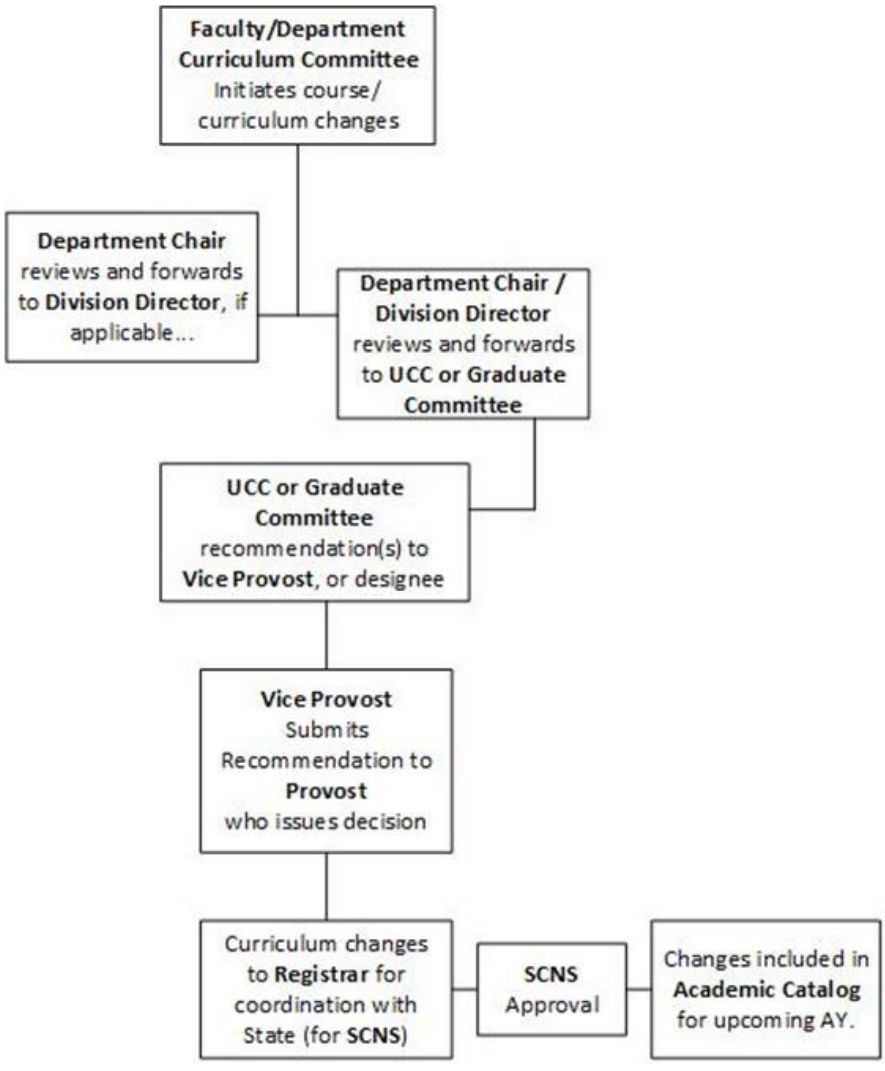
FLORIDA POLYTECHNIC UNIVERSITY

University Curriculum Committees – Operations Handbook



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Contents

Undergraduate Curriculum Committee (UCC)

The Undergraduate Curriculum Committee is detailed in the Faculty Handbook and is a standing University Committee. It is managed by the faculty governing body and populated by faculty from each academic department and selected administrators and staff. The purpose of the UCC is to review all undergraduate curriculum proposals at the course and program level, discuss academic policies where appropriate and as provided by the academic policy committee or the Provost's Office, and provide advice on a range of curricular issues that impact the institution. The UCC takes an institutional view of curricular proposals, applying University standards, state rules, accreditation principles, and other standards and practices consistent with higher education quality and effectiveness. The UCC makes recommendations to the Provost.

