

# Course Number: Course Name

**CREOL, The College of Optics and Photonics**

# Credit Hours: XX

# Term: Semester and Year

# Syllabus

|  |  |
| --- | --- |
| **Time:** | Day, Time, and Semester Start-End Dates |
| **Location:** |  |
| **Prerequisites:** | Please refer to the UCF Catalog (<https://catalog.ucf.edu>)  |
| **Course Description:** | Please refer to the UCF Catalog (<https://catalog.ucf.edu>) |
| **Instructor:** |  |
| **Email/Contact Info:** |  |
| **Office Hours and Location:** |  |
| **Course Modality:** | P, W, M, RA, V, V1, RV |
| **GTAs:** | Names of assistantsEmails or webcourse@UCF messaging info. |
| **Class Website/****Webcourse** |  |

**Course Materials:**

Required and recommended texts and instructional materials should be reported to the bookstore 45 days in advance of the start of the semester in order to comply with Florida state law. This includes textbooks, etextbooks, coursepacks, clickers, and any other student-paid materials.

List all required or optional materials, including any required library or open-source materials that the student would have to obtain on their own. Provide the bookstore with your order for student-paid instructional materials, such as classroom response systems or online tools, via [the Adoptions Insight Portal](https://sso.bncollege.com/bes-sp/bessso/saml/ucfedu/aip/logon) or tm327@bncollege.com. Include the necessary information for students to obtain required and recommended instructional materials, whether purchased through the bookstore or accessible on campus or online.

If you’re using materials that will be hosted through Webcourses@UCF (e.g., YouTube videos, journal articles, [streaming video from the library](http://guides.ucf.edu/streaming)), you do not have to include them in your required materials. However, if you are teaching fully online, you could have students at a distance who may have difficulty accessing certain online materials. You may want to make note of these online materials in this section.

**Course Grading and Requirements for Success:**

Specify details on how work will be graded, with percentages of each category in the table below.

**Homework**:

**Exams**:

**Quizzes**:

**Participation**:

**Final Exam:** (Location, Date, Time – see [UCF Exam Schedule](https://exams.sdes.ucf.edu/))

**Make Up Policy:** If an emergency arises and a student cannot submit assigned work on or before the scheduled due date or cannot take an exam on the scheduled date, the student **must** give notification to the instructor **no less than 24 hours before** the scheduled date and **no more than 48 hours after the** scheduled date. Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty. 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.”

**Attendance Policy:** If attendance or participation is a required component of your course outline them here. Course policies on attendance may include the following:

* Distinctions between excused and unexcused absences
	+ Definition of an excused absence
	+ Examples of excused and unexcused absences
	+ Examples of documentation supporting the unexcused absence
* Policy to request an absence be excused
* Timeline to request an excuse
* Definition of participation
	+ Examples of how students can participate (e.g., discussion contributions, clicker responses, etc.)

|  |  |  |
| --- | --- | --- |
| **Criteria** |  | **Grade Weighting** |
| Homework |  | XX% |
| Quizzes |  | XX% |
| Participation |  | XX% |
| Midterm Exam |  | XX% |
| Oral Exam |  | XX% |
| Final Exam |  | XX% |
|  | Total | 100% |

**Assignment Submission:**

In this section, you should indicate the method(s) for students to submit assignments. You may want to include:

* Instructions for Webcourses@UCF submission
* Directions for submitting in-class assignments
* Guidelines for assignment formatting

**Financial Aid and Attendance:** As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than **August \_\_\_\_**. Failure to do so will result in a delay in the disbursement of your financial aid.

|  |  |
| --- | --- |
| **Grading Scale (%)** | **Rubric Description** |
| 100 | ≥ | A | ˃ | 90 | Excellent, has a strong understanding of all concepts and is able to apply the concepts in all and novel situations. Has full mastery of the content of the course. |
|  | ˃ | B | ≥ |  | Good, has a strong understanding of most or all of the concepts and is able to apply them to stated and defined situations. |
|  | ˃ | C | ≥ |  | Average, has a basic understanding of the major concepts of the course and is able to apply to basic situations. |
|  | ˃ | D | ≥ |  | Below average, has a basic understanding of only the simple concepts and is able to apply to only a limited number of the most basic situtations. |
|  | ˃ | F | ≥ | 0 | Demonstrates no understanding of the course content. |

**Grade Objections:**

All objections to grades should be made **in writing within one week** of the work in question.

Objections made after this period has elapsed will **not** be considered – NO EXCEPTIONS.

**Deadlines, Holidays, and Significant Semester Events:**

|  |  |
| --- | --- |
| First Day of Class |  |
| Last Day to Drop Classes: |  |
| Last Day to Add Classes: |  |
|  |  |
|  |  |
| Final Exam: |  |

Please refer to the [UCF Academic Calendar](https://calendar.ucf.edu/) and the [UCF Exam Schedule](https://exams.sdes.ucf.edu/) for more information such as Exam Dates, Add/Drop, Withdrawal, and Grade Forgiveness Deadlines.

Important dates include university holidays or closures, drop/withdrawal deadlines, exam dates, assignment deadlines, or other dates in the [UCF Academic Calendar](http://calendar.ucf.edu/) that pertain to your course.

