UNIVERSITY OF
CENTRAL FLORIDA

Undergraduate Curriculum Handbook

UCF Undergraduate Curriculum Handbook

UCF is an emerging preeminent research university in Florida and one of the largest universities in the U.S. We're not just bigger — we're one of the best universities for quality, access, impact and value. *U.S. News & World Report* has named UCF one of the nation's most innovative colleges, while both Kiplinger's and Forbes rank us a best-value university.

UCF's Carnegie's classification is a Doctoral University with the "Highest Research Activity." UCF also received Carnegie's "Community Engagement" classification in the last decade. Additional details are located in the table below:

Classification	Category
Basic	Doctoral Universities: Highest Research Activity
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/veterinary school
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Four-year, medium full-time, selective, higher transfer-in
Size and Setting:	Four-year, large, primarily nonresidential

This handbook is for the use of the Undergraduate Council, deans, college curriculum committees, department chairs, department curriculum committees, and faculty. It is a compilation of policies and procedural standards relating to curriculum matters that provides essential information to those working with the curriculum at all levels. It should be used in conjunction with the official UCF Undergraduate Catalog.

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service on the Curriculum Handbook Task Force, a committee charged by the 2017-2018 Faculty Senate.

Curriculum Committees

Department, college and university committees are charged with the review of all curricular items. Any new or revised courses or programs should first be reviewed and voted on by the department or program faculty and further approved by the Chair/Director. These are next reviewed by the college committee and Dean (designee) before further review by the appropriate university committee. Generally, these committees meet monthly during the fall and spring semesters. While they do not meet during the summer semester, departments can continue to originate proposals in Curriculog. [The system will be updated in June of each year for the next review cycle.]

The primary responsibilities of the department, college and university committees are to:

- Review proposed courses, syllabi, and programs for academic appropriateness and demonstrate need

- Review course and program descriptions to ensure they are academically sound, meaningful, and clearly proposed

- Reduce overlap within the curriculum

- Ensure deleted courses do not affect another department's curriculum

- Review new and revised course and degree fees for appropriateness

- Maintain academic standards

- Encourage collaborations between programs & departments as appropriate

For any curriculum items proposed, a departmental representative should plan to attend the college and university curriculum meetings to present the proposal and address any questions.

Undergraduate Course Review Committee (UCRC)

The Undergraduate Course Review Committee (UCRC) is a subcommittee of the Undergraduate Council, which is a curricular committee of the UCF Faculty Senate (section VII, http://facultysenate.ucf.edu/constitution/index.asp). UCRC has the responsibility to review all undergraduate course additions, revisions, or deletions, as well as special topics course requests, and to make recommendations on the allocation of the Materials and Supply Fee proposals to the Vice Provost and Dean of Undergraduate Studies.

Undergraduate Studies > Teaching & Learning > For Faculty > UCRC
https://undergrad.ucf.edu/dtl/for-faculty/ucrc/
        Associate Dean, College of Undergraduate Studies
        Assisted by: Undergraduate Studies Assistant (ucrc@ucf.edu), (407) 823-5221

Undergraduate Policy & Curriculum Committee (UPCC)

The Undergraduate Policy and Curriculum Committee (UPCC) is a subcommittee of the Undergraduate Council, which is a curricular committee of the UCF Faculty Senate (section VII, http://facultysenate.ucf.edu/constitution/index.asp). UPCC reviews and recommends proposals for the creation, modification, and suspension or inactivation of degree programs, tracks, specializations, concentrations, minors, and certificate programs, as well as recommends the allocation of the Equipment & Facilities Fees to the Vice Provost and Dean of Undergraduate Studies.

Undergraduate Studies > Teaching & Learning > For Faculty > UPCC
https://undergrad.ucf.edu/dtl/for-faculty/upcc/
    Dean, College of Undergraduate Studies
    Assisted by: Undergraduate Studies Assistant (upcc@ucf.edu), (407) 823-5221

Undergraduate Common Program Oversight Committee (CPOC)

The Undergraduate Common Program Oversight Committee (CPOC) is a joint committee of the UCF Faculty Senate (section VIII, http://facultysenate.ucf.edu/constitution/index.asp). CPOC reviews curriculum proposals from colleges that impact university-wide undergraduate requirements such as general education, diversity and Gordon Rule, foreign language proficiency. It is also responsible for reviewing state requirements such as fulfillment of the civic literacy mandate.

If CPOC approves a new course for inclusion in the General Education Program, the course proposal will route to UCRC for review and the program proposal will route to UPCC for review.

Undergraduate Studies > Teaching & Learning > For Faculty > CPOC
https://undergrad.ucf.edu/dtl/for-faculty/cpoc/
    Dean, College of Undergraduate Studies
    Assisted by: Associate Dean, College of Undergraduate Studies (407-823-2373)

High-Impact Practices Course Designations

The Division of Teaching and Learning is building on the successful designation of Service Learning (SL) courses by launching a process to designate courses as Integrative Learning (IL) or Research Intensive (RI). These proposals are not routed through CPOC or UCRC. For more information regarding the processes for High-Impact Educational Practices courses, please visit the website:

https://dtl.ucf.edu/faculty/high-impact-practices/course-designations/

Curricular Facilitation at UCF

Given the size and scope of the university, curriculum issues are facilitated by a number of units and individuals. This is a summary rather than a comprehensive list, but it should serve as the starting point for questions. [Please note that these are not the final approvers for curriculum proposals or initiatives. These are your first points of contact.]

Associate Provost for Academic Program Quality– Dr. Paige Borden
- Pre-Proposals for new degree programs [both graduate and undergraduate]
- BOT review of new degree programs [both graduate and undergraduate]
- State liaison for requests to add or delete CIP Codes
- All curricular focused notifications to BOT and/or BOG

Associate Dean, Graduate Studies – Dr. Devon Jensen
- Graduate Curriculum Committee processes or procedures
- New program tracks, new certificate programs, new courses; course and program revisions/edits
- Materials & Supplies Fees and Equipment & Facility Fees [graduate level]
- Questions about Curriculog – graduate proposals

Associate Dean, Graduate Studies – Dr. John Weishampel
- Interdisciplinary graduate programs/initiatives
- New degree programs (Masters, Doctorate, PhD)
- Graduate program 7-year review processes

Associate Dean, Undergraduate Studies – Dr. Keisha Hoerrner
- New degree program proposals [after pre-proposals are approved]
- Materials & Supplies Fees and Equipment & Facility Fees [undergraduate level]
- GEP, Gordon Rule, or other university requirements [including civic literacy requirement]
- Institutional Liaison for State Course Numbering System (SCNS)
- Institutional contact for FloridaShines [transient requests]
- Academic Services team [undergraduate degree audits, transfer credit evaluation, Pegasus Path degree plans]

Associate Dean, Undergraduate Studies (Faculty Fellow for General Education) – Dr. Melody Bowdon
- IE Assessment for GEP

Assistant Dean, Undergraduate Studies – Dr. Harrison Oonge
- Articulation agreements/2+2 programs
- Curriculum alignment initiatives [UCF and DirectConnect partners]
- Degree maps for transfer students
- Pegasus Path implementation

<u>Assistant Dean, Undergraduate Studies – Dr. Kimberly Schneider</u>
- High-Impact Practice (HIP) course/section designation requests: Research Intensive (RI), Integrative Experience (IE), and Service Learning (SL)

<u>UPCC/UCRC Assistant – Danielle Hutson</u>
- Adding or changing users in Curriculog
- Questions about Curriculog
- UCRC/UPCC schedule, deadlines, minutes, and processes
- New courses status with State Course Numbering System

<u>Executive Director, Academic Program Quality – Heidi Watt</u>
- Inactivating degree or graduate certificate programs (plan-level inactivations only)
- Substantially increasing or decreasing total credit hours required by a program
- Establishing a new (not approved) instructional location (domestic or international) for course or program delivery
- Proposing dual or joint degree programs
- Contracting with an external entity to deliver UCF courses or programs
- Developing competency-based education or other programming that deviates from the standard credit hour definition or credit transfer process
- Awarding credit for prior learning or other external experiences not currently covered by UCF policy or regulation (e.g., micro-credentials issued by external entity)

<u>Assistant Director, Publications for the Registrar's Office – Brian Pate</u>
- Undergraduate Catalog content

Curriculum Planning Cycle

All curricular processes follow a planning cycle and timeline leading to publication of the yearly undergraduate catalog and class schedules. Department and college curriculum personnel should note the year-round process of curriculum review and development. However, after catalog and class schedule publication deadlines, changes to the curriculum of the university should not be expected. Exceptions must remedy a gross error or meet an unusual need as determined by the University Council, such as a legislative mandate.

Course or program changes approved at the department and college level must be submitted on schedule for review at the university level (as CPOC, UCRC and UPCC have deadlines for catalog changes). All approved course or program changes will be included in the next published Undergraduate Catalog and will be effective as of May 1 of the catalog year.

DEFINITIONS OF CURRICULUM REVIEWS:

The following must be reviewed and approved by all levels before they can be officially integrated into the curriculum of a department or college:

Course Change
- Addition, deletion, or revision in a course (i.e., course number, credit hours, lecture hours, lab hours, name of course, description, prerequisites, etc.).
- Any changes to courses (i.e. credit hours) that affect degree programs generally require submission of a program change proposal, in addition to the course proposal. If you are unsure of whether a course revision also prompts a program revision, please check with your college's curriculum committee chair or the UCRC/UPCC Assistant.

Program Change (major, minor, certificate)
- New majors, minors, certificates or degree program tracks as well as changes (i.e. name, requirements, etc.) or suspension/inactivation of an existing program.
- New tracks for existing degree programs, new minors, and new certificates do not need approval beyond the university.
- New degree programs as well as permanent inactivation of existing degree programs require Board of Trustees' approval and reporting to the Board of Governors.