Membership

- University Registrar, Ex officio, Chair
- Vice Provost of Academic Affairs, Ex officio
- Vice Provost, Student Affairs, Ex officio (non-voting)
- Institutional Research representative (non-voting)
- One (1) faculty representative from each academic department

Additional Resource Personnel

- Curriculum & Assessment Manager
- Associate Registrar
- Administrative Assistant, Registrar's Office

Notes

- The UCC is a university committee managed by the faculty governing body.
- The University Registrar shall serve as chair of the committee.
- The faculty governing body shall call for faculty representatives to serve on the committee from each academic department in effort to provide representation consisting of the faculty who "own" undergraduate curriculum, develop courses, and degrees, as relevant. Departments are responsible for putting forward their own representatives.
- The UCC will review proposed changes in, additions to, and deletions from the undergraduate curriculum, course descriptions, and catalog information.

UCC Meetings Cycle

The UCC meets in the fall and spring semesters on a weekly or bi-weekly basis as needed. Typically, the bulk of changes with regard to existing programs should be implemented through departmental processes and submitted to UCC during the fall term. UCC's efforts, in general, should conclude in early spring (by mid-February) to provide plenty of time for the full approval process to take place including submission and approval through the state system and review of all other portions of the catalog in time for full publication prior to new student orientation.

Curriculum processes around new degree programs (i.e. new bachelors or master's degrees) are subject to a much longer institutional process. Departments need to be responsive to institutionally planned implementation timelines and work through their processes accordingly so that, in general, fully developed courses (codes, descriptions, syllabi) and curriculum (plans of study and program description views) are ready to go to UCC at one time. This enables the committee to take a focused, full look at the

program and its contents and evaluate whether it meets a range of required institutional standards for content, quality, level, and so on.

Near the beginning of each fall term, departments should provide the University Registrar with a preview of intended curriculum actions so that the academic year's agenda for curricular actions can be set to provide all stakeholders with plenty of time to complete their work in this process.

Graduate Studies Committee (GSC)

As described in the Faculty Handbook, the purpose of the Graduate Studies Committee is to review and make recommendations concerning graduate academic policies and standards related to graduate level curriculum (new graduate programs or major changes to existing programs and courses). The Committee may serve in advisory capacity to the Graduate Director and Provost on other division-related matters.

Membership

- Graduate Division Director, Ex officio, Chair (or Provost designee)
- University Registrar, Ex officio
- Vice Provost of Academic Affairs, Ex officio
- Vice Provost of Student Affairs, Ex officio (non-voting)
- One (1) faculty representative from each academic department directly associated with a graduate degree program or concentration.
- One (1) faculty representative at-large, selected by faculty governing body

Policy Reference

- FPU-5.00812AP Curriculum and Course Changes

The GSC also serves Graduate Division programs as an assessment committee that periodically assesses graduate student theses and projects for purposes of program improvement. Typically, assessment occurs in the academic year following the most recent completion of theses and projects and for a selection of completed documents.

GSC Meetings Cycle

The Graduate Studies Committee meets approximately monthly during fall and spring academic semesters and more frequently as needed to address curriculum and course change proposals and provide input on policy and other matters that impact the University's graduate programs.

Curriculum Change Submission Process—Curriculog

The University uses Curriculog to manage the curriculum process from the point of the Academic Department through to the University's Academic Catalogs. Once the Academic Departments have completed their process for making changes or creating new curricula, the Department Chair or appointed proxy inputs the curriculum changes into Curriculog. Once the proposal(s) is launched, it goes through the process (as outlined on the cover of this document) and, on its way, stops at the UCC for review and recommendation.

All members of UCC are able to review proposals in Curriculog and provide feedback. The system provides the departments the ability to keep records (minutes) of departmental decisions related to program changes. Additionally, agents throughout the process are able to input comments and read others' comments and reactions, and the system facilitates modifications of proposals to ensure that

curricula and courses meet the quality standards we demand. Curriculog also maintains an electronic record of all changes and serves as evidence to stakeholders of our processes.

