Cover Sheet: Request 14437

Change to AEC-Communication and Leadership Development Capstone Course Requirement

Info

Process	Specialization|New/Modify/Close|Ugrad
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Lisa Lundy lisalundy@ufl.edu
Created	11/8/2019 3:15:47 PM
Updated	1/23/2020 12:08:37 PM
Description of request	Proposed changes to CLD Curriculum: 1. Drop AEC 4052 (Communication Campaign Strategies in Agricultural and Life Sciences) as a requirement from our curriculum. 2. Add AEC 4930 (Communication and Leadership Capstone Experience) as a requirement to our curriculum. 3. Change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		11/8/2019
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by CALS CC.	1/13/2020
Syllabus_AEC4930_1Credit.docx AEC-CLD 8-Semester Plan Track Changes December 2019.docx					1/7/2020 1/13/2020
Associate Provost for Undergraduate Affairs	Approved	PV - APUG Review	Casey Griffith		1/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/23/2020
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Specialization|Modify for request 14437

Info

Request: Change to AEC-Communication and Leadership Development Capstone Course Requirement
Description of request: Proposed changes to CLD Curriculum:
1.   Drop AEC 4052 (Communication Campaign Strategies in Agricultural and Life Sciences) as a requirement from our curriculum.
2.   Add AEC 4930 (Communication and Leadership Capstone Experience) as a requirement to our curriculum.
3.   Change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

Submitter: Lisa Lundy lisalundy@ufl.edu
Created: 11/8/2019 3:03:40 PM
Form version: 1

Responses
Specialization Name Communication and Leadership Development
Specialization Code CLD
Effective Term Earliest Available
Effective Year Earliest Available
Is this an Undergraduate Innovation Academy Program Yes
Current Curriculum for Specialization AEC 3065 / Issues in Agricultural and Life Sciences (ALS)

AEC 3070C / Digital Media Production in ALS

AEC 3073 / Intercultural Communication

AEC 3413 / Working with People: Interpersonal Leadership

AEC 3414 / Leadership Development

AEC 4031 / The Communication Process in ALS

AEC 4035 / Communication Practices for ALS

AEC 4943 or 4948 / Internship or Approved Elective

AEC 4434 / Comm and Leadership in Groups and Teams

AEC 4052 / Communication Campaign Strategies in ALS

Choose three classes from the following:
AEC 3209 / Instructional and Event Planning in ALS
AEC 4036 / Advanced Ag Comm Production
AEC 4417 / Leadership for Personal & Organizational Change
AEC 4465 / Global Leadership
FYC 4408 / Organizational Leadership for Nonprofits
PUR 3000 / Principles of Public Relations
AEC 3071 / Social Media Strategy & Leadership for ALS

Two ANR Electives

Concentration - 12 hours in approved area of concentration
Proposed Changes Drop AEC 4052 / Communication Campaign Strategies in ALS as a requirement for the program

Replace with AEC 4930 / Communication and Leadership Capstone Experience

A separate proposal will be submitted to convert AEC 4930 / Communication and Leadership Capstone Experience from a 3-credit class to a 1-credit class. This change will allow students more flexibility in their curriculum to take another two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits.

The capstone will also provide students with professional preparation for the opportunities they'll pursue after graduation.

UF Online currciculum change No

Pedagogical Rationale/Justification CLD students are a diverse group. They have a lot of different career/grad school interests. They matriculate through the program through a variety of paths (Gainesville, Plant City, freshmen, transfers, PACE, Innovation Academy, change of majors, etc.). This change will allow students more flexibility in their curriculum to take another two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits.

Impact on Other Programs Students will take an additional two credits of electives, research hours, honors theses, independent studies, internships, study abroad or teaching assistant credits. They will work with our academic advisor to determine the best use of these two credits for their program.

Assessment Data Review Program data demonstrates that CLD students are a diverse group. They have a lot of different career/grad school interests. They matriculate through the program through a variety of paths (Gainesville, Plant City, freshmen, transfers, PACE, Innovation Academy, change of majors, etc.). There is a greater need for flexibility in their capstone experience to reflect their individual goals. In short, Communication Campaign Strategies was not an appropriate capstone experience for a majority of our students.