Department Change
- A request for a department name change, creation of a new department, or the deletion of an existing department. These are changes that can impact curriculum reporting, the PeopleSoft course catalog, and other university-level

systems. Before proposing such a change, please contact the Associate Dean in the College of Undergraduate Studies.

UCRC Calendar 2020-2021 Academic Year

Contacts:
UCRC Assistant (ucrc@ucf.edu)
Timothy Letzring, Senior Associate Provost

September UCRC Meeting

Submission Deadline	9/1/2020
Agenda Distributed	9/8/2020
Meeting Date	9/15/2020

October UCRC Meeting

Submission Deadline	9/29/2020
Agenda Distributed	10/6/2020
Meeting Date	10/13/2020

November UCRC Meeting--M&S Fees as well

Last date to submit revisions to GEP Courses; may be heard at later meetings

Submission Deadline	10/20/2020
Agenda Distributed	10/27/2020
Meeting Date	11/3/2020

December UCRC Meeting

Submission Deadline	11/17/2020
Agenda Distributed	11/24/2020
Meeting Date	12/1/2020

January UCRC Meeting

Submission Deadline	12/15/2020
Agenda Distributed	1/5/2021
Meeting Date	1/12/2021

February UCRC Meeting

Submission Deadline	1/19/2021
Agenda Distributed	1/26/2021
Meeting Date	2/2/2021

March UCRC Meeting

Last meeting to submit new/revised courses/ deletions/continuations for 2021/2022 Undergraduate Catalog

Submission Deadline	2/16/2021

Agenda Distributed	2/23/2021
Meeting Date	3/2/2021

April UCRC Meeting

Submission Deadline	3/23/2021
Agenda Distributed	3/30/2021
Meeting Date	4/6/2021

UPCC Calendar 2020-2021 Academic Year

Contacts:
UPCC Assistant (upcc@ucf.edu)
Timothy Letzring, Senior Associate Provost

September UPCC Meeting

Submission Deadline	9/8/2020
Agenda Distributed	9/15/2020
Meeting Date	9/22/2020

October UPCC Meeting

Submission Deadline	10/6/2020
Agenda Distributed	10/13/2020
Meeting Date	10/20/2020

Equipment & Facilities Fee Requests Deadline   11/3/2020
Hear at December Meeting

November UPCC Meeting

Submission Deadline	10/27/2020
Agenda Distributed	11/3/2020
Meeting Date	11/10/2020

December UPCC Meeting

Submission Deadline	11/24/2020
Agenda Distributed	12/1/2020
Meeting Date	12/8/2020

January UPCC Meeting

Submission Deadline	12/15/2020
Agenda Distributed	1/12/2021
Meeting Date	1/19/2021

February UPCC Meeting

Submission Deadline	1/26/2021
Agenda Distributed	2/2/2021
Meeting Date	2/9/2021

March UPCC Meeting
Last meeting to submit curricular changes for 2020/2021
Undergraduate Catalog

Submission Deadline	2/23/2021
Agenda Distributed	3/2/2021

Meeting Date	3/9/2021

April UPCC Meeting

Submission Deadline	3/30/2021
Agenda Distributed	4/6/2021
Meeting Date	4/13/2021

CPOC Calendar 2019-2020

Contacts:
CPOC Assistant (Danielle.Hutson@ucf.edu)
Melody Bowdon, Interim Assistant Vice Provost

All CPOC Meetings are at 10-11:30pm in MH 395E

September Meeting	9/19/2019	**These meetings (Sep, Oct, and Nov) will be held in 395E**
October Meeting-GEP Proposals Review	10/17/2019	
November Meeting-GEP Existing Course Review	11/14/2019	
January Meeting-GRW Proposal Review	1/16/2020	
February Meeting-GRW & Diversity Review	2/13/2020	
March Meeting-Diversity Review	3/12/2020	

Submission Deadlines

Each department and college may set deadlines regarding curriculum proposals. All program and course submissions for inclusion in the next year's catalog copy should be submitted for review and approval through the Dean level during the preceding fall semester. New degree program request deadlines will vary based on the extent of review needed and when the program is intended to start, but the average process takes two years.

New degree program proposals (for degrees with CIP codes that do not presently exist) follow a formal process of identification, pre-proposal, and full-proposal. The deadlines for submitting a request for a potential degree and the pre-proposal are established by Academic Affairs. Please reference the Academic Program Quality (APQ) "New Degree Programs and Graduate Certificates" website for more information: https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/. Pre-proposals are reviewed by the Provost and, with approval, the Council of Academic Vice Presidents (CAVP; composed of the provosts from each SUS university) before a full proposal can be developed.

When Approved Submissions are Effective

Full degree proposals usually take one to two years to develop after or absent the pre-proposal process. Existing degree revisions can potentially be reviewed and approved within an academic year but must be submitted by university deadlines for inclusion in the next academic year's catalog. New degree programs and revisions are generally effective May 1 of the following year when the next Undergraduate Catalog is published.

To assign new course numbers, the state may approve new courses within a few weeks or several months, depending on when in the year the course is approved. Courses that are submitted by the university deadline for inclusion in the next academic year's catalog will be added to the catalog database by early March and are effective in May for the new academic year.

Material and Supply Fee and Equipment and Facility Fee requests are reviewed annually in the mid-fall semester (usually October and November) and are charged to students beginning in August at the beginning of the new academic year.

New courses, new tracks, new minors, new certificates, new degree programs, revised tracks, revised minors, and revised certificates all require updates to the myKnight audit and the Pegasus Path smart planner. Changes to degree programs also impact the effectiveness of myKnightStar to effectively predict success markers. It is important to consider the ramifications of all proposed curriculum changes beyond their publication each May in the Undergraduate Catalog.

Courses

All course proposals must originate in Curriculog, the university's curriculum management system (ucf.curriculog.com). Each department/school has the ability to determine who can originate proposals. All courses must be approved at multiple levels before final approval by the state. Once state approval is secured, the course is published as a part of the catalog. Only published course information and prerequisites can be enforced.

Types of Course Requests

Special Topic Courses

Special Topic (ST) requests are used to propose new, temporary courses and are intended to gauge student interest in the topic, to accommodate faculty specialties, and/or respond to emerging trends in the discipline. Once approved, a ST course can be offered up to three times; honors special topic courses can be offered up to four times. All special topic requests must have a syllabus. If a department wants to offer a ST course a third time, they will have to re-propose the course as a ST; however, the appropriate departmental curriculum committee should examine whether or not the course is appropriate for development as a permanent course. The course number assigned to a special topic course is based on the level and are as follows:

1K=1931   2K=2930   3K=3930   4K=4932   5K=5937   6K=6938 7K=7939

ST Approvals

Special topic requests are reviewed and approved by the university (UCRC). Once approved, the course can be scheduled three times (honors: four times) without additional review or approval. Some departments choose to propose a special topics version of a new course proposal in order to offer the new course in the current academic year. This does require two distinct proposals in Curriculog. Both proposals require an attached syllabus.

Undergraduate Course New

New courses should include a proposed prefix and a four-digit number that identifies the level (1000, 2000, 3000, or 4000), century, decade and individual content. While proposed locally, the final course prefix and number will be approved or changed by the State of Florida's common course numbering personnel.

Course level is determined by the first digit of the course: 1 and 2 are lower level; 3 and 4 are upper level; 5 and 6 are graduate level; and 7-9 is doctoral level. Per FL Statute 1007.24, "any course designated as an upper-division-level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework."

The state splits each academic discipline into 10 centuries and then splits each of those centuries into 10 decades. This allows for 10 individual courses within each decade. The next section will detail how to review your discipline's taxonomy and select the appropriate century, decade, and course number.

State personnel and disciplinary faculty from across the state will utilize the syllabus provided to determine the accuracy of the selected course number.

New courses are reviewed and approved by the university (UCRC) and then submitted to the State Common Numbering System (SCNS) to confirm the course number and to update the state course catalog.

Choosing the Appropriate Number for a New Course
Florida's State Course Numbering System

https://flscns.fldoe.org/default.aspx (no login account information required)

https://flscns.fldoe.org/LinkUploads/SCNS%202017%20Handbook%2006-01-18.pdf
[SCNS Handbook]

Click on "Reports" in the top navigation and select "Institution and Statewide Course Inventory Report." Select the prefix within the discipline that is most closely related to the part of the specialization area. For example, the discipline of Mass Communication has 10 specialization areas designated with their own prefixes.

As previously mentioned, the selection of the first of the four digits that will constitute the course number is determined by the level of the course. The state requires the following codes for course levels:

"A level code, which roughly corresponds to pre-college work or the year in college the course is normally taken (i.e., freshman, sophomore, etc.), is placed between the

course prefix and the course number. The level is recommended by the institution according to its own policies and the policies of the State of Florida, and approved by the faculty committee.

The level digit does not affect course equivalency—course equivalency is determined by the prefix and the last three digits. The following are the level definitions:

      0   PSAV, college prep, vocational prep
      1–2   Lower-level undergraduate
      3–4   Upper-level undergraduate
      5–9   Graduate and Professional

Courses are numbered based on content, rather than by department or program. This means that a single program may have courses in several different disciplines and may consist of courses having several different prefixes."