For assistance on use of Curriculog, contact the University Registrar at registrar@floridapoly.edu.

Questions for Academic Program Evaluation

Questions for new and revised academic programs include, but may not be limited to, the following:

New Programs

- Does the program follow the UCC undergraduate curriculum template?
- Does the program include a plan of study that adheres to the common freshman year?
- Does the program include the 0-credit internship?
- Does the program include the year-long senior capstone sequence of 6-credits?
- Is it called senior capstone in some fashion?
- Does the program include 18 credits of Humanities (e.g. 6 in communication; 6 in humanities; 6 in social sciences)?
- Does the program contain a coherent core curriculum of degree-program courses?
- Are "concentrations" of an appropriate size (12 credits), consistent with other Florida Poly programs?
- Has the program identified and provided a clear rationale for its pre-requisites?
- Can the curriculum, as constructed, be delivered efficiently? (i.e. are there too many elective/concentration options? Too many new courses?
- Does the program adhere to the 120-credit limit?

Current Programs

- What does the proposed change address?
- What program outcomes is the change intended to improve?
- Does the change impact any other programs? Has appropriate communication/discussion taken place?
- Does the program change impact its ability to adhere to the 120-credit course requirement?
- Does the program change maintain a reasonable distribution of credits across each semester so that students can balance their loads?
- How does the change impact the pre-requisite chain through the curriculum? Has it been adjusted to facilitate progress to degree?
- When is the change effective?
- How will the Department handle students who remain in the previous curriculum?

Questions for Course Evaluation

Whether the course is new, or the proposal is a revision to an existing course, a range of questions may be asked of it. Questions for new and revised courses include, but may not be limited to, the following:

- What is the basis and the rationale for the course change?
- How does the course change support student learning?
- How will the course change enhance the program?
- Will the course change impact the pre-requisites or the plan of study?
- Will the course change impact the total credits for the degree?
- Will the course change impact other programs?

- Has the Department made other programs aware of the change (if applicable) and sought their support?
- Will the course change impact any aspect of the standard Florida Poly template for undergraduate programs in a way that substantially alters the template?
- What is the rationale for the course number? (Note: in Florida, the state typically controls the last three digits, while the institution controls the first digit designating level—so, in short, this is a question to justify the level of the course.)
- What is the content and workload expectations of the course and their relationship to the credit hour designation? How, in other words, does the course justify the requested credit hours associated with it? (Note: regardless of modality, the course must demonstrate that its workload is appropriate to the amount of credit it purports to award.)
- Typically, if a standard, semester-length, 3-credit face-to-face course is used as a baseline for the amount of work, in terms of topics and material covered and workload assigned, then this amount of work can be easily delineated and compared to a course proposed to be offered in the same or another modality so that an equivalency is determined.

Other Principles and Guidelines

The following principles have been adopted or agreed upon by the UCC at different times throughout Florida Poly's history. Where available, these dates have been noted. These principles or guidelines are intended to maintain academic quality and consistency and facilitate academic planning at the program, department, division, and institutional level. Exceptions to these principles and guidelines must be carefully considered in terms of their impacts on students, delivering the curriculum in a coherent, efficient way that manages faculty loads and our ability to carry out our mission.

Standard Format for Baccalaureate Program Curricula

The following template was reviewed and recommended by UCC in April 2017 and approved by the Provost for the program flip to make our programs ABET-compliant by the 2017-2018 catalog. It is the standard curriculum format for all programs and facilitates consistency in program format and certain common curricular experiences as well as delivery efficiencies across the departments and institution. It also provides for flexibility within the 120-credit hour program constraints the University must operate.

University Undergraduate Program Curriculum Template

Approved 4/7/2017 (upd. 10.21.2020)

The following program curriculum template was approved by the UCC and the Provost in spring 2017. This template exists to ensure a certain level of consistency across new and existing programs in terms of general education, foundations, program core, and capstone requirements.