Academic Learning Compact and Academic Assessment Plan Because our SLOs for CLD are tied to AEC 4052 for a direct measure, we will change student learning outcome assessment direct measure for CLD program from 4052 to 4930, focusing on the portfolio assessment (with evaluation by a committee of faculty and AEC alumni).

Catalog Copy Yes

Agricultural Education and Communication

The agricultural education and communication major prepares students for careers in teaching, communication organizations, community and government agencies, and the Cooperative Extension Service.

College: Agricultural and Life Sciences
Degree: Bachelor of Science
Credits for Degree: 120
Specializations:

Agricultural Education ; Communication and Leadership Development
Academic Learning Compact
Additional Information

Related Agricultural Education and Communication Programs
To graduate with this major, students must complete all university, college, and major requirements.

Overview

Two specializations are offered: agricultural education, and communication and leadership development. Each requires core technical agriculture courses and preprofessional education. Department advisors help students in selecting appropriate electives.

Agricultural Education

Critical Tracking   Model Semester Plan

The agricultural education specialization provides the basic courses for agricultural teacher certification in Florida. Students must have a minimum 2.5 GPA to enter the teacher education specialization and, during their first semester, attain a passing score on the general knowledge portion of the FTCE. An internship is required for this specialization. In addition, graduates must apply to the Florida Department of Education for certification.

This specialization is also offered at the Gulf Coast Research and Education Center in Plant City, Fla.

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Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida   Common Course Prerequisites   may be used for transfer students.

Semester 1

Complete 2 of 4 critical-tracking courses, excluding labs: AEC 3030C (or equivalent), BSC 2005, BSC 2005L (or any GE-B or P laboratory), EDF 3110 (or equivalent) and MAC 1140 (or equivalent)

2.5 GPA required for all critical-tracking courses

2.5 UF GPA required

Semester 2

Complete 1 additional critical-tracking course, excluding labs

2.5 GPA required for all critical-tracking courses

2.5 UF GPA required

Semester 3

Complete 1 additional critical-tracking course, excluding labs

2.5 GPA required for all critical-tracking courses

2.5 UF GPA required

Semester 4

Complete all critical-tracking courses, including labs

2.5 GPA required for all critical-tracking courses

2.5 UF GPA required

Model Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

AEB 2014 Economic Issues, Food and You , *3 credits or*	3-4
⌐ECO 2013 Principles of Macroeconomics , *3 credits or*	
⌐ECO 2023 Principles of Microeconomics , *3 credits or*	
⌐AEB 3103 Principles of Food and Resource Economics , *4 credits* (GE-S)	
BSC 2005 Biological Sciences	**3**
⌐ *State Core GE-B/P*	
BSC 2005L Laboratory in Biological Sciences *(GE-B) or*	**1**
⌐**Any GE-B or GE-P laboratory**	
EDF 3110 Human Growth and Development *or*	**3**
⌐**EDF 3122 The Young Child** *or*	
⌐**EDF 3132 The Young Adolescent** *or*	
⌐**EDF 3135 The Adolescent** *(GE-S) or*	
⌐**EDF 3210 Educational Psychology** *(GE-S)*	
Composition	3
⌐ *State Core GE-C*	
Elective	2
Total	15-16

IUF 1000 What is the Good Life	3
⌐*GE-H*	
MAC 1140 Precalculus: Algebra	**3**
⌐ *State Core GE-M*	
Elective	3
Humanities	3
⌐ *State Core GE-H*	
Science elective	3
⌐*GE-B or P*	
Total	15

AEC 3030C Effective Oral Communication   3

EDF 2085 Introduction to Diversity for Educators	3
RED 3312 Content Area Literacy	3
Composition	3