The state breaks each prefix into 10 centuries. For example, Journalism (JOU) is broken into these general categories:

X0XX Introduction and History of Journalism
X1XX Reporting
X2XX Editing/Layout
X3XX Specialty Journalism
X4XX Journalism Laboratory
X5XX Journalism Management
X6XX Photojournalism
X7XX Law & Ethics
X8XX Teaching Journalism
X9XX General Miscellaneous Categories [Independent Studies/Directed Readings and Other Specialized Offerings that are not automatically transferable between institutions]

Each century is broken into 10 decades to provide further specialization. For example, JOU X3XX courses all deal with Specialty Journalism or styles of writing, but they can be narrowed through the change of decade:

X30X Introduction to Specialty Journalism
X31X Advanced Specialty Journalism
X32X Broadcast Journalism [Television Reporting & Film]
X33X Feature Writing
X34X Multimedia Technologies
X35X Business Reporting
X36X Digital Media
X37X Social Media for Magazines
X38X [Not Currently Used for any Courses]
X39X Specialty Journalism

Individual courses then fit into the decades. This allows universities to delineate distinctions between Metro Reporting, for example, and Covering the City as the table below shows.

Inst Abbr	Course Number	Course Title	Credits/ Clock	Prereq || Coreq	Course Description	Objectives/Learning Outcome(s)/Major Topics	Textbooks
	JOU 184	METRO REPORTING (U)	0	PR: JOURNALISM MAJOR AND A MINIMUM GRADE OF "C" (2.0) IN JOU 2100C. ||	COVERAGE OF SEVERAL IMPORTANT NEWS BEATS IN A METROPOLITAN AREA.		
UCF	JOU 3184C	METRO REPORTING	3	PR: JOURNALISM MAJOR AND A MINIMUM GRADE OF "C" (2.0) IN JOU 2100C. ||	COVERAGE OF SEVERAL IMPORTANT NEWS BEATS IN A METROPOLITAN AREA.	THE GOAL OF THIS COURSE IS TO GIVE YOU EXPERIENCE COVERING MORE SPECIALIZED TOPIC AREAS. WELL FOCUS ON EDUCATION, SCIENCE AND BUSINESS REPORTING. COURSE GOALS: DEMONSTRATE A COMMAND OF GRAMMAR AND PUNCTUATION IN A VARIETY OF WRITING ASSIGNMENTS. BE ABLE TO CONSISTENTLY PRODUCE COPY THAT IS CLEAN, ACCURATE, CONCISE, COMPELLING AND EASY TO FOLLOW. UNDERSTAND THE SPECIFIC REQUIREMENTS FOR REPORTING AND WRITING SPECIALIZED STORIES. LEAVE WITH A PASSION FOR THE CRAFT OF JOURNALISM AND A BETTER UNDERSTANDING OF WHAT IT WILL TAKE TO SUCCEED IN THE INDUSTRY.	THE ASSOCIATED PRESS STYLEBOOK AND LIBEL MANUAL WHEN WORDS COLLIDE (6TH ED.) BY LAUREN KESSLER AND DUNCAN MCDONALD
UF	JOU 3184	BEAT REPORTING	3	GRADE OF C OR BETTER IN BOTH JOU 3101 AND JOU 3110 || NONE	GAIN EXPERIENCE IN REPORTING ON A NUMBER OF BEATS OF SIGNIFICANT PUBLIC INTEREST. EMPHASIS WILL BE ON RESPONSIBLE COVERAGE OF LAW ENFORCEMENT, COURTS, SCHOOLS, CITY AND COUNTY GOVERNMENT, HEALTH AND THE ENVIRONMENT.	GAIN EXPERIENCE IN REPORTING ON A NUMBER OF BEATS OF SIGNIFICANT PUBLIC INTEREST. EMPHASIS WILL BE ON RESPONSIBLE COVERAGE OF LAW ENFORCEMENT, COURTS, SCHOOLS, CITY AND COUNTY GOVERNMENT, HEALTH AND THE ENVIRONMENT.	PUBLIC AFFAIRS REPORTING NOW: NEWS OF, BY AND FOR THE PEOPLE, BY G. MICHAEL KILLENBERG, FOCAL PRESS, 2008. (REFERRED TO HEREIN AS PARN.)
	JOU 185	COVERING THE CITY I (G)	0	PREREQUISITE: GRADUATE STANDING. PROPRIETARY STUDY. PREREQUISITE: STA 3013 OR EQUIVALENT ||	BASIC REPORTING. STUDENTS COVER BREAKING STORIES AGAINST DAILY DEALINES. READINGS/ VIEWINGS ARE AIMED AT HELPING STUDENTS ANALYZE AND COMPARE A WIDE RANGE OF MEDIA. PREREQUISITE: GRADUATE STANDING. PROPRIETARY STUDY. PREREQUISITE: STA 3013 OR EQUIVALENT		
FIU	JOU 6185	REPORTING SOCIAL AND ETHNIC ISSUES	3	GRADUATE STANDING || NONE	THIS COURSE IS AN INTRODUCTION TO BASIC ELEMENTS OF JOURNALISTIC STORYTELLING WITH SPECIAL EMPHASIS IN HOW TO BROADEN THE UNDERSTANDING ON SOCIAL AND ETHNIC ISSUES.	COURSE OBJECTIVES: EXPOSE STUDENTS TO THE DIFFERENT REALITIES OF THE METROPOLITAN AREAS WHERE THE STUDENT LIVES. TEACH THEM HOW TO IDENTIFY AND ACCESS NON-TRADITIONAL AND TRADITIONAL TYPES OF SOURCES IN THE COMMUNITY. COURSE OUTCOMES: STUDENTS WILL BE ABLE TO IDENTIFY ORIGINAL NEWS IDEAS AND DEVELOP THEM WITH JOURNALISTIC STORYTELLING TECHNIQUES. STUDENTS WILL LEARN TO REPORT AND WRITE LONG FORMAT AND COMPLEX STORIES ON DIFFERENT PLATFORMS. THEY WILL INCLUDE THE QUALITIES OF EXCELLENCE IN THEIR STORIES: PRACTICING PRECISION, CLARITY, WHOLENESS AND FAIRNESS. THEY WILL BE ABLE TO IDENTIFY ORIGINAL STORY IDEAS.	NONE

https://flscns.fldoe.org/Reports/CourseDescriptionReport.aspx?instituion=&dis=043&prefix=JOU&discontinued=0&Type=StatewideInventory

The table below shows courses across the state in the JOU X200 century. Notice the lower-level and upper-level courses are categorized by century and decade, emphasizing the content rather than the level. Thus, EFSC's JOU 1200 [Newspaper Layout and Editing] has the same number as FIU's JOU 3200 –Editing and Makeup], but the level is distinct. The upper-level course has a Visual Design and Media course as a required prerequisite. Level is very important when determining a transfer credit equivalency, but it is not the determiner of the other three digits in a course number.

	JOU 200	BASIC EDITING (L)	0	BASIC REPORTING ||	COURSE INCLUDES EDITING NEWS COPY FOR ACCURACY, BREVITY, CLARITY, AND STYLE. DESIGNING PAGES AND WORKING WITH ART, PHOTOS AND DISPLAY TYPES.	
BC	JOU 2200	NEWSPAPER EDITING AND MAKEUP	3	INSTRUCTOR'S APPROVAL OR JOU1100 WITH A MINIMUM GRADE OF C ||	COURSE PROVIDES INSTRUCTION AND PRACTICAL EXPERIENCE IN COPY EDITING, REWRITING, HEADLINE WRITING, PAGE DESIGN FOR BOTH MAKEUP COPY AND ADVERTISING, PICTURE CROPPING AND SCALING, CUTLINES, AND AN INTRODUCTION TO DESKTOP PUBLISHING.	1. COPY EDITING AND REWRITING EDIT COPY INCLUDING NECESSARY REVISION AND RE-WRITES. 2. HEADLINE WRITING WRITE A SUITABLE HEADLINE WHICH REFLECTS THE CENTRAL IDEA OF A STORY. 3. INTRODUCTION TO DESKTOP PUBLISHING UNDERSTAND AND APPLY THE GENERAL OPERATING INSTRUCTIONS FOR DESKTOP PUBLISHING EQUIPMENT. 4. PAGE DESIGN AND MAKEUP DESIGN AND MAKE UP NEWSPAPER PAGES ACCORDING TO ACCEPTABLE JOURNALISTIC GUIDELINES. 5. PICTURE-GRAPHIC CROPPING AND SCALING UNDERSTAND PHOTO AND GRAPHIC COMPOSITION. 6. OUTLINE WRITING CAPTURE THE ESSENCE OF A PHOTO AND COMPOSE WRITTEN MATERIAL THAT ACCURATELY REPRESENTS AND INFORMS THE READER.
EFSC	JOU 1200	NEWSPAPER LAYOUT AND EDITING	3	MMC 1100. ||	LISTED IN CATALOG AS JOU 1201. COPY EDITING, WRITING HEADLINES AND CAPTIONS, LAYING OUT PAGES, SELECTING, SIZING AND CROPPING PHOTOS, FUNDAMENTALS OF TYPOGRAPHY, DESIGN AND GRAPHICS.	
FIU	JOU 2200	COPY EDITING	3		NOT IN CATALOG 11/14/06	
FIU	JOU 3200	EDITING AND MAKEUP	3	VIC 3002 (VISUAL DESIGN AND MEDIA) ||	EDITING NEWS COPY FOR ACCURACY, BREVITY AND CLARITY, INCLUDING PRACTICE WITH AP STYLE. LEARNING THE ROLE AND FUNCTIONS OF A NEWS EDITOR, INCLUDING NEWS JUDGEMENT, HEADLINE WRITING AND LAYOUT, THE PRECISE USE OF ENGLISH AND THE PRINCIPLES OF SELECTING GOOD VISUAL IMAGES FOR MEDIA PRESENTATION.	