Category	Section	Course	Credits	Notes
I. Professional Foundations Core			**8**	
		SLS 1106 - Academic & Professional Skills	**1**	
		IDS 4941 - Professional Experience Internship	**0**	
		IDS 1380 - Introduction to STEM	**3**	
		EGN 1007C - Concepts and Methods for Engineering and Computer Science (req of Engineering and CS programs only).	**1**	
		COP 2271C - Introduction to Computation and Programming (required for all programs)	**3**	
		Professional Foundations Core courses may be distributed in all other categories, as needed, except General Education.		
II. General Education		*State Required Minimum*	**36**	
	Rules	1. Students must complete at least one ♦ course in each category to satisfy state of Florida		
	Section A	**Communication**	**6**	
		ENC 1101 - English Composition 1: Exp and Arg Writing (W) ♦	**3**	
		ENC 2210 - Technical Writing (W)	**3**	
	Section B	**Humanities**	**3 to 6**	Programs must require 12 credits of Humanities & Social Sciences. These may be broken down evenly or by 3/9; 9/3; however, students must complete at least 3 credits of state required
		ARH 2000 - Art Appreciation (W) ♦	3	
		PHI 2010 - Introduction to Philosophy (W) ♦	3	
		HUM 2020 - Introduction to the Humanities (W) ♦	3	
		LIT 2000 - Introduction to Literature (W) ♦		
		HUM 2022 Explorations in the Humanities (Various Topics) (W)	3	
		IDS 2144 Legal, Ethical, and Management Issues in Technology	3	
	Section C	**Social Science**	**3 to 6**	
		AMH 2010 - American History to 1877	3	
		AMH 2020 - American History Since 1877 (W) ♦ Satisfies Florida State Civics Requirement	3	
		AMH 2930 - History: Special Topics	3	
		ECO 2013 - Principles of Macroeconomics (W) ♦	3	
		ECO 2023 - Principles of Microeconomics (W)	3	
		PSY 2012 - General Psychology (W) ♦		
	Section D	**Mathematics**	**7**	
		MAC 2311 - Analytic Geometry and Calculus 1 ♦	4	
		MAC 2312 - Analytic Geometry and Calculus 2	4	
		MAC 2313 - Analytic Geometry and Calculus 3	4	
		STA 2023 - Statistics 1 ♦	3	
		MAD 2104 - Discrete Mathematics	3	
		MAP 2302 - Differential Equations	3	
	Section E	**Natural Sciences**	**8**	
		BSC 1010 - Biology 1 ♦	3	
		BSC 1010L - Biology 1 Laboratory (W)	1	
		CHM 2045 - Chemistry 1 ♦	3	
		CHM 2045L - Chemistry 1 Laboratory (W)	1	
		PHY 2048 - Physics 1 ♦	3	
		PHY 2048L - Physics 1 Laboratory	1	
		PHY 2049 - Physics 2	3	
		PHY 2049L - Physics 2 Laboratory	1	
	Section F	**Other General Education**	**3**	
		An additional 3 hours of **general education** coursework must be taken here; most programs meet this naturally.	3	

II. Program Foundations / Advanced Math & Science			**12**	*12 to 15*
		1. This area may consist of additional general education courses or other foundational courses in a related field.	This category is an "ABET" category where we count additional foundational math and science courses, typically beyond GE but still pre-req for most upper-level major courses.	
		2. General education courses must be used first to fulfill General Education requirements before being applied here.		
		3. 15 credits here, plus 15 in Sections D and E (above) meet the 30 hour Basic Math/Science requirement for ABET.		
		4. Count the following in this category or below: COP 2271C - Introduction to Computation and Programming (required for all		
III. Program Core			**40**	
		40 credits represents a minimum, depending on how many credits are included in Category II, above.		
		Pre-Capstone design sequences should be included in this category--may be listed as a subset in catalog to stand out.		
Add Rows as needed		***The following should be counted in this category:***		
		** IDS 1380 - Introduction to STEM: Credits: 3*		
		** EGN 1007C - Concepts and Methods for Engineering and Computer Science: Credits: 3*		
IV. Concentration			**12**	
		Concentrations should consist of no more than 12 credits. If other than "Advanced Topics," three credits may come from electives or courses in other concentrations.		
	Conc 1		12	
	Conc 2		12	
	Conc 3		12	
V. Electives			**6**	*3 or 6*
		The number of electives may be reduced to fill out the program core or meet institutional or state required general education requirements.		
Add Rows as needed				
VI. Capstone			**6**	
		All programs are required to have a 6 credit senior capstone sequence.		
		XXX-4XXX Senior Capstone 1	3	
		XXX-4XXX Senior Capstone 2	3	
TOTAL HOURS			**120**	