⇡ *GE-C*

Mathematics	3

⇡*STA 2023 Introduction to Statistics recommended; GE-M*

	Total	15

AEC 3033C Research and Business Writing in Agricultural and Life Sciences	3

⇡*WR*

Elective	3
Humanities	3

⇡*GE-H*

Physical Science	3

⇡*GE-P*

Social and Behavioral Sciences	3

⇡ *State Core GE-S*

	Total	15

AEB 3133 Principles of Agribusiness Management	3
AEC 4323 Development and Philosophy of Agricultural Education	3
AEC 4504 Curriculum and Program Planning for Agricultural Education	3
ANS 3006 Introduction to Animal Science *, 3 credits, and*	4

⇡*ANS 3006L Introduction to Animal Science Laboratory , 1 credit*

TSL 4324 ESOL Strategies for Content Area Teachers		3
	Total	16

AEC 4228 Laboratory Practices in Teaching Agricultural Education	3
ENY 3005 Principles of Entomology, *2 credits, and* ENY 3005L Principles of Entomology Laboratory, *1 credit or*	3

⇡*IPM 3022 Fundamentals of Pest Management or*

⇡*ENY 3030C Insect Field Biology or*

⇡*ENY 3007C Life Science or*

⇡*ENY 4161 Insect Classification*

SWS 3022 Introduction to Soils in the Environment, *3 credits, and*	4

⇡*SWS 3022L Introduction to Soils in the Environment Laboratory, 1 credit*

Agricultural or life sciences elective	3
Horticulture or plant science elective	3

                               Total   16

AEC 4200 Teaching Methods in Agricultural Education	3
AEC 4202 Curriculum Development and Assessment Techniques in Emerging Agricultural Technologies	3
AOM 3220 Agricultural Construction and Maintenance	3
Agricultural or life sciences electives	7
Total	16

AEC 4224 Special Methods in Teaching Agricultural Education	3
AEC 4942 Agricultural Education Internship	9
Total	12

Total agricultural or life sciences courses required: 30 credits in at least four areas.

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Communication and Leadership Development

Critical Tracking   Model Semester Plan

Communication and leadership development prepares students for entry into agribusiness and communication positions related to human resource development, strategic communication, governmental relations, media relations, corporate training and development, and non-formal education. To build the capacity of students within the CLD undergraduate specialization to serve as catalysts in society, they will take a sequence of courses in both communication and leadership to build upon individual skill sets and specific interests of the student. All students within this specialization will further enhance their knowledge and skills in communication and leadership within the context of agricultural and life sciences through courses that will provide them foundations in all forms of communication (digital, speaking, and writing) and leadership (interpersonal, groups and teams, organizations and global) in addition to specific areas such as social media, change, public issues and campaign strategies.

To graduate, students must earn minimum grades of C in AEC 3073 Intercultural Communication, AEC 3070C Digital Media Production in Agricultural and Life Sciences, AEC 3414 Leadership Development, AEC 4031 The Communication Process in Agricultural and Life Sciences,

  AEC 4930 Communication and Leadership Capstone Experience
 and AEC 4434 Communication and Leadership in Groups and Teams.

This specialization is also offered at the Gulf Coast Research and Education Center in Plant City, Fla.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida   Common Course Prerequisites   may be used for transfer students

Semester 1

 Complete 1 of 5 critical-tracking courses, excluding labs: AEC 3030C (or equivalent), AEC 3033C (or equivalent), BSC 2005, BSC 2005L (or any GE-B or P laboratory), MAC 1140 (or equivalent), PSY 2012

 2.5 GPA required for all critical-tracking courses

 2.0 UF GPA required

Semester 2

 Complete 2 additional critical-tracking courses, excluding labs

 2.5 GPA required for all critical-tracking courses

 2.0 UF GPA required

Semester 3

 Complete 1 additional critical-tracking course, excluding labs

 2.5 GPA required for all critical-tracking courses

 2.0 UF GPA required

Semester 4

Complete all critical-tracking courses, including labs

2.5 GPA required for all critical-tracking courses

2.0 UF GPA required

Model Semester Plan

....

