



Treatment Plan

EME6613-19Spring oW61

Prepared for Mr. Wills Brown and the UCF SGA

Group 5

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Unit Descriptors

The Treatment Plan developed by the design group reviews course objectives derived from the subordinate skills analysis completed in the Analysis Report. Any changes to the subordinate skills analysis are reviewed in **Appendix D**. This plan contains one terminal objective with eight subordinate objectives that align with the subordinate skills analysis.

Course Title: Senate Onboarding Course

Module Number and Title: Module 3.0: Participate in a Senate meeting

Terminal Objective: (3.0) In a simulated Senate meeting, learners will participate in the meeting at a level of distinction determined by a rubric.

Subordinate Objectives:

- (3.1) In a practice test, learners will distinguish Robert's Rules of Order with an accuracy of 90%:
 - (3.1.1) Define Robert's Rules of Order
 - (3.1.1.A) Explain a Call to Order
 - (3.1.1.B) Explain the Approval of the Minutes
 - (3.1.1.C) Explain the Approval of the Agenda
 - (3.1.1.D) Identify various motions
- (3.2) In a practice test, learners will describe commonly used acronyms with an accuracy of 90%.
- (3.3) In a practice test, learners will interpret a Senate meeting agenda with an accuracy of 90%.
- (3.4) In a practice test, learners will distinguish various announcements from SGA members with an accuracy of 90%.
- (3.5) In a practice test, learners will identify the types of forums with an accuracy of 100%:
 - (3.5.1) Open forum, Cabinet forum, Senate forum
- (3.6) In a practice test, learners will identify the types of legislation with an accuracy of 90%:
 - (3.6.1) Interpret a fiscal bill
 - (3.6.2) Interpret an internal bill
 - (3.6.3) Interpret a resolution
 - (3.6.4) Interpret a special act
- (3.7) After watching a video of a questioning and debate at a simulated Senate meeting, learners will correctly identify correct and incorrect behaviors in a written response.
- (3.8) After watching a video of a simulated special session, learners will correctly identify the type of special session as well as correct and incorrect behaviors in a written response.
 - (3.8.1) Budget hearing, impeachment, legislative priorities

Prerequisites: None

Time Requirements: Module 3.0 will take approximately 3 hours over the period of a week.

Resources: Realizeit and Canvas

Instructional Strategy and Media Selection

The design team selected Dick and Carey’s Learning Components model to build an instructional strategy for Module 3.0 of the Senate Onboarding Course. The model contains five components derived from R. M. Gagné’s Conditions of Learning.

Learning Components

1. Preinstructional activities
2. Content presentation and learner guidance
3. Learner participation
4. Assessment
5. Follow-through activities

The intention behind selecting Dick and Carey’s Learning Components model was to develop an instructional strategy focused on high transfer rates post-instruction to facilitate successful student careers in the UCF Student Government Association.

Table 1. Instructional Strategy for Module 3.0

Instructional Events	Description	Media & Tool Selection
<p>Preinstructional Activities</p>	<p>There are no defined entry skills in Module 3.0: Participate in a Senate meeting. Therefore, the pre-instructional activities for this module will focus on encouraging student motivation and introducing performance objectives.</p> <p>Motivation Motivational efforts will reflect John Keller’s ARCS model. A video will be shown to satisfy the ARCS model.</p> <ul style="list-style-type: none"> ● <i>Attention</i> Because the learners are newly confirmed Senators, gaining attention will be focused on presenting empathetic information that reflect their learning status. Self-reflective questions such as “How would a successful Senator participate in a Senate meeting?” and “Do you believe there are ways to improve your current participation in Senate meetings?” will help focus the learners’ attention to the terminal objective of Module 3.0. ● <i>Relevance</i> As newly confirmed Senators, the content of the pre-instructional activities should 	<p>Content page in Canvas</p> <p>Video of current/past Senator reflections to accompany motivational efforts</p>