Disciplinary Taxonomies

Faculty members proposing courses can view the taxonomies for their disciplines by accessing the SCNS site. No login or password is required to view taxonomies, UCF courses, or statewide courses.

https://flscns.fldoe.org/default.aspx **(no login account information required)**

1.) At the top of the site menu **CLICK** FIND A COURSE

2.) **CLICK** FIND A STATEWIDE COURSE

3.) **CLICK** on blue tab BROWSE STATEWIDE COURSE

4.) **SELECT** DISCIPLINE FROM DROP DOWN (Prefix and Number Range should default "ALL" and click SEARCH
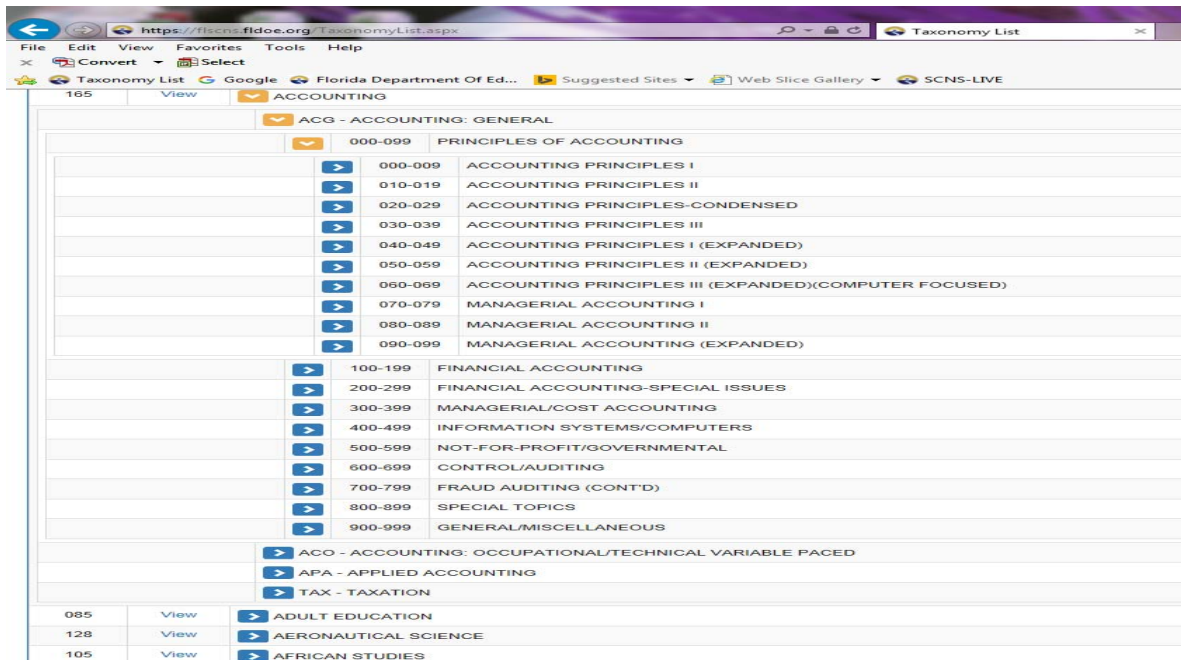
This will select the Statewide taxonomy that lists any associated prefixes to the Discipline. Accounting has ACG, ACO, APA and Tax:

Expand ACG prefix by **CLICKING** on the blue arrow and that will list the centuries:

CLICK on the blue arrow again to see the decades in each century (i.e. **CLICK** Principles of Accounting).

This menu also shows which institutions have active courses within a century, decade, or number. You can review those course descriptions by clicking on Find a Course, Find a Statewide Course, and selecting the Discipline and Prefix. Selecting History and WOH [World History], for example, produces six pages of offerings.

Clicking on page 2 shows WOH 044 [which is X044 since levels are not included in the taxonomy] in the middle of the page. Clicking on WOH 044 provides the general information about the courses in that decade. Clicking on the Institutions tab reveals that only Florida Gulf Coast University has an active course in that decade. If UCF wanted to create a new undergraduate course that focused on 20th century world history, the History Department could use the State Course Detail information along with a review of FGCU's course to determine if its new course would fit into that number. If so, UCF could propose a new course as either WOH 3044 or WOH 4044, depending on where the course would fit into the curriculum, the prerequisites required, readings, and more.

Notice that the FGCU course includes the statement "guaranteed transfer to institution offering same course" at the bottom of the Institution Course Detail. This is an important reminder that the reason the state wants to ensure UCF's WOH 3044 or WOH 4044 is demonstrably similar to FGCU's course is that each institution would be required to automatically accept the other's course for transfer credit. Therefore, the content should be ~80% the same. This is determined by course description, learning outcomes and major topics, credit hours, prerequisites, and readings. Again, the level is important in a transfer credit decision but not a course numbering decision.

A screenshot of the Florida SCNS Institution Course Detail page showing:

Course ID: 140817
Institution: FGCU - FLORIDA GULF COAST UNIVERSITY
Course Name: WOH 3044 - 20TH CENTURY WORLD HISTORY
Course Title: 20TH CENTURY WORLD HISTORY
Discipline: 037 - HISTORY
Prefix: WOH - WORLD HISTORY
Level: 3
Statewide Course: WOH 044 20TH CENTURY WORLD HISTORY
Honors Course: NO
Add Date: 08/01/2006
Effective Date: 08/01/2006
Date SCNS Approved: 1/24/2006
Term Type: SEMESTER
Course Credits: 3
Type of Credit: COLLEGE CREDIT
Course Status: ACTIVE
Gordon Rule: NO
Gordon Rule Writing: NO
Degree Type: BACCALAUREATE
Prerequisites: NONE
Corequisites: NONE
Course Description: HISTORY OF THE TWENTIETH CENTURY. MAJOR THEMES INCLUDE THE TWO WORLD WARS, NATIONALISM AND DECOLONIZATION, THE COLD WAR, GLOBALIZATION, AND NEW SOCIAL MOVEMENTS.
Objectives / Learning Outcome(s) / Major Topics: THE ACQUISITION OF A SENSE OF HISTORICAL CONSCIOUSNESS, AN UNDERSTANDING OF FORCES, IDEAS, EVENTS, MOVEMENTS, PERSONS, AND CREATIVE EXPRESSIONS OF THE 20TH CENTURY. STRENGTHEN STUDENT WRITING AND ANALYTICAL AND CRITICAL THINKING SKILLS
Textbook(s): HOWARD AND LOUIS, THE OXFORD HISTORY OF THE TWENTIETH CENTURY. OXFORD UNIVERSITY PRESS. FINDLEY AND ROTHNEY, TWENTIETH CENTURY WORLD. HOUGHTON MIFFLIN J.R. MCNEILL, SOMETHING NEW UNDER THE SUN: AN ENVIRONMENTAL HISTORY OF THE TWENTIETH-CENTURY WORLD. NORTON
Transfer Status: GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.

UCF Resources to Assist with the Selection of a Course Number

The following UCF faculty members serve as Discipline Coordinators (DCs) for the State Course Numbering System. They have extensive experience reviewing new course proposals from institutions across the state and are familiar with the taxonomy structure.

Dr. John Schultz – Anthropology
Dr. Seth Elsheimer – Chemistry
Dr. Emily Johnson – Digital Media
Marjorie Ceballos-Education Admin
John Sacher – European Studies
Dr. Florin Mihai – ESL
Dr. Alice Noblin – Health Information Management
Dr. John Sacher – History
Dr. Bruce Janz – Humanities
Prof. George Bagley – Mass Communication
Dr. Heath Martin – Mathematics
Dr. Hyoung Jin Cho – Mechanical Engineering
Prof. Steven Spencer – Photography
Dr. Patrick Pabian – Physical Therapy
Dr. Doan Modianos – Psychology
Dr. Abdul-Akee Sadiq – Public Administration
Dr. Robin Kohn – Social Work
Dr. Jay Corzine – Sociology

Dr. Timothy Letering, UCF's Institutional Contact for SCNS
Ms. Danielle Hutson, UPCC/UCRC Assistant [ucrc@ucf.edu]

Undergraduate Course Revisions

An updated syllabus must accompany all course revisions. If a course revision includes a changing of level (upper to lower or vice versa), the prerequisites and course description should be updated as appropriate. The rationale should explain how this will impact a student's four-year graduation plan.

If the course revision impacts any aspect of the course number (level, century, decade, or number), please seek guidance from Undergraduate Studies before launching the proposal, as the revision may actually require a deletion request and a new course request.

If a course revision is a name change and the previously named course has a Material and Supply (M&S) fee associated with it, the revised course will not automatically have the M&S fee follow the course. The M&S fee needs to be indicated on the revision form as a comment by the Originator, so it can be tracked by Student Account Services.

Course revisions are reviewed and approved by the university (UCRC) and then submitted to the State Common Numbering System (SCNS). If substantial changes exist, this may result in a prefix or number change by SCNS.

Undergraduate Course Deletion

Courses can be deleted for a number of reasons, including a change of resources or lack of interest/enrollment. If the course is a prerequisite to other courses or if it appears in catalog copy, notification must be made to the departments offering the affected courses/programs to update their courses or program by submitting the appropriate revision paperwork. Always run the Course Impact Report in Curriculog and contact the impacted departments before advancing a deletion proposal beyond the department communication.

It is challenging for various university and state systems to propose a course, delete the course, and propose a new course with the same number in the future. If the course may be taught in the future, it should be continued rather than deleted.

Split-Level Courses

Split-level courses include any division of a course by one level, which may include an undergraduate course (e.g. 4000/5000 level split). As split-level courses are approved through the College of Graduate Studies, please refer to the graduate curriculum guidelines for more information. When proposing a split-level course, there must be two distinct syllabi that clearly identify the differences of requirements and responsibilities between the two levels.

When proposing or revising an undergraduate course as a part of a split-level proposal, the undergraduate course must be separately approved through the undergraduate curriculum process.