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

AEB 2014 Economic Issues, Food and You *, 3 credits or*	3-4
⌐ECO 2013 Principles of Macroeconomics *, 4 credits or*	
⌐ECO 2023 Principles of Microeconomics *, 4 credits or*	
⌐AEB 3103 Principles of Food and Resource Economics *, 4 credits (GE-S)*	
BSC 2005 Biological Sciences	**3**
⌐ *State Core GE-B/P*	
BSC 2005L Laboratory in Biological Sciences *(GE-B) or*	**1**
⌐**Any GE-B or GE-P laboratory**	
Composition	3
⌐ *State Core GE-C* *; WR*	
Elective	2
Humanities	3
⌐ *State Core GE-H*	
Total	15-16

AEC 3030C Effective Oral Communication	**3**
IUF 1000 What is the Good Life	3
⌐*GE-H*	
MAC 1140 Precalculus: Algebra	**3**
⌐ *State Core GE-M*	
Elective	3
Science elective	3
⌐*GE-B or P*	
Total	15

PSY 2012 General Psychology	**3**
⌐ *State Core GE-S*	
Composition	3
⌐ *GE-C*	
American history or political science elective	3

American history or political science elective 3

Elective with international or diversity focus   3

Mathematics   3

⌐STA 2023 Introduction to Statistics recommended; GE-M

	Total	15

AEC 3033C Research and Business Writing in Agricultural and Life Sciences   3

⌐WR

AEC 3065 Issues in Agricultural and Life Sciences	3
Electives	6
Physical Science	3

⌐GE-P

	Total	15

AEC 3070C Digital Media Production in Agricultural and Life Sciences	3
AEC 3073 Intercultural Communication	3

⌐GE-S, D or N

AEC 3413 Working with People: Interpersonal Leadership Skills	3
AEC 3414 Leadership Development	3
AEC 4031 The Communication Process in Agricultural and Life Sciences	3

	Total	15

AEB 3133 Principles of Agribusiness Management	3
AEC 4035 Communication Practices for Agricultural and Life Sciences	3

⌐WR

Choose two courses   6

⌐AEC 3071 Social Media Strategy and Leadership for Agricultural and Life Science *or*
AEC 3209 Instructional and Event Planning in Agricultural and Life Sciences *or*

⌐AEC 3313 The Development and Role of Extension *or*
AEC 4036 Advanced Agricultural Communication Production *or*

⌐AEC 4417 Leadership for Personal and Organizational Change *or*

⌐AEC 4465 Global Leadership *or*

⌐FYC 4408 Organizational Leadership for Nonprofits *or*

⌐PUR 3000 Principles of Public Relations

Approved elective in area of concentration	3
Total	**15**

AEC 4943 Leadership Development Internship *or*	3
⌐AEC 4948 Agricultural Communication Internship *or*	
⌐Approved elective	
Total	**3**

	3
AEC 3322 Moral Leadership *or*	
⌐Similar ethics course *(see advisor)*	
AEC 4434 Communication and Leadership in Groups and Teams	3
Agriculture/natural resource elective	3
⌐*See advisor*	
Approved electives in area of concentration	6
Total	**15**

AEC 4930 Communication and Leadership Capstone Experience	1
Choose one course	3
⌐AEC 3071 Social Media Strategy and Leadership for Agricultural and Life Science *or*	
AEC 3209 Instructional and Event Planning in Agricultural and Life Sciences *or*	
⌐AEC 3313 The Development and Role of Extension *or*	
AEC 4036 Advanced Agricultural Communication Production *or*	
⌐AEC 4417 Leadership for Personal and Organizational Change *or*	
⌐AEC 4465 Global Leadership *or*	
⌐FYC 4408 Organizational Leadership for Nonprofits *or*	
⌐PUR 3000 Principles of Public Relations	
Agriculture/natural resource elective	3
⌐*See advisor*	
Approved elective in area of concentration	5
Total	**12**

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AEC 4930

Communication and Leadership Capstone Experience

This class will be delivered entirely online.

Instructor details here

Office Hours
By appointment, in person and via Zoom. Please feel free to reach out at any time and we can set up a time to talk.

