZT-HT-58

TOEFL: 5233

ETS PPI: 5233

Graduate Fellowships

Grad Fellowships

Telephone: 407-823-0127

gradfellowship@ucf. edu

https://graduate.ucf.edu/funding/

Graduate Financial Aid

UCF Student Financial Assistance

Millican Hall 120

Telephone: 407-823-2827

Appointment Line: 407-823-5285

Fax: 407-823-5241

finaid@ucf. edu

http://finaid.ucf.edu

Impact on Current Students

Impact on Current Students

Will students be moved from an existing program, track, or certificate into this revised program, track, or certificate?*

Activity Log

Melissa Stanfill

+ No

○ Yes ◉ No

If yes, state the name of the program or track where students are currently enrolled and attach a list of students if possible:

Will students have the option to stay in their existing program, track, or certificate?*

Activity Log

Melissa Stanfill

+ Yes

◉ Yes ○ No

If yes, how will current students be impacted by this change?

Future Students

Provide a statement of who is likely to enroll and why. Please state if there is licensure or certification that depends upon this education, etc.

Year 1

Headcount:

SCHs:

Year 2

Headcount:

SCHs:

Year 3

Headcount:

SCHs:

Indicate likely career or student outcomes upon completion:	

Please complete the following section on financial support:

(Specify all forms of support – assistantships, fellowships, and tuition remission.)

Year 1

Number of assistantship students:	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 2

Number of assistantship students	**Source of funds:**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Year 3

Number of assistantship students	**Source of Funds**
Number of fellowship students (specify fellowship):	
Number of tuition remissions:	**Source of funds:**

Attachments

Please attach the required files by navigating to the Proposal Toolbox and clicking in the top right corner of the form.

Faculty List*

Activity Log

Melissa Stanfill

+ Attached

(•) Attached ( ) Not Applicable

Support from involved units that no duplication exists*

Activity Log

Trisha Farmer

+ Attached

− ~~Not Applicable~~

Melissa Stanfill

+ Not Applicable

(•) Attached ( ) Not Applicable

BOG CIP Change Form

Activity Log

Trisha Farmer

+ Not Applicable

( ) Attached (•) Not Applicable

Administration Use Only

Catalog Ownership:

Activity Log

Melissa Stanfill

Dean's Office

Dean's Office

Program OID 9031

Program Type

Activity Log

Melissa Stanfill

Doctoral

Doctoral

Degree Type

Activity Log

Melissa Stanfill

Doctor of Philosophy