Except under very rare circumstances (approved by the provost), **dual listing** of a course is prohibited. Dual listing involves two different courses (prefixes and/or numbers) scheduled at the same time and teaching the same content. This is why the cross-listing function in Curriculog will not be utilized at UCF.

5-Year Review of Courses/Course Continuations

The state requires that universities review all existing undergraduate courses that have not been taught for five years to either be deleted from the catalog or reviewed for continuation. Each year, the College of Undergraduate Studies identifies all courses needing review. If the program wants to retain the course, provide the rationale for continuation of the course as is, propose revisions, or support the deletion of the course. Revised or deleted courses should follow the procedures previously detailed above.

When identified, the College of Undergraduate Studies will indicate the deadline for courses to be approved for continuation. Requests for continuation are reviewed and approved by the Undergraduate Course Review Committee (UCRC).

Elements of Course Requests

Academic Affairs Approved Instructor
An Academic Affairs Approved Instructor must be added to any course proposal. The person listed should be qualified to teach the course and must be listed in the SACS Faculty Qualifications Database. This information is required at the state level for course approval.

Course Prefix and Number
The prefix of a course is determined based on the content of the course. No department, school, or college "owns" any course prefix.

Reserved Numbers
199R, 299R, 399R, 496R, 599R, 688R — Internships
499R — Senior or honors thesis
589 — In-service course with school districts

Course Number Suffixes
H — Designates an Honors Course
L — Designates a Laboratory Course or Laboratory part of a course
C — Designates a course with a combined Lecture and Laboratory Corse

Note: Suffixes, such as "A," "B," or "C," showing course sequencing, are not allowed. Instead, course sequences should be designated with separate numbers (i.e., MAC 2311 and MAC 2312) and with Arabic numerals in the title (i.e., Calculus 1 and Calculus 2).

Credit Hour Information

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

Credit Hour Design Options

Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	1	1	1

Lab/Studio/Field work	0	1	2
Out-of-Class (homework, course readings, group work, online posts, etc)	2	1	0
Total Course Engagement	3	3	3

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

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

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

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

Title
The title should be clear and correspond closely to the course content and description. If words like "Introduction" or "Advanced" are used, be certain these modifications correspond to the course level, content, and prerequisite requirements. It is important to remember the state does not base its prefix and number approval on course title.

Full Course Title
The full course title should reflect the main topic of the course as succinctly as possible. This is the title that will show in the university catalog.

Abbreviated Title
This is the abbreviated version of the full course title to use no more than 30 spaces. This is the title that will show in the Class Schedule and on the student's transcript. Abbreviations should be as understandable as possible.

Flexible Titles
This option allows a department to offer multiple titles for one course. One or more of the approved flexible titles may appear in the Class Schedule at one time. Flexible titled courses should use the "R" suffix, thus allowing students to take more than one titled course and receive credit. Generally, flexible titled

courses are used with special topics courses, seminars, or courses for which the general subject area is fixed but the specific materials very from year to year.

Course Component

CLN-Clinical	INT-Internship	MLC-Med-Lecture	RES-Research
CON-Continuance	LAB-Laboratory	MNT-Med-Internship	RRP-Research/Report
DIS-Discussion	LEC-Lecture	MRS-Med-Research	SEM-Seminar
DRT-Dissertation	MCL-Med-Clinical	OTR-Other	SUP-Supervision
FLD-Field Studies	MIS-Med-Independent Study	PER-Performance	THE-Thesis Research
IND-Independent Study	MLB-Med-Lab	PRC-Practicum	TUT-Tutorial

Most courses will have the LEC or LAB course component selection.

Description
While there is no limit to the length of the course description in the syllabus, PeopleSoft requires a limit of 25 words. The description should be written in such a way that a person of "average" intelligence would be able to understand what is contained in the course. Following are guidelines for writing a course description:

- Should not be longer than is absolutely necessary.
- Use "active" voice.
- Delete articles wherever possible.
- Restrict adverbs and adjectives.
- Use parallel structure.
- Don't repeat information contained in the course title.
- Don't capitalize, except very proper nouns.
- Avoid unnecessary introductory phrases (e.g., A course in . . .; A study of . . .; etc.). It is self evident that this is a course and will be a study of something.
- Avoid phrases where a single word will do (e.g., with special emphasis = emphasizing; application of the = applying; relevant to the study of = relating to; etc.).
- Avoid the phrase "the student".
- Avoid "special jargon" unique to the discipline as much as possible. Remember that those outside the field of study may need to know what this course is — not just those trained in the field.

Course descriptions submitted for a course will be edited to make sure there is consistency in the voice and structure throughout the catalog.

Course AcadOrgs

Every course at UCF falls under a specific Academic Organizations (AcadOrg). The AcadOrg indicates the department/school that is proposing and thus is responsible for scheduling and teaching the course. The AcadOrg may be left blank by the Originator of a course proposal, but it must be added by the college prior to approving the course. The following AcadOrg list was provided by Institutional Knowledge Management and shows those within PeopleSoft:

ACCOUNTING	DEANCOS	HISTORY	NURS SYST
AFRIC AMER	DEANEDUC	HLTH PROF	OPTICS
ANTHRO	DEANENG	HLTH SCI	PHILOSOPHY
ART	DEANGRDST	HLTHMGTINF	PHYSICS
ATHL TRNG	DEANHSPMG	HONORS	POL SCI
BIOLOGY	DEANUGST	HOSP MANG	PSYCHOLOGY
BCBS	DIGMEDIA	HSP SERV	PT
CARDIOPULM	DIRNSCM	IEMS	PUB ADM
CHEMISTRY	ECE	INTERNSHIP	PUB AFF
CIVIL	ECONOMICS	INTG BUS	RADSCI
CJLS	ED CHFAMCS	INTRNL MED	ROTCAIRFOR
COMCLINSCI	EDLDRHED	JUDAIC STS	ROTCARMY
COMM DIS	ED HUMSCI	KNSLGY-PT	SMST
COMMD	ED RSTECLD	LATINAMER	SOC WORK
COMMEDEDUC	ED STLL	LEGAL ST	SOCIOLOGY
COMMUNICAT	EDUC STDS	LIBERAL ST	SPRTBUSMGT
COMP SCI	ELEC-ENGR	LRNEDRSCH	STATISTICS
COMP-ENGR	EE/CE	MANAGEMENT	TCHLRNPRIN
CORE	ENGLISH	MARKETING	TCHREDUC
CRIM JUST	FIEA	MATH	TECHNOLOGY
DEAN BUSAD	FILM	MECH/AERO	THEATRE
DEANBCBS	FINANCE	MEDLABSCI	TOURATTEVT
DEANCAH	FINANCE	MICRO	VALENCIA
DEANCCIE	FOOD-LODG	MIS	VISARTDES
DEANCHPS	FOR LANG	MSE	WOMENS ST
DEANCOPHA	GMINTRMDIA	MUSIC	WRITE RHET
DEANCOM	HEALTHSERV	NURSING	
DEANCON	HIM	NURS PRAC	

Prerequisites

Upper-level courses should have prerequisites that identify the level of mastery needed to be successful in 3- and 4000 level courses. If there are no prerequisites to an upper-level course, the course's content must clearly show and/or describe how it is appropriate at the designated level. If an upper-level course does not have a prerequisite, the state may reassign the course as a lower-level (1000 or 2000) course.

In listing prerequisites for courses, only the immediate prerequisite should be specified (not the whole sequence of courses that feed one into another).

There are to be no "hidden" prerequisites in listing program requirements. If a course has a prerequisite, they automatically become part of the program requirements and the hours are added to the total hours for the program. (An exception to this would be a list of elective courses students may choose among as part of a specialization/option/track within their major program.)

If there are prerequisite courses that may be waived depending on the student's previous experience (e.g., SPN1101, SPC1102, and SPC2201 are waived if a student has had previous language experience or been on a mission to a Spanish-speaking area), they still must be listed as part of the program requirements and the hours must be added into the total program hours. However, there can be a statement indicating the prerequisites can be waived, and there can be an hour range shown (e.g., 56–72 total hours) for the degree program.

If revising a prerequisite, be certain to take into consideration the impact this may have on students and faculty. Review the degree program's eight-semester progression map devised for Pegasus Path to ensure students can still complete the program in the same number of semesters.

Corequisites

Certain courses must be taken together, so they each need the other as a corequisite. While corequisites may be central to linking a lecture course with a lab, for example, they can cause registration challenges for students. Please utilize corequisites only in circumstances where the content of one course must be linked with another course in the same semester. Otherwise, one course may more appropriately serve as a prerequisite. UCF does have the option of selecting a course as a "prerequisite or corequisite" for another course, allowing students to complete one before the other or taking them simultaneously.

Repeatable Courses

For courses that can be repeated, indicate how many times the course can be repeated and for the maximum number of hours. Indicate in the proposal what parts will remain the same and what parts will change when the course is repeated. Also, include the name of the committee/faculty member who will approve the content before a course is repeated if applicable.

Rationale

All new and revised courses must include a brief rationale that provides the explicit need for the request. For new courses, it should include the number of faculty qualified to teach the course, the resources required to offer the course, how it will impact the teaching of current courses (i.e. lab space), and why the course content cannot be taught in existing courses.

Discussions/Duplications

Possible course duplications and conflicts with other departments or colleges must be discussed with appropriate parties before submitting a course. Provide detailed justification (emails, comments within Curriculog, etc.) on these discussions. All course proposals can be sent to other departments/colleges using the "Custom Route Function" in Curriculog. See the Curriculog User Manuel for more information.

GEP Course Options

Faculty can request that a course be considered as a part of the General Education Program as an institutional option in one of the five foundations areas. Only the state can add state core options.