	<p>highlight the relationship between the content and the learners' overall success as a Senator. It will also highlight the importance of the content and how it relates to their performance in a Senate meeting.</p> <ul style="list-style-type: none"> ● <i>Confidence</i> Learners should be reminded that they have been previously confirmed/appointed as Senators, and the content of this module will further their development as effective Senators. Learners will be introduced to new ways to improve existing knowledge, nuanced techniques for better performance in Senate meetings, and further material that may not have been introduced prior. ● <i>Satisfaction</i> Extrinsically, the advisor Mr. Wills Brown (SME) will provide support and recognition. Intrinsically, the learner will improve Senate performance, creating a more effective Senator overall. <p>Objectives Terminal and subordinate objectives will be presented to the learner. These objectives were detailed in the Unit Descriptors section.</p>	
<p>Content Presentation and Learner Guidance</p>	<p>The content presentation of Module 3.0 will be primarily deductive, focused on presenting learners with information and predetermined materials rather than allowing the learners to infer existing relationships through inductive presentation.</p> <p>Sequence The design team elected to divide content into four sections grouped by content relationships. The contents of each section are detailed in below in Organizations and Headings. This sequence was chosen specifically due to the determined order of skill adoption as demonstrated in the subordinate skills analysis from the Analysis Report. Practice tests will be administered throughout sections 2, 3, 4, and 5 to track learner retention and provide feedback.</p>	

	<p>Organization and Headings</p> <ol style="list-style-type: none"> 1. <i>Introduction and Objectives</i> Following the structure of the preinstructional activities, learners will be presented with attention-grabbing statements and questions formulated by the ARCS model. Terminal and subordinate objectives will be clearly defined under a heading labeled “Objectives.” 2. <i>Robert’s Rules of Order</i> This section will cover the extensive Robert’s Rules of Order (3.1). A variety of media will be used to present information. Video will be used to demonstrate proper hands gestures that accompany specific motions (3.1.1.D). Examples and non-examples will be shown in the video to reinforce proper application. Text-based documentation will review the main parts of Robert’s Rules of Order, including the Call to Order (3.1.1.A), the Approval of the Minutes (3.1.1.B), the Approval of the Agenda (3.1.1.C), and various motions (3.1.1.D). 3. <i>Senator Lingo</i> This section will cover commonly used acronyms (3.2) used by the Senate. These acronyms will appear frequently during Senate meetings and on Senate agendas. The acronyms and subsequent definitions will be displayed in a table. 4. <i>Components of a Senate Meeting</i> Building off of the knowledge obtained in the previous section, this section will cover the agenda (3.3), announcements made during Senate meetings (3.4), forums that appear during Senate meetings (3.5), and legislation that is discussed during Senate meetings (3.6). Examples and non-examples will support the content. A PDF of a sample agenda will be presented to the learner to provide context for the announcements, forums, and legislation discussed at a Senate meeting. 5. <i>Performance Roles in Senate Meetings</i> This section will round off the duties of a Senator at a Senate meeting and will cover questioning and debate (3.7) and special 	<ol style="list-style-type: none"> 1. Content page in Canvas (text & video) 2. Content page in RealizeIt (text & video) Practice test 3. Content page in RealizeIt (text) Practice test 4. Content page in RealizeIt (text & PDF) Practice test 5. Content page in RealizeIt (text & video) Practice test
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	<p>sessions (3.8). Video will be presented to demonstrate proper and improper conduct during questioning, debate, and special sessions. Plain-text scripts will also be provided as a reference for the learners.</p> <p>6. <i>Final Assessment</i> Practice tests were administered throughout the previous sections. A final assessment will be delivered to the learners. The practice tests and final assessment are detailed in Table 2.</p>	6. Canvas assignment tool
Learner Participation	Practice tests will be delivered throughout the instruction to check learners' understanding of the content. Feedback will be provided for each practice test with references back to the material.	RealizeIt assessment tool
Assessment	<p>Assessment will be delivered through the instruction in the forms of practice tests and a posttest. No entry skills tests or pretests are required for the group of learners, as no entry skills have been identified. The practice tests will cover the eight identified subordinate skills. A breakdown of these practice tests can be found in Table 2.</p> <p>The terminal objective will consist of a live performance, detailed in Table 2. Because RealizeIt does not contain the functionality capable of assessing a live performance, the Canvas assignment tool will be used for evaluating performance through the use of a rubric, which is shown in Appendix B.</p>	RealizeIt assessment tool & Canvas assignment tool
Follow-Through Activities	<p>To solidify skills and concepts covered in Module 3.0, learners will be given multiple job aids. The first job aid will detail Robert's Rules. This job aid will serve as a resource that learners can reference throughout their career as Senators.</p> <p>In addition, learners will be given a job aid that contains the full list of acronyms all Senators must be familiar with.</p> <p>The final job aid will define the different components of a Senate meeting.</p>	Printable PDF job aids (Robert's Rules, List of Acronyms, and Components of a Senate Meeting)