Principles for Baccalaureate Certificate Programs[1]

Rules

- Certificate are NOT substitutions for degree program concentrations.
- Certificates are conferred at the time a Florida Poly degree is conferred. They cannot be earned if a student transfers or leaves prior to completing the baccalaureate.
- Students must declare they are pursuing a certificate by completing the Registrar's office form. Students may declare as late as the semester prior to their last semester at Florida Poly. By declaring a certificate, the student agrees to the rules/terms set forth here.
- Students who complete the requirements for the baccalaureate degree but who have not completed the requirements for a declared certificate must be graduated first. Certificates need to be completed in time to earn the degree in four-years. This includes summer session.
- Students taking longer than 4-years are not permitted to earn a certificate.

[1] All sections up to "Entry-level certificates approved by Provost on 10.22.2019.

- Students must earn a C or better in all certificate courses to earn the certificate. Only a course that applies to both the degree and the certificate may be retaken for grade forgiveness.
- Incompletion of a certificate may result in excess credit hour fee for courses taken that do not apply to the degree.
- Courses taken toward a completed certificate do not incur an excess credit hour fee.

Eligibility

- Only FTIC and transfer entering fall 2019 and after are eligible for earning a certificate.[2]

Requirements

- Students must maintain a 2.75 cumulative GPA (for all courses, not just certificate courses)
- Students must be on the appropriate plan of study and making successful progress enough to complete their degree in 4 years.

Special Requirements, Rules, Guidelines

- **Upper-level Certificates**
  - Students must successfully complete 30 credits before taking courses toward the certificate (exclusive of transfer credits)
  - Students completing their freshman year with 27 credits, who meet all of the above criteria, may enroll in 3 credits toward their degree and 3 credits toward a certificate in the summer following their freshman year, and up to six (6) depending on summer session.
- **Applied Liberal Studies**
  - Students opting for this certificate who bring in more than 12 hours in humanities and social sciences: credits will first be applied to fulfill general education. Additional credits may be applied to the certificate only if the student declares the certificate (see rules, above).
  - Students may apply up to 9 transfer credits to the certificate provided the credits applied include two 2000-level courses and one 3000-level course. The ALS "capstone" course must be taken at Florida Poly and completed prior to graduation for the baccalaureate.
- **Entrepreneurship and all other Certificates**
  - Students may use 3-credits to count towards both the degree program and the certificate program.
  - The remaining 9-credits must apply to the certificate only.

Entry-Level Certificates

Most certificate programs are comprised of upper-level coursework and intended to provide students with an additional focus area in their major. The University also offers entry-level certificates that consist of lower-division coursework and are intended to be started by incoming freshman and completed prior to start of Junior year. Entry-level certificates may also include an upper-level elective of at least 3 credits. Entry-level certificates may require up to 21 credits (though usually 12-15), may

[2] *Exceptions to the 2019 rule may be granted by the Provost. Students must meet all other requirements and be in their final semester of their 4-year (or less) plan of study to be eligible for consideration.*

require MAC 1147 or MAC 2311 as pre-requisites and are subject to the same rules as upper-level certificates.

Awarding the Certificate

Students who complete the certificate requirements prior to earning 60 credits and remain on-track will be awarded the certificate on their transcript even if a substantial portion of the courses are part of the degree program the student is enrolled in.