Course Description:
This class integrates concepts and skills that communication and leadership development students have learned in their prior courses with a focus on preparation for future careers and professional experiences. Emphasis is placed on critical thinking, application of theory, awareness of agricultural and natural resource issues, understanding people, and ethics.

Course Objectives:
- Integrate concepts of teamwork, conflict resolution, leadership, and project management.
- Think critically about issues facing the agricultural industry.
- Utilize creative and critical thinking skills to develop a professional portfolio of work including statements of philosophy grounded assessment inventories of who you are as a person/professional.

Why should you be excited about this course?

You are all about to embark on exciting personal and professional adventures. Some of you will start your own businesses. Some of you will be government or organizational leaders. Some of you will lead families seeking to be healthy and appreciate natural resources. Some of you will represent nonprofits, commodities or companies facing great challenges. As you go, I want you to be confident in your ability to communicate and lead with excellence. This class is a place for you to refine your communication and leadership skills. Hopefully your experience in this class will serve you well as you head out to change the world for the better.

Required Materials

Acuff, Jon. (2015). *Do Over: Make Today the First Day of Your New Career.* Penguin Group.

https://www.amazon.com/Do-Over-Today-First-Career-ebook/dp/B00LFYXE5I/ref=sr_1_3?keywords=do+over&qid=1564609880&s=gateway&sr=8-3

Other readings and materials will be posted via Canvas

Evaluation of grades

Assignment	Percent of Grade
Portfolio	50
Weekly Work (15)	50

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

Grading Scale:

A = 93 – 100%	B- = 80 – 82.99%	D+ = 66 – 69.99%
A- = 90 – 92.99%	C+ = 76 – 79.99%	D = 63 – 65.99%
B+ = 86 – 89.99%	C = 73 – 75.99%	D- = 60 – 62.99%
B = 83 – 85.99%	C- = 70 – 72.99%	E = below 60%

Note: For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ASSIGNMENTS:

Portfolio
Each student will submit an online portfolio. You should continue to build this online portfolio throughout your AEC-CLD classes so that you can share it with potential employers. Portfolios will include your resume, two written work samples, two video/photography/design work samples, and two work samples from leadership classes. These can be class projects, reflections, infographics describing your leadership styles. Be creative in how you display what you've learned about leadership. You can include more work samples, but these are the required elements. Portfolios will be evaluated on professional/creative design, navigability, writing and the quality of the work included. You can build your portfolio using Weebly, Wordpress, Squarespace, or Wix. I'm happy for you to use whichever one of these platforms you are most comfortable using. Most of these offer free templates and are easy to use.
IMPORTANT NOTE: If you already did a portfolio for another class, please add to this. You do not need to start over. Our goal for you is to build your portfolio throughout our program.

Weekly Work
Students will be asked at various times throughout the semester to engage in discussion with classmates about readings and other course materials. These opportunities are intended to help you learn from each other. You will have assignments each week that correspond to what we're covering that week. Instructions will be given for each assignment in Canvas. All assignments will be graded for content and writing quality. Weekly work assignments will take different forms throughout the semester. Some will be written. Some will be videos. Some will involve visual presentations, using the technology you've learned about in other classes.

POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies
If you have a question about a grade you receive on any of the course components, you must contact me within one week of getting the assignment back. After that, grades will not be discussed or modified.

Accommodations
If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you. Please note, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Professionalism
The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance (even online) and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem, and the soundness of your recommendations.

Writing
To be successful in today's world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.

AEC Expectations for Writing:
In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.
- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required. This means...
  - Not using "tweet-talk" in your assignments.
  - Making sure that your sentences have a subject, verb, and (when needed) an object.
  - Not having sentence fragments.
  - And anything else that would pertain to "proper sentence structure."
- No use of first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

AEC Expectations for Design:
In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following design standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these design standards will result in substantially lower grades on design-related assignments.
- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the *actual* graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
  - Microsoft PowerPoint
  - Microsoft Word
  - Adobe Photoshop (photographs)
  - Adobe InDesign (print layout)

Deadlines
Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

Online Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

UF students are bound by The Honor Pledge:
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either

required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

In particular, THERE IS ZERO TOLERANCE IN THIS CLASS FOR:
- Giving, accepting or taking unauthorized aid;
- Plagiarizing websites, others' or your own or
- Doubling up on assignments.