Courses proposed for the GEP must already exist and show a history of enrollment. To request that a course be included as an option of the GEP, a specific foundation area must be identified, and the course must fulfill the competencies of that foundation area as set by the BOG's General Education Steering and Faculty Committees. Please review this document: http://www.fldoe.org/policy/articulation/general-edu-core-course-options.stml

GEP Course Applications are reviewed by the Common Program Oversight Committee (CPOC) after Dean approval and before UCRC review. GEP course proposals are considered by two university-level committees. They must also review state approval, so it is a lengthy review process.

Gordon Rule Writing Course Designation

The "Gordon Rule" requirement is based on a state rule (6A-10.30) that requires undergraduates to complete specifically designated writing and mathematics courses as a part of their degrees. Mathematics courses that meet this requirement are determined by the state; however, courses may be proposed to be accepted as a Gordon Rule writing courses at the university. See the current undergraduate catalog for the list of approved Gordon Rule courses.

Proposals for new Gordon Rule writing courses and requests to remove approval are reviewed by the Common Program Oversight Committee (CPOC). New proposals must identify specific assignments that meet the college-level writing course criteria as per the application. Courses that have been designated to meet the Gordon Rule writing requirement for five years will be reviewed by CPOC to ensure the course continues to meet the criteria.

To qualify as a University of Central Florida Gordon Rule Writing option, a course must:

- Include the written component (a minimum of 4 written assignments) as a significant portion--at least 60% minimum--of the final grade.
- Demonstrate substantial, developed writing through the inclusion of at least one multi-page writing assignment.

- Integrate at least one writing assignment in which the students submit a revision in response to substantive teacher/grader feedback.

Honors Courses

Honors Interdisciplinary Seminars are intended to be innovative, creative, and intellectually challenging courses in which students are active participants. These courses offer faculty members an opportunity to teach small classes (limited to 20 students) and the chance to explore new topics and instructional formats that may not fit within the traditional curriculum. These seminars also provide an opportunity to examine the intersections and question the boundaries of disciplinary knowledge in ways that are not typically considered in the undergraduate classroom.

Requests for new, interdisciplinary honors seminars can be initiated by either the Honors College or a department. New honors courses are approved through the department, the Honors College, the college curriculum committee, and UCRC.

Interdisciplinary seminars use 3930H or 4932H as their course numbers.

"Honorizing" a Course

When the Honors College wants to create an undergraduate honors version of an existing course, the department offering the course will submit a regular new course proposal with the following requirements:
- Add H after the number (i.e. SPN 1102H)
- "Honors" should be somewhere in the title
- Prerequisites must include "and consent of honors"
- In the Curriculog system, the course will be automatically routed to the Honors College for approval.

High-Impact Practices (HIP) Course Designations

Spring Submission (Approval for Summer and Fall courses)

HIP Designations are:

- Service-Learning (SL): Furthers the learning objectives of the academic course, addresses community needs, and requires students to reflect on their activity. (Jason.Smith@ucf.edu)
- Integrative-Learning Experience (IE): New Opportunity—Students explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. (QEP@ucf.edu)
- Research-Intensive (RI): New Opportunity—Involves faculty-guided curriculum based engagement in aspects of the research or creative inquiry process. (OUR@ucf.edu)

Process of Designation:

- Designation online submissions are due the third Friday of the fall and spring semester. IE and RI are submitted via Curriculog. All applicants must submit a detailed syllabus and materials; see website for details.
- All applicants must submit a detailed syllabus and materials; see website for details.
- Courses can be submitted for designation at the section level (by instructor) or at the course level (by chair).

For additional information, please visit: https://dtl.ucf.edu/faculty/high-impact-practices/coursedesignations/

Contact for general information:
Dr. Kimberly Schneider (KRS@ucf.edu)

Programs

Programs: New/Revise/Delete

Programs should be internally reviewed periodically, and if there are changes, these should be submitted as Program Revisions for inclusion in the following year's catalog copy. Revisions to program curricula can impact student progression to graduation, especially transfer students, so please minimize annual revisions.

New Degree Program

Any department/school interested in proposing a new degree program should involve their college in discussions at the outset. Support and development of new degree programs is based on many factors, including academic need and demand, contribution to local/state economic needs, and available resources. Additional information can be found on the APQ website: https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/

Departments developing a new degree program using an existing CIP code and existing level degree need only use the full-proposal process. The CAVP pre-proposal process is not required.

New Degree Pre-Proposal and Full-Proposal

A program must follow the pre-proposal process if a new degree program uses a CIP code and level combination that is not previously approved for UCF.

All new degree programs of this sort must be included on the university's master plan and must complete a pre-proposal process that includes pre-approval by the college dean and the provost. The following applies:

- Complete the New Academic Degree Program Authorization Pre-Proposal Form (form and procedures available from the APQ website).
- Provide data in support of needs and workforce demands.
- Addresses potential impact on department resources including faculty instructional resources, space, funding, etc., as well as source of funding for any stated needs.
- Obtain approval by the college prior to being submitted for provost approval.

Additionally, proposals should:
- be reviewed by the appropriate university offices prior to formal submission,
- include a general outline of intended curriculum (if the college requires one),

- include discussions with any on-campus or SUS collaborators (i.e. interdisciplinary, cross-, or multi-disciplinary program collaborations)

When developing a new degree program, please request a proposal timeline from the College of Undergraduate Studies to outline the progress benchmarks for program review and approval and to meet the anticipated start date.

Pre-proposals are reviewed by the Dean, the Provost, and the Council of Academic Vice Presidents (the CAVP: the provosts from each university).The council will review the document, focusing on ensuring that the proposed degree program will benefit the state and does not overlap with existing degree programs. A pre-proposal may be approved with no comment, approved with comment, or denied with comment.

A full proposal cannot be submitted to the college or university curriculum committees until pre-proposal has been submitted and approved by the Dean of the college, the Provost, and the CAVP.

Once the pre-proposal is approved for full proposal, the new degree proposal will be added to the University Work Plan (which will indicate a start date, based on what was submitted with the pre-proposal). Full proposals that have gone through the CAVP process must follow the Board of Governor's (BOG) template for new degree proposals and must be accompanied by the degree proposal worksheets. These forms and procedures are available from the APQ website.

Approvals
The deadlines for submitting a request for a potential degree and the pre-proposal are established by Academic Affairs. Please reference the Academic Program Quality (APQ) "New Degree Programs and Graduate Certificates" website for more information: https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/.

The extent of review and approval that a new degree program receives depends on several factors. New undergraduate bachelor's programs are reviewed and approved by the UPCC and then sent to BOT's Education and Programs subcommittee for review and approval. The program is sent to the full BOT and BOG for notification. (If new courses are proposed as part of the new degree program, those courses must be approved by UCRC prior to UPCC reviewing the program.)

If the focus of an undergraduate degree requires common program prerequisites (CPP) that are different from any of the state approved CPPs, or if the academic focus of a new degree requires a CIP that is not presently defined within the SUS, please contact the Associate Dean of the College of Undergraduate Studies for consultation on the review process.

New Degree (Pre-Proposal Not Needed)
If a new degree of the same level will use the existing program's CIP (ex. a B.S. exists and the department wants to develop a new B.S. or B.A. with the same CIP), then the new program does not have to be approved through the pre-proposal process and it is not included on the University Work Plan.

To submit these proposals, the format should follow the proposal format for new degrees. The BOG forms have been recreated in Curriculog and should be completed and launched in the system.

Approvals
New bachelor's programs are reviewed and approved by the university (UCRC and UPCC), and then sent to BOT's Education and Programs subcommittee for notification.

New Degree (Substantial Overlap with an Existing Degree)
If a new degree is substantially similar to an existing degree (i.e. a department offering a BA version of an existing BS degree), the department will complete an abridged version of the new degree proposal form. The lead faculty member, program director, or Department Chair should reach out to the Associate Dean for Undergraduate Studies to discuss what aspects of the proposed degree will be similar to an existing degree before completing the abridged degree program proposal.

Common Program Prerequisites (CPP)
The purpose of common prerequisites is to prepare students to enter the upper-division of a baccalaureate program at any public Florida college or university that offers the student's intended major and expose students to courses that allow them to demonstrate interest and build knowledge and skills necessary to be successful in a designated major
Common Program Prerequisites:
•Are typically limited to lower-division courses except where the choice in an equivalent course offered at an institution is only found at the upper-division level at an institution;
•Ensure learning goals and objectives are foundational to upper-division coursework;
•Are widely required for similar degree programs throughout the state;
•Are offered at State University System and Florida College System institutions;
•Must be available for summer enrollment in the limited case where the course is only offered at the baccalaureate degree-granting institution due to curricular specialization;
•May satisfy General Education Requirements;
•Consider including any course prerequisites for the common prerequisite as part of the 60 hours of lower division work; and
•Are completed within the first 60 hours of college credits or may be used as an elective in the final two years of the degree program's curriculum. Baccalaureate programs established with more than 120 semester credit hours may find that more than 60 lower-division courses are required for the degree.

CIP Codes

UCF is required by the U.S. Department of Education to file a number of annual reports each academic year that require the Classification of Instructional Program (CIP) codes. Failure to do so could result in sizeable fines and possible curtailment of Title IV participation that would impact nearly half of the UCF student body and curtail nearly $75 million in federal financial aid students receive annually.

As each degree program is created and/or updated, departments should make sure the CIP Code attached to the program is accurately reflecting the subject matter of the program as outlined by the U.S. department of Education.

In those instances where two or more CIP Codes could be used to categorize the program, departments should choose the code category that is more generalized or fits the majority of the subject criteria as outlined by the code descriptions.