Coding for Data Analytics Certificate (Entry-level cert)

Entry-level certificate available to students under special admissions to Florida Poly. Students start in the summer with one or two classes (required either pre-calculus or Calculus 1 depending on student's qualifications) and, optionally, Intro to Data Science. Successful students (those who pass with a C or better in both courses (or one if only one is taken), will continue into the fall term as certificate seeking students.

The coding certificate curriculum is designed to provide students with a entry-level foundation in basic coding, analytics tools, and IT foundations to strengthen their eventual application to an internship (a degree-requirement at Florida Poly) or to enhance their total degree program experience, whether at Florida Poly or elsewhere.

Certificate students are a critical part of the campus community and are eligible to live on campus and participate in University activities.

Program Rules

Prospective candidates are identified by Admissions and admitted to the University as certificate seeking students.

- Prior to the spring term, successful certificate students who intend to continue at Florida Poly will enter an official degree declaration process that transitions the student into a baccalaureate degree program.
- The Coding for Data Analytics Certificate is a stand-alone certificate which results in a transcript credential from Florida Polytechnic University.
- Certificate students enter summer and continue into fall, as certificate seeking students.
- Accelerated credit mechanisms may be accepted and applied to Certificate Program curriculum.
- Students must take the Aleks placement exam prior to summer B registration.
- Certificate students must earn a C or above in all Certificate courses. The requirement for a grade C or higher in each Certificate Program course is based on the length and purpose of the certificate. The length of the certificate program is 19/20 credits, and results in a transcripted credential from Florida Polytechnic University. In the 19/20 certificate credit hours, the certificate student must demonstrate competency in each course as well as competency in the overarching Certificate Program subject. A grade of C or above in each Certificate Program course is demonstration of this competency.
- Students earning a C- or lower in any certificate course will be required to repeat that course at the next available opportunity in order to progress in the program.

Registration and Advising

- Certificate students are eligible to take only courses that are within the certificate curriculum.
- Certificate students receive an assigned schedule.

- Students cannot change their schedule; any schedule changes must happen through the Academic Success Center (ASC).
- Courses that are taken as part of the Certificate Program can be transferred into a degree seeking program. University policy on transfer credits will continue through to the Certificate Program courses.

Academic Progress Requirements

The Coding for Data Analytics Program certificate is awarded to students who have completed the 12 credit "Core Program" and a combination of at least seven pre-requisite and elective credits.

Certificate students may apply pre-requisite and elective Certificate Program courses to a subsequent degree program.

Certificate students must earn a C or above in all Certificate courses. A grade of C- or lower in any course will require that course to be repeated.

Summer B Term

1. Students eligible for Calculus 1, based on prior credit or an Aleks score of 75 or better, must take MAC 2311 - Analytic Geometry and Calculus 1 in summer B session and are encouraged to take COP 2073 - Intro to Data Science at the same time.
2. Students who do not test or place in MAC 2311 - Analytic Geometry and Calculus 1, must take MAC 1147 - Precalculus College Algebra and Trigonometry.
    a. Students not eligible for Calculus 1, but with an Aleks score of 62 - 74 may also take COP 2073 - Intro to Data Science.
    b. Students who have an Aleks score of 61 or below are permitted entry into MAC 1147 only.

Fall Term

1. Summer courses and performance determine the student's fall schedule as set by the Academic Success Center (ASC).
2. All students will be registered for at least 12 credits.
3. Exceptional students may take up to 15, per review and approval by their ASC Coach.
4. Certificate students must take the courses that are required by the program and that are set by their academic success coach.
5. It is not recommended to take Intro Computing until after a student has taken the introduction to Python course.

Spring Term

Certificate Program students are eligible to transition into a baccalaureate degree program upon completion of the degree declaration process in Fall 2021. The degree declaration process is organized by the Academic Success Center. Each Certificate student will meet with their Academic Success Coach to complete the degree declaration process, taking into consideration the student's