ASSIGNMENTS ARE REGULARLY SCANNED FOR PLAGIARISM. ANY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS.

Grades and Grade Points

For information on current UF policies for assigning grade points, see

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida*

community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well- being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* **www.counseling.ufl.edu**

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching

- U Matter We Care, **www.umatter.ufl.edu/**
- *Career Connections Center,* First Floor JWRU, 392-1601, https://career.ufl.edu/. Student Complaints:
    - Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.
    - Online Course: http://www.distance.ufl.edu/student-complaint-process

Final Thought
I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please reach out to me at any time to discuss any concerns or challenges.

WRITING ESSENTIALS

Writing skills are essential and writing is a skill to be developed in all CLD courses. I will evaluate student writing with consideration for these fundamental writing concepts.

WORD CHOICE	The following words are often confused or misused in writing. Make sure you understand the difference: • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery	
ACTIVE/ PASSIVE VOICE	English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.	**Active:** The executive committee <u>approved</u> the new policy. **Passive:** The new policy <u>was approved</u> by the executive committee.
ANTECEDENT/ PRONOUN AGREEMENT	A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it *must* be clear what the antecedent is in either case. A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:	**Incorrect:** If a student loses their books, they should go to lost and found. **Correct:** If students lose their books, they should go to lost and found. **Incorrect:** Jerry called Steve 12 times while he

		was in Reno. ***Rationale:*** The pronoun "he" could refer either to "Jerry" or to "Steve."
	Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).	**Incorrect:** McDonald's cancelled all of their advertising, and they later regretted doing so. **Correct:** McDonald's cancelled all of its advertising, and it later regretted doing so.
PARALLEL CONSTRUCTION	An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term. Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction. When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.	**Incorrect:** The French, the Italians, Spanish and Portuguese **Correct:** The French, the Italians, the Spanish and the Portuguese **Incorrect:** It was both a long ceremony and very tedious. **Correct:** The ceremony was both long and tedious. **Incorrect:** My income is smaller than my wife. **Correct:** My income is smaller than my wife's.
ATTRIBUTION/ CITING	Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable. In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.	
PUNCTUATION OF QUOTES	Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement	"I like to go swimming," she said, "but I am afraid of

	ends in a quoted <u>question</u>, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	getting sunburned." May asked her daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off ~~of~~ the desk. Where did they go ~~to~~? Where is your college ~~at~~?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - http://grammar.ccc.commnet.edu/grammar/

The Online Writing Lab (OWL) at Purdue University - http://owl.english.purdue.edu/owl/

Latest edition of Strunk, W., White, E. & Angell, R. The Elements of Style, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law

AEE 4930 – CLD CAPSTONE – Fall 2019

	Topic:	Weekly Assignments and Key Dates:
Week of August 20	Introduction to course	
Relationships		
Week of August 27	Building a professional network	LinkedIn Profile Assignment
Week of September 2	Conflict management	Conflict Resolution Assignment
Week of September 9	Intercultural competence	**Portfolio Draft 1 Due**
Skills		
Week of September 16	Knowledge/Awareness of ANR Issues	Issue Analysis Assignment
Week of September 23	Research	Issue Guide Assignment
Week of September 30	Writing	News Release Assignment
Week of October 7	Visual Communication	Visual Communication Assignment
Week of October 14	Leadership	Communication for Leaders Assignment
Character		
Week of October 21	Critical Thinking	Critical Thinking Case Study from Global Education Lab
Week of October 28	Ethics	Personal Ethics Assignment
Week of November 4	Adaptability to Change	Leading Change Assignment
Hustle		
Week of November 11	Project Management	Gantt Chart Assignment
Week of November 18	Time Management	Time Management Assignment
Week of November 25	Good to Great	**Portfolio Draft 2 Due**
Course Wrap-up		
Week of December 2	Course Wrap-up	