Current code lists and descriptions can be found at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. The home page is at https://nces.ed.gov/. Then a search for CIP Codes will need to be done in the search engine provided.

New Track, Specialization, Concentration, Minor, or Certificate

To submit these proposals, complete and launch the proposal in the Curriculog system. If proposing a new track, specialization, or concentration, consider the following:
- Tracks are described as "knowledge-based."
- Specializations are "skills-based."
- Tracks and specializations must have at least nine upper-level credit hours differentiating them within the degree. Concentrations do not have a set number of credit hours that differentiate them.

If proposing a new minors or certificate, also take the following into consideration:
- Minors are complements to a bachelor's degree program and may be required as a part of the degree.
- All degree offering programs and programs offering a minor must be housed within academic colleges and be subject to the usual academic and curriculum review process.(1990-1991-4 Major and Minor Degree Program Guidelines)
- Certificates are supplements to a bachelor's degree program and will be optional.
- Minors and undergraduate certificates can only be awarded with a completed degree.
- Minors are usually 18-21 hours. (2011-2002-5 Require All Minors to be 18 hours Minimum for UCF)
- Certificates are usually 15-18 hours (min 6; max 30).
- While there are no minimum-level course requirements, one should consider what's best for student outcomes.

Questions for consideration:
- How do prerequisites courses impact the number of hours needed to complete the minor/certificate? Can they be met within the GEP?
- Of those majors that may take the minor/certificate, are there enough available unrestricted electives to complete this minor/certificate?
- Should any of the prerequisite courses be included as required in the minor/certificate's core or required electives?
- Is there any "residency" requirement? How many courses can be transfer or transient? (This is usually limited to very few to none.)
- How many courses can be shared between this minor and any degree program offered within the same department/school?

New tracks of degree programs, specializations, concentrations, minors, and certificate programs are only reviewed and approved by the University Policy and Curriculum Committee (UPCC). They do not have to be approved by the BOT or BOG.

Creating an online program from an existing program
If a department/school would like to create an online program from a current program, and no curriculum changes are being made, the program only needs to have the "Z code" designation (an indication of an online program) added. The program does not have to receive approval by UPCC. A new "plan" or "subplan code" must be created in PeopleSoft along with a new degree audit. Please coordinate this sort of change with the appropriate college personnel, usually the Associate Dean.

Program Revision
To submit these proposals, complete and launch the proposal in the Curriculog system. Changes to common program prerequisites and total hours require additional state paperwork and approval, so please discuss these proposals with the college's Associate Dean prior to launching the Curriculog proposal. If the only change to the program is to request a new CIP code, then only the BOG CIP Change Request Form needs to be completed. This form is available from the College of Undergraduate Studies.

When revising a program, take into consideration the following:
- Why are the revisions necessary/needed?
- Will this change impact who will enroll into this program? How? Who will be affected?
- Will the number of students who will enroll in program change? How?
- How will students currently in the program be affected?
- Will these changes improve/impact completion rates in a timely manner to meet four-year graduation goals?
- Will these changes have any impact on job outcomes?
- Are the proposed revision extensive enough to change the program's CIP code?
- Any contact information need to be updated?

Significant program revisions

Major program revisions should be considered like a new degree program, with a review of rationale, demand, need and resources as well as a review of the impact on current majors and on other academic programs. Major changes include, but are not limited to, changes to core course requirements, CIP code, foreign language requirements, required/restricted electives (type and or number), total hours, admission, residency, graduation requirements, and GPA requirements.

To add the **Honors in the Major** designation to the catalog description, first coordinate with Honors College to make them aware of the potential for increase in HiM students and to discuss any existing or additional application criteria. Within the catalog description, outline the Honors in the Major admission requirements as well as any additional application requirements by the program. If the program does not have its own criteria for HiM, the Honors College has boilerplate language to be utilized in the catalog.

Minimal program revisions

Minor program revisions (editorial changes) include updates to contact information, grammatical changes, updating contact information, wordsmithing, revising related minor/major, and changes to the 4-year plan. These changes will be made in the catalog through the Acalog system rather than the curriculum management system. Please contact the Registrar's Office regarding the timeline for review and edits to this catalog copy.

Program Differentiated Admission Cycle

Board of Governors' policy does not allow programs to be placed in an "Inactive" status. Thus, academic programs that require a differentiated enrollment cycle in order to evaluate its health and viability must receive university approval. The approval is effective for a maximum of nine consecutive terms, after which a program must either re-apply for differentiated enrollment status or default to admitting students each semester. **Differentiated enrollment requests are limited to undergraduate degree programs, not minors nor certificates.**

A department can request one of three options:
- Admit new students once each academic year
- Admit new students once every other academic year
- Admit new students once every three academic years

Program Suspension Request

BOG Process: The Board of Governors for the State University System has specific requirements to suspend a degree program. This request should follow either a department-initiated or university-initiated need to evaluate the long-term health and viability of a program -OR- the expressed intent to terminate the program following the successful conclusion of the teach-out plan.. Termination requests must include an attached teach-out plan and the BOG suspension request form, which can be requested through the Senior Associate Provost's office. This is not the process to follow if a degree program is requesting a differentiated enrollment cycle. The only two results from an approved suspension are (1) re-instate enrollments, which will required the successful completed of an abridged new program proposal or a full program proposal depending on the length of the suspension or (2) termination. In rare circumstances, UCF may request a BOG exception to the nine-term rule.

Suspensions are limited by Board of Governors' policy to no more than nine consecutive terms.

Reactivating a Suspended or Inactive program

To reactivate a program that has been suspended or inactivated, contact the Associate Dean in the College of Undergraduate Studies.

UCF Equipment and Facility Fee
Revised Policies and Procedures – Fall 2018

Policy

The purpose of the Equipment and Facility Fee (E&F Fee) is to provide authorized high-cost programs with additional revenue for student-focused instructional equipment, materials, and facilities that benefit 75% or more of students in the major or program have uses across multiple courses, and be of predominant (75%) use for instruction. Requests that will benefit all students in a given major or program, through expenditures of direct use in required courses, to fulfill degree requirements, or which will benefit a majority of students in the relevant program, are more likely to be approved. The E&F fee differs from a Materials and Supply Fee, charged to students enrolled in a specific course, and for items "that are consumed in the course of the student's instructional activities" (1009.24 {14} {i}).

Approval Process

Departments proposing a new or modified E&F Fee must follow the approval process outlined here. The provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority, including for any exceptions to policy. Originating departments proposing a new E&F Fee must complete the "Undergraduate/Graduate Equipment and Facility Fee Proposal" through *Curriculog*, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:

- Department Chair
- College Dean
- Undergraduate Policy and Curriculum Committee (UPCC)/Graduate Council Curriculum (GCC)
- Vice Provost for Teaching and Learning
- Provost
- UCF Board of Trustees (as information item)

Each proposal for a new or increased E&F Fee must include the following:

- A justification for the imposition of fee for students enrolled in the specified program
- Explanation of how expenditures will support student-learning outcomes.
- Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Materials and Supplies fees, explain why students must pay course fees as well as an E&F Fee.
- Detailed proposed budget information indicating project annual expenditures by category and line item

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through *Curriculog*.

Additional Guidelines

1. October 15 (or first working day thereafter if on a weekend) is the deadline for submissions for new fees, increased fees, reduced fees, or fee termination to reach UPCC to be considered for the following academic year.
2. The E&F Fee is charged to all majors at the program level.
3. Fees charged by academic units will not exceed $90 per student per semester.
4. The fee will be the same for each term: fall, spring, summer.
5. Part-time students will pay 50% of the E&F Fee.
6. Typically, E&F Fees will only be charged to current majors. If the program requires pending majors to pay the fee, a justification is required.
7. Approved changes in fees, including new, increased, reduced, or terminated fees begin in the fall of the next academic year.
8. Students will pay only one E&F Fee. If enrolled in two or more programs with this fee, they will pay the one at the higher level. Students that have more than one major with E&F Fees at the same level will pay the one for which they declared first. Students in the Honors program will continue to pay the Honors College E&F Fee in addition to the E&F Fee associated with their program of study, if one exists.
9. If an E&F Fee includes depreciation or replacement of equipment, use three years as the standard life, noting and justifying any life cycles outside this standard.
10. If a program is using previous expenditures as a justification, use at least three years of data.
11. Unspent fees carry forward into subsequent fiscal years, but programs must develop and receive approval for spending plans for these funds.

Allowed Expenditures

- Capital and durable equipment used predominantly (75%) for instructional purposes
- Items used predominantly (75%) for instructional purposes, but which are not consumed or expended in their entirety during one course
- Personnel costs associated with maintenance and operation of equipment, materials, and supplies, with cost share commensurate to the percentage of time allocated to instructional uses associated with E&F Fee.
- Facilities costs associated with storage and operation of equipment, materials, and supplies purchased with E&F Fee, with cost share commensurate to the percentage of facility allocated to instructional uses

Disallowed Expenditures

- Travel and training, unless directly associated with E&F Fee requirements

- Materials, supplies, and equipment used primarily by faculty or staff or used only in one course
- General departmental or college expenses, such as salaries, operational costs, professional development, materials, equipment or facilities not directly supportive of instruction; or direct support to university auxiliary units

Accountability

College Level

The college dean, or designated representative, for each program will produce an annual analysis report on each existing E&F Fee at the end of each fiscal year, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC)

The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting. The CPFRC will review all course fees that are new, revised, or scheduled for review and all program fees to provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit

Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties," http://www.flbog.edu/board/regulations/regulations.php

UPCC Manual, Chapter VI, "Equipment Fees" https://undergrad.ucf.edu/wp-content/uploads/2017/11/UPCC-Manual.pdf

Undergraduate Policy and Curriculum Committee https://undergrad.ucf.edu/dtl/for-faculty/upcc/

UCF Materials and Supplies Fee
Revised Policies and Procedures – Fall 2018

Policy

The BOG statute permitting Materials and Supplies Fees (M&S Fees) specifies that these fees are "to offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, excluding the cost of equipment replacement, repairs, or maintenance." (1009.24 {14}{i}). These fees are distinct from Equipment & Facilities Fees. They are established for specific courses, rather than degree programs, and they are to supplement the instructional resources allocated by the university.