## Student Learning Outcomes and Measures

**(Delete the ones below that do not apply to your courses:)**

| **Outcome** | **Measure** | **Course** |
| --- | --- | --- |
| 1 Graduates have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | 1.1 A passing student must be able to formulate and solve a complex or multistep problem based on relevant parameters. | OSE3052Foundations of Photonics |
| 1 Graduates have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | 1.2 A passing student must be able to identify a photonics engineering problem out of a complex, context-rich statement or scenario. | OSE3052Foundations of Photonics |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE3052LFoundations of Photonics Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.2 A passing student must be able to develop and conduct appropriate experimentation to characterize the properties of an optical or photonic component or system. | OSE3052LFoundations of Photonics Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE3200LGeometric Optics Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.2 A passing student must be able to develop and conduct appropriate experimentation to characterize the properties of an optical or photonic component or system. | OSE3200LGeometric Optics Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE4410LOptoelectronics Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE4470LFiber Optic Communications Lab |
| 1 Graduates have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | 1.1 A passing student must be able to formulate and solve a complex or multistep problem based on relevant parameters. | OSE4520Laser Engineering |
| 1 Graduates have an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | 1.2 A passing student must be able to identify a photonics engineering problem out of a complex, context-rich statement or scenario. | OSE4520Laser Engineering |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE4520LLaser Engineering Lab |
| 6 Graduates have an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 6.1 A passing student must be able to conduct directed experimentation, collect data, analyze and interpret results. | OSE4830LImaging and Display Lab |
| 3 Graduates have an ability to communicate effectively with a range of audiences. | 3.1 A passing student must be able to demonstrate effective written communication for specified audiences using technical written communication modes, such as reports, publication, patents, or proposals. | OSE4930Frontiers of Optics & Photonics |
| 3 Graduates have an ability to communicate effectively with a range of audiences. | 3.2 A passing student must be able to demonstrate effective oral communication techniques for specified audiences, using conference presentations, posters, seminars, “elevator speeches”, or presentations without visual aids. | OSE4930Frontiers of Optics & Photonics |
| 4 Graduates have an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. | 4.1 A passing student must be able to demonstrate knowledge of the ethical issues regarding publications and the peer review process, work credit sharing allocations, data management and reporting, citations and plagiarism. | OSE4930Frontiers of Optics & Photonics |
| 4 Graduates have an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. | 4.2 A passing student must be able to recognize ethical and professional conduct by being well informed about global, economic, environmental and societal issues as an engineering solution is realized. | OSE4930Frontiers of Optics & Photonics |
| 7 Graduates have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies. | 7.2 A passing student must be able to demonstrate the ability to self-learn content beyond that taught in classroom instruction. | OSE4930Frontiers of Optics & Photonics |
| 2 Graduates have an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. | 2.1 A passing student must be able to design and produce a system that is safe and, where applicable, incorporates components to protect users from identified hazards and correctly identify those hazards. | OSE4952Senior Design II |
| 2 Graduates have an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. | 2.2 A passing student must be able to identify how their designed project incorporates the following factors, as may be appropriate to their specific design: global, cultural and social, and environmental. | OSE4952Senior Design II |
| 2 Graduates have an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. | 2.3 A passing student must be able to provide a budget and budget narrative. | OSE4952Senior Design II |
| 5 Graduates have an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. | 5.1 Passing students must be able to demonstrate that they worked effectively on a team. This includes the ability to collaborate, plan tasks and establish and meet specifications. | OSE4952Senior Design II |
| 5 Graduates have an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. | 5.2 A passing student must be able to work effectively on a team that includes the ability to collaborate, plan tasks, and establish and meet specifications as measured by an instructor evaluation. | OSE4952Senior Design II |
| 7 Graduates have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies. | 7.1 A passing student must be able to demonstrate the ability to conduct background research to develop approaches for their senior design project. | OSE4952Senior Design II |

## Assessment and Grading Procedures

This section should include how the student will be evaluated on their achievement of the student learning outcomes. This section should also include classroom policies that may affect the students’ ability to complete the course (attendance/participation policy, make-up policy and procedures, etc.).

**Extra Credit**

If you plan on assigning extra credit, you can describe it in this section. If you do not provide extra credit, you may want to indicate this.

**Grade Dissemination**

To comply with the [Family Educational Rights and Privacy Act (FERPA)](http://registrar.ucf.edu/ferpa), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. This section can indicate how you will return graded assignments to the individual student. To ensure students have prompt feedback, and knowledge of their progress, faculty members must record all grades in Webcourses@UCF and follow student data classification and security standards.

**Policy Statements**

**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 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.

**Unauthorized Use of Websites and Internet Resources**

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct.

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 could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

**Unauthorized Distribution of Class Notes**

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without the my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade.

Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

**In-Class Recording**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject.

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited.

Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule.

**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**

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.

**Campus Safety Statement**

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

* In case of an emergency, dial 911 for assistance.
* Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
* 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>.

## Detailed Course Outline

Instructors should also provide more detailed information on the course content, including the scope and purpose of the course. This will provide students with a better sense of what will happen during the semester. Clarity and transparency about the details of the course will allow students to prepare themselves for the experience they will have in the course.

A customized course description can function as a mission statement or a vision statement for the course. Ideally it will include an overview of what students will do, accomplish or learn in the course. It may also address some of the following elements:

* Theoretical framework/s for the class
* Connections between the course and programmatic expectations
* Connections between assignments and learning outcomes
* A description of the scope of course content
* An overview of the course plan
* Brief descriptions of features such as service learning, collaborative work, laboratory requirements, etc.
* Information about the course format (discussion-based, active learning, flipped, etc.)

**Weekly Schedule**

Include major assignment and exam dates and provide students with a separate semester schedule that details each week’s readings and activities. In order to promote student success, give at least one major course grade prior to the course withdrawal deadline.

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| --- |
| **COURSE, TERM, INSTRUCTOR** **Daily Schedule (subject to change)** |
| Week | Date | Concepts Presented: | Textbook chapter |
| 1 |  |  |  |
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| 2 |  |  |  |
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| 15 |  |  |  |
|  |  | FINAL EXAM |  |