Media Selection Rationale

- 1. Content Pages (RealizeIt & Canvas):** Content pages (created in both RealizeIt and Canvas) will include text, links, charts, images, and video. A mix of RealizeIt and Canvas content pages was chosen because the course will be offered online through UCF's learning management system, Canvas, with sections of the course delivered through RealizeIt. Both RealizeIt and Canvas are capable of supporting all referenced content. Canvas and RealizeIt come at no charge to the UCF learner, and both platforms are designer-friendly environments.
- 2. Video:** Videos will be used throughout this module. A video of current and previous Senators providing testimony to capture the attention of the learners and provide reasoning for the importance of material covered in Module 3 for the learners to successfully navigate Senate meetings will be offered in the preinstructional activities. A video demonstrating subordinate skill 3.1 was optimal to convey hand gestures for Robert's Rules of Order as it will be closest to what will be required of learners to perform. Videos were chosen to instruct and assess subordinate skills 3.7 and 3.8 in order to demonstrate correct and incorrect behaviors for questioning and debate (3.7) and roles in special sessions (3.8). Videos will be closer to the performance context and thus will be more engaging for the learners. Costs of production will be none as current Senators can volunteer as actors for the videos, and recording equipment can be as simple as a mobile device or can be rented from the UCF Library for free. Production time is estimated to be 2 weeks for scripting, having the script vetted by the SME, recording 6 videos (each lasting no longer than 5 minutes each), and finally, producing the videos.
- 3. RealizeIt Assessment Tool:** For the subordinate objectives 3.1 through 3.8, learners will be assessed through RealizeIt. The adaptive components of RealizeIt make it an ideal learning environment for learners to demonstrate knowledge and plan their own learning paths.
- 4. Canvas Assignment Tool:** For the terminal objective, learners will attend a simulated Senate meeting in a face-to-face environment. Learners will be graded based on a rubric. An assignment with no online submission required will be created within Canvas, and a rubric will be tied to that assignment. The evaluator will record grades using the online rubric. The Canvas assignment tool was chosen because of RealizeIt's limitations.
- 5. Job Aids (PDFs):** Job aids serve as an easy reference tool that any member of the Senate can look at to reinforce the learning objectives once the course is completed. The PDFs are electronic files that can be stored and accessed on a computer or a mobile device making them convenient for quick and easy use. They can also be printed out as a physical copy and made available during Senate sessions.

Module 3.0 Learner Assessment Alignment Table

A live performance will be used to assess the terminal objective. A variety of matching, multiple choice, short answer, ranking, hot spot, and written response questions will be used to assess the subordinate skills covered in Module 3.0. All assessments are detailed in **Table 2**.

Table 2. Learner Assessment Alignment Table

Skill	Objective	Domain	Method	Item/Criteria
3.0 Participate in a Senate meeting.	Terminal Objective 3.0 In a simulated Senate meeting, learners will participate in the meeting at a level of distinction determined by a rubric.	Intellectual Skills (Rule Application)	Posttest: Live Performance Rubric	Learners will attend a Senate retreat where a simulated Senate meeting will occur. Learners will be organized in groups of 3-5. Learners will use the skills from 3.1 to 3.8 to participate in a meeting. The evaluator will use the rubric to grade each learner's performance during the meeting. The rubric is located in Appendix B .
3.1 Apply Robert's Rules of Order.	Subordinate Objective 3.1 In a practice test, learners will distinguish Robert's Rules of Order with an accuracy of 90%.	Verbal Skills	Practice Test: Matching	Question 1. Matching. Match the following statements with the correct Rule. <ul style="list-style-type: none"> • "Please take a look over the minutes from last meeting and make any changes at this time." > Approval of the Minutes • "Please take a look over the agenda for today's meeting and make any changes at this time." > Approval of the Agenda • "I hereby call this meeting to order." > Call to Order

				<ul style="list-style-type: none"> • “I move that we limit debate to five minutes.” > Motion to Limit/Extend Debate
<p>3.2 Describe commonly used acronyms.</p>	<p>Subordinate Objective 3.2 In a practice test, learners will describe commonly used acronyms with an accuracy of 90%.</p>	<p>Verbal Skills</p>	<p>Practice Test: Short Answer</p>	<p>Questions 1-13. Short Answer. With the following acronyms, correctly identify the full term.</p> <p><i>Full List of Acronyms</i></p> <ul style="list-style-type: none"> • SGA - Student Government Association • SGLC - Student Government Leadership Council • FAO - Financial Allocation for Organizations • CRT - Conference, Registration, & Travel • ORS - Operations Review & Sanctions • A&SF - Activity & Service Fee • ILA - Internal Legislative Assistant • ELA - External Legislative Assistant • DPT - Deputy Pro Tempore • LJR - Legislative, Judicial, & Rules • E&A - Elections & Appointments • GAP - Governmental Affairs and Policies • SBA - Student Body Advocacy
<p>3.3 Interpret a Senate meeting agenda.</p>	<p>Subordinate Objective 3.3 In a practice test, learners will interpret a Senate</p>	<p>Intellectual Skills</p>	<p>Practice Test: Multiple Choice</p>	<p>Question 1. Order. Determine the order of the following events as listed on the agenda.</p> <ol style="list-style-type: none"> 1. Fiscal Committee

	meeting agenda with an accuracy of 90%.			<p>Caucus Time</p> <ol style="list-style-type: none"> 2. Fiscal Committee Reports 3. Fiscal Legislation 4. Internal Committee Caucus Time 5. Internal Committee Reports 6. Internal Legislation <p>Question 2. Hot spot. Label the parts of the agenda. (Image of agenda).</p> <ul style="list-style-type: none"> • Senate Deliberation
<p>3.4 Distinguish various announcements from SGA members.</p>	<p>Subordinate Objective 3.4 In a practice test, learners will distinguish various announcements from SGA members with an accuracy of 90%.</p>	Intellectual Skills	<p>Practice Test: Multiple Choice</p>	<p>Questions 1-3. Multiple Choice. Who would make an announcement about the specified topic?</p> <ul style="list-style-type: none"> • <i>Voter Guides</i> (Supervisor of Elections) • <i>CRT Current Account Balance</i> (Comptroller's Report) • <i>Appointment announcements</i> (Student Body President) <p><i>Full List of Announcements</i></p> <ul style="list-style-type: none"> • Student Body President • Student Body V.P. • Comptroller's Report • Chief Justice • Supervisor of Elections • A&SF Chair • Senate President • Senate President Pro Tempore • CRT Chair • FAO Chair • ORS Chair

				<ul style="list-style-type: none"> • ILA • ELA • E&A Chair • GAP Chair • LJR Chair • SBA Chair • Advisor
<p>3.5 Identify forums.</p>	<p>Subordinate Objective 3.5 In a practice test, learners will identify the types of forums with an accuracy of 100%.</p>	<p>Verbal Skills</p>	<p>Practice Test: Matching</p>	<p>Question 1. Matching.</p> <ul style="list-style-type: none"> • Open Forum - Any Non-Senator may address the Senate on any pertinent issues affecting the Student Body. • Cabinet Forum - Any member from the Executive Branch (excluding President and Vice President) may address the Senate on any pertinent issues affecting the Student Body. • Senate Forum - Any Senator may address the Senate with any pertinent information he/she feels the Senate should know.
<p>3.6 Identify different types of legislation.</p>	<p>Subordinate Objective 3.6 In a practice test, learners will identify the types of legislation with an accuracy of 90%.</p>	<p>Verbal Skills</p>	<p>Practice Test: Multiple Choice</p>	<p>Question 1. Multiple Choice. Which of the following types of legislation concerns funding?</p> <ul style="list-style-type: none"> • <i>Fiscal Bill</i> • Internal Bill • Resolution • Special Act <p>Question 2. Multiple Choice. Which of the following types of legislations updates statutes?</p> <ul style="list-style-type: none"> • Fiscal Bill

				<ul style="list-style-type: none"> ● <i>Internal Bill</i> ● Resolution ● Special Act
<p>3.7 Participate in a questioning and debate.</p>	<p>Subordinate Objective 3.7 After watching a video of a questioning and debate at a simulated Senate meeting, learners will correctly identify correct and incorrect behaviors in a written response.</p>	Intellectual Skills	<p>Practice Test: Essay Rubric</p>	<p>Essay Question. Rubric located in Appendix A. Watch the Senate questioning and debate video. After watching the video, answer the following questions in an essay:</p> <ul style="list-style-type: none"> ● What correct behaviors did you recognize in the video? ● What behaviors were incorrect? <p>Cite specific examples in your response.</p>
<p>3.8 Distinguish special sessions.</p>	<p>Subordinate Objective 3.8 After watching a video of a simulated special session, learners will correctly identify the type of special session as well as correct and incorrect behaviors in a written response.</p>	Intellectual Skills	<p>Practice Test: Essay Rubric</p>	<p>Essay Question. Rubric located in Appendix A. Watch the special sessions video. After watching the video, answer the following questions in an essay:</p> <ul style="list-style-type: none"> ● What type of special session occurred in the video? ● What correct behaviors did you recognize in the video? ● What behaviors were incorrect? <p>Cite specific examples in your response.</p>

Appendix A

Practice Test - Robert's Rules of Order

The following questions will be offered as a practice test during the Robert's Rules of Order section (see **Table 1**).

1. Match the following statements with the correct Rule.
 - a. "Please take a look over the minutes from last meeting and make any changes at this time." > Approval of the Minutes
 - b. "Please take a look over the agenda for today's meeting and make any changes at this time." > Approval of the Agenda
 - c. "I hereby call this meeting to order." > Call to Order
 - d. "I move that we limit debate to five minutes." > Motion to Limit/Extend Debate

Practice Test - Senator Lingo

The following questions will be offered as a practice test during the Senator Lingo section. Questions will be entered into a question bank. Five questions will be selected randomly from the question bank during each practice test. Learners will have to type in the answer as a short answer.

1. What does the following acronym stand for?
SGA - Student Government Association
2. What does the following acronym stand for?
SGLC - Student Government Leadership Council
3. What does the following acronym stand for?
FAO - Financial Allocation for Organizations
4. What does the following acronym stand for?
CRT - Conference, Registration, & Travel
5. What does the following acronym stand for?
ORS - Operations Review & Sanctions
6. What does the following acronym stand for?
A&SF - Activity & Service Fee
7. What does the following acronym stand for?
ILA - Internal Legislative Assistant
8. What does the following acronym stand for?
ELA - External Legislative Assistant
9. What does the following acronym stand for?
DPT - Deputy Pro Tempore
10. What does the following acronym stand for?
LJR - Legislative, Judicial, & Rules
11. What does the following acronym stand for?
E&A - Elections & Appointments
12. What does the following acronym stand for?
GAP - Governmental Affairs and Policies
13. What does the following acronym stand for?
SBA - Student Body Advocacy

Practice Test - Components of a Senate Meeting

The following questions will be offered as a practice test during the Components of a Senate Meeting section. The first question will be a ranking question where learners will have to correctly order the answer choices. The second question will display a hotspot-enabled image of a Senate agenda. The remaining questions will be multiple choice or matching questions.

1. Determine the order of the following events as listed on the agenda.
 1. Fiscal Committee Caucus Time
 2. Fiscal Committee Reports
 3. Fiscal Legislation
 4. Internal Committee Caucus Time
 5. Internal Committee Reports
 6. Internal Legislation
2. Using the image of the agenda, where does Senate Deliberation appear?
3. Who would make an announcement about voter guides?
 - a. **Supervisor of Elections**
 - b. A&SF Chair
 - c. Senate President
 - d. E&A Chair
4. Who would make an announcement about the CRT Current Account Balance?
 - a. **Comptroller's Report**
 - b. A&SF Chair
 - c. ORS Chair
 - d. SBA Chair
5. Who would make an announcement about appointment announcements?
 - a. **Student Body President**
 - b. ELA
 - c. FAO Chair
 - d. Advisor
6. Match the description to the correct forum type.
 - a. Open Forum - Any Non-Senator may address the Senate on any pertinent issues affecting the Student Body.
 - b. Cabinet Forum - Any member from the Executive Branch (excluding President and Vice President) may address the Senate on any pertinent issues affecting the Student Body.
 - c. Senate Forum - Any Senator may address the Senate with any pertinent information he/she feels the Senate should know.
7. Which of the following types of legislation concerns funding?
 - a. **Fiscal Bill**
 - b. Internal Bill
 - c. Resolution
 - d. Special Act
8. Which of the following types of legislation concerns funding?
 - a. Fiscal Bill
 - b. **Internal Bill**
 - c. Resolution
 - d. Special Act

Practice Test - Performance Roles in Senate Meetings

The following questions will be offered as a practice test during the Performance Roles in Senate Meeting section.

1. Watch the Senate questioning and debate video. After watching the video, answer the following questions in an essay:
 - a. What correct behaviors did you recognize in the video?
 - b. What behaviors were incorrect?

Cite specific examples in your response.

2. Watch the special sessions video. After watching the video, answer the following questions in an essay:
 - a. What type of special session occurred in the video?
 - b. What correct behaviors did you recognize in the video?
 - c. What behaviors were incorrect?

Cite specific examples in your response.

Table 3. Essay Rubric

Performance Level	Descriptors
Distinguished (90-100 points)	<ul style="list-style-type: none"> ● Clearly identifies all correct and incorrect behaviors performed in the video. ● Demonstrates clear understanding of video content. ● Free of grammatical and typographical errors.
Proficient (80-89 points)	<ul style="list-style-type: none"> ● Identifies most of the correct and incorrect behaviors performed in the video. ● Mostly understands video content. ● Few grammatical and typographical errors.
Marginal (70-79 points)	<ul style="list-style-type: none"> ● Identifies some correct and incorrect behaviors performed in the video. ● Demonstrates partial understanding of video content. ● Some grammatical and typographical errors.
Unsatisfactory (<70 points)	<ul style="list-style-type: none"> ● Does not identify correct and incorrect behaviors performed in the video. ● Does not demonstrate understanding of video content. ● Many grammatical and typographical errors.

Appendix B

Live Performance Rubric

For terminal objective 3.0, the following rubric will be used to evaluate learner performance. Learners will be organized in groups of 3-5. Evaluators will grade learner performance by checking off each observed behavior or prompted question. At the end of the simulated Senate meeting, evaluators will tally up the learner's achievements and assign a grade.

Performance Levels

Distinguished (90% - 100%)

Proficient (80% - 89%)

Marginal (70% - 79%)

Unsatisfactory (<70%)

Table 4. Assessment Rubric

Skills	Descriptors
3.1 Apply Robert's Rules of Order.	<input type="checkbox"/> Makes a motion. <input type="checkbox"/> Demonstrates correct hand gesture for motion when necessary.
3.2 Describe commonly used acronyms.	<input type="checkbox"/> When prompted during the meeting, learner correctly identifies appropriate acronym.
3.3 Interpret a Senate meeting agenda.	<input type="checkbox"/> When prompted during the meeting, learner correctly identifies current position in agenda (see sample agenda in Appendix C).
3.4 Distinguish various announcements from SGA members.	<input type="checkbox"/> When prompted during the meeting, learner correctly identifies SGA position responsible for announcement.
3.5 Identify forums.	<input type="checkbox"/> When prompted during the meeting, learner correctly identifies current forum.
3.6 Identify different types of legislation.	<input type="checkbox"/> When prompted during the meeting, learner correctly identifies type of legislation being reviewed.
3.7 Participate in a questioning and debate.	<input type="checkbox"/> Asks questions during time sectioned off for questioning. <input type="checkbox"/> Provides debate during time sectioned off for debate. <input type="checkbox"/> Follows proper performance protocol for questioning and debate.
3.8 Distinguish special	<input type="checkbox"/> When given a description of a special session, learner correctly

sessions.	identifies special session.
General Skills	<ul style="list-style-type: none"><input type="checkbox"/> Learner arrived on time and prepared for meeting.<input type="checkbox"/> Learner properly uses clicker during voting.<input type="checkbox"/> Learner follows assigned role for simulated meeting.<input type="checkbox"/> Learner follows business casual dress code for meeting.

Appendix C

Simulated Meeting Agenda for Live Performance Posttest

**Fifty-Second Student Senate
1st Meeting Minutes
September 28, 2019**

Call to Order –

Pledge of Allegiance –

National Anthem (If available) –

Roll Call and Verification of Quorum –

•

Approval of the Minutes –

Approval of the Agenda –

Open Forum –

•

Announcements from the Student Body President –

- BOT Update
 - Thad Seymour has been approved as the interim president by BoT and BoG
 - The board has asked admin to bring forward potential fee increases

Announcements from the Student Body Vice President –

•

Comptroller's Report –

CRT Current Account Balance

• \$435,223.06

FAO Current Account Balance

• \$341,163.76

Cabinet Forum –

- Impact awards/Passing of the Gavel

Announcements from the Chief Justice –

- Know Your Rights Campaign

Announcements from Supervisor of Elections

•

Announcements from the A&SF Chair –

•

Announcements from the Senate President –

- Applications for ELA will open tomorrow, and close Tuesday, October 8th

Senate President Pro Tempore Report –

- College Specific Meetings start next week

Unfinished Business-

•

Fiscal Committee Caucus Time – CRT, FAO, ORS

Fiscal Committee Reports –

1. **CRT Committee (Chair Rachel Friant); (Vice Chair Ranya Eid) -**
 - Approved 14 allocations (\$5,755.00)
2. **FAO Committee (Chair Giorgi Beruashvili); (Vice Chair Michael Riley) –**
 - 16 Allocation requests
 - 10 approved 4 ppi 2 postponed
3. **ORS Committee (Chair Jesse Slomowitz); (Vice Chair Anthony Pagano) –**
 - 2 approved post-funding forms.

Fiscal Legislation –

Notice of Legislation on First Reading –

1. Constitutional Amendments –
2. Bills –
3. Resolutions –
4. Special Acts –

Notice of Legislation on Third Reading –

1. Constitutional Amendments –
2. Bills –
 - Fiscal Bill 52-01 (Funding for 12 members of Society of Information Display, UCF Student Branch to travel to the SID Display Week in San Jose California, from 05/12/2019-05/17/2019)(Vice Chair Amanda Gilliland)

3. Resolutions –

4. Special Acts –

Notice of Legislation on Second Reading –

1. Constitutional Amendments –

2. Bills –

3. Resolutions–

4. Special Acts –

Internal Legislative Assistant Report –

•

External Legislative Assistant Report –

•

Internal Committee Caucus Time – E&A,GAP, LJR, SBA

Internal Committee Reports –

1. **E&A Committee (Chair Erika Lytle); (Vice Chair Amanda Gilliland) –**

- We looked at a few bills this week in E&A and will be seeing four of them tonight.

2. **GAP Committee (Chair Kevin Olsen); (Vice Chair Daniel Robles) –**

- Intellectual Diversity Mandatory survey through BoG by directive of the State legislature

3. **LJR Committee (Chair Joe Davis); (Vice Chair Emma Brandow) –**

- This week in LJR we heard several absences that built up over Spring Break. The following requests were heard and voted on.

4. **SBA Committee (Chair VACANT); (Vice Chair Anthony Lopez) –**

- We went over student concern forms. Influx of Universal Knights questions.

Confirmations –

•

Internal Legislation –

Notice of Legislation on First Reading –

1. Constitutional Amendments –

2. Bills –

- Internal Bill 51-24 (Updates to Title I: The System of Statutes)(Senator Ryan Regan); Remand to LJR

3. Resolutions–

- Resolution 51-39 (Resolution Encouraging Universities to be in compliance with voter ID laws)(Vice Chair Anthony Lopez and Senator Fritz Farrow); Remand to GAP

4. Special Acts –

Notice of Legislation on Third Reading –

1. Constitutional Amendments –

2. Bills –

3. Resolutions –

4. Special Acts –

- Special Act 51-01 (The Addition of The Office of Integrity and Ethical Development as a Student Government Association Affiliated Department)(Senator Ryan Regan); Passed, 39-0-0

Notice of Legislation on Second Reading –

1. Constitutional Amendments –

2. Bills –

- Internal Bill 51-20 (Updates to Title VI: The Election Statutes, Chapter 601)(Vice Chair Amanda Gilliland); Passed, 37-0-2

3. Resolutions–

4. Special Acts –

Senate Forum –

•

Senate Deliberations –

•

Advisor's Report –

•

Miscellaneous Business –

- Senator Matin, appointed to GAP
- Senator Adrian Guerra, resigned from LJR, Elected to E&A- General Consent

Final Roll Call –

Adjournment –

Appendix D

Revised Subordinate Skills Analysis

Figure 1 is a revised diagram of the Subordinate Skill Analysis Diagram for Senate Onboarding Course from the previously submitted Analysis Report.

Figure 1. Subordinate Skill Analysis Diagram for Senate Onboarding Course