Approval Process

To administer such Materials and Supplies Fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

1. Departments/Schools propose a new or modified fee. The Provost, at the recommendation of the Dean of Undergraduate Studies/Dean of Graduate Studies, is the approving authority. Originating departments proposing a new or revised fee must complete the "Undergraduate Materials and Supplies Fee Proposal" through Curriculog, for routing through the following for approval. Authorities at each level may approve, reject, or refer to originator for corrections:
   - Department Chair
   - College Dean
   - Undergraduate Policy and Curriculum Committee (UCRC)/Graduate Curriculum Committee (GCC)
   - Dean of Undergraduate/Graduate Studies
   - Provost

2. Each proposal for a new or revised M&S Fee must include the following:
   - A justification for the imposition of fee for students enrolled in the specified course
   - Explanation of how expenditures will support student-learning outcomes.
   - Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why the current allocation is insufficient and why an increase is needed or why the fee can be reduced.
   - Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.
   - If the "total cost per student" exceeds the "requested fee per student," please indicate how the cost difference will be absorbed or mitigated.

3. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through Curriculog.

4. All fee changes will go into effect the Fall semester of the year for which the fee is approved.
   - The same fee will be charged each semester: Fall, Spring, and Summer.
   - Fees will be in effect until any department/school requests a termination, reduction, or increase.
   - Notice of the Provost's approval of fee requests will be available in Curriculog and will be sent to the Registrar's Office, Student Accounts office and Division of Finance and Accounting by the College of Undergraduate Studies/College of Graduate Studies.
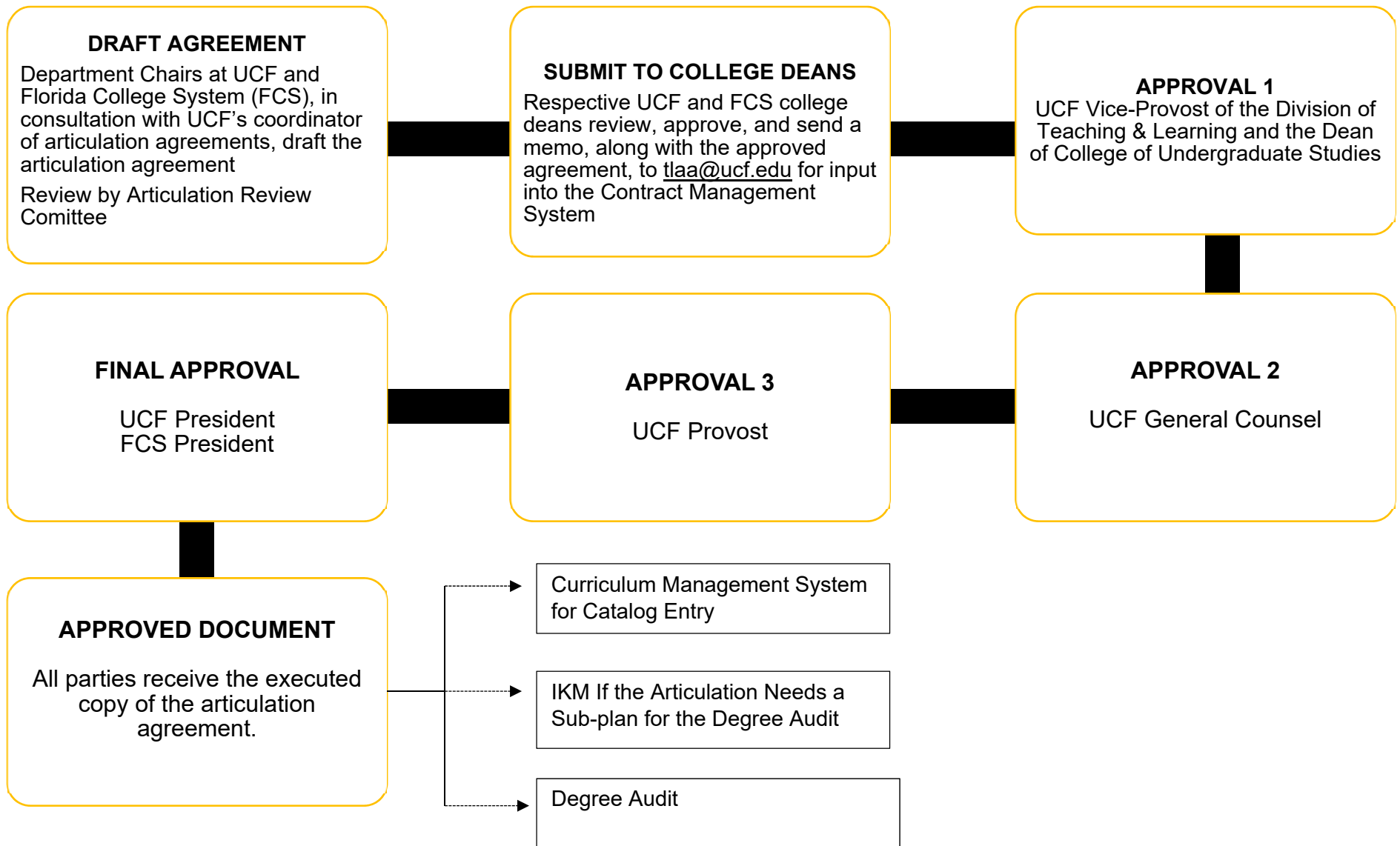
Accountability

- Department Level: The department chair/school director, or designated representative, for each department/school will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Vice Provost for Teaching and Learning no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.
- Course and Program Fee Review Committee (CPFRC): The Vice Provost for Teaching and Learning will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a representative from UCF Finance and Accounting as well as a representative from University Audit. The CPFRC will review all course fees that are new, revised, or scheduled for review and all program fees to provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.
- University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Division of Teaching and Learning, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References

SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties," http://www.flbog.edu/board/regulations/regulations.php

Articulation Agreement Workflow

DRAFT AGREEMENT

Department Chairs at UCF and Florida College System (FCS), in consultation with UCF's coordinator of articulation agreements, draft the articulation agreement

Review by Articulation Review Comittee

SUBMIT TO COLLEGE DEANS

Respective UCF and FCS college deans review, approve, and send a memo, along with the approved agreement, to tlaa@ucf.edu for input into the Contract Management System

APPROVAL 1
UCF Vice-Provost of the Division of Teaching & Learning and the Dean of College of Undergraduate Studies

FINAL APPROVAL

UCF President
FCS President

APPROVAL 3

UCF Provost

APPROVAL 2

UCF General Counsel

APPROVED DOCUMENT

All parties receive the executed copy of the articulation agreement.

Curriculum Management System for Catalog Entry

IKM If the Articulation Needs a Sub-plan for the Degree Audit

Degree Audit

Articulation Rules

- [Rule 6A-10.024, Florida Administrative Code](#) - Articulation Between and Among Universities, Florida Colleges, and School Districts
- [Rule 6A-10.02412, Florida Administrative Code](#) - Foreign Language Competence and Equivalence
- [Rule 6A-10.0242, Florida Administrative Code](#) - Procedures for Determining the Level at Which Courses Shall be Classified
- [Rule 6A-10.030, Florida Administrative Code](#) - Other Assessment Procedures for College-Level Communication and Computation Skills
- [Rule 6A-10.0316, Florida Administrative Code](#) - College-Level Communication and Computation Skills Effective August 1, 1992
- [Rule 6A-10.0331, Florida Administrative Code](#) - Deletion of Courses from Catalogs and Statewide Course Numbering System

Articulation from Colleges to Universities

Students in Florida have transfer rights associated with postsecondary work at public colleges and universities. Here are some of the resources available to inform students about their rights and responsibilities:

- [Statewide Postsecondary Articulation Manual](#) (PDF)
- [Information on Florida's 2 + 2 Pathways and Programs](#) (PDF)
- [Transfer Student Rights](#) (PDF)
- [Common Program Prerequisites](#)
- Additional Postsecondary Resources:
    - [Student Hub for Educational Services, Florida Shines](#)
    - [Articulation Agreements with Private Colleges and Universities](#)
    - [Florida College System Home Page](#)
    - [Florida's Board of Governors, State Universities Home Page](#)
    - [Florida's Commission for Independent Education](#)
    - [The Office of Student Financial Assistance (OSFA)](#)

Articulation Reports, Resources and Publications

- [Florida Statewide Course Numbering System](#) (Postsecondary Course Numbers)

State University System of Florida/Florida Board of Governors (BOG)

Website: http://www.flbog.edu/

System Strategic Plan: http://www.flbog.edu/board/strategicplan.php

Board of Governors Academic and Research Excellence Committee: http://www.flbog.edu/board/committees/index.php?committee_id=17

Board of Governors Academic and Student Affairs: http://www.flbog.edu/board/committees/index.php?committee_id=5

Board of Governors Budget and Finance Committee: http://www.flbog.edu/board/committees/index.php?committee_id=7

Board of Governors Strategic Planning Committee: http://www.flbog.edu/board/committees/index.php?committee_id=15

Board of Governors Tuition Appeals Committee: http://www.flbog.edu/board/committees/index.php?committee_id=16

Board of Governors Two + Two Articulation Committee: http://www.flbog.edu/board/committees/index.php?committee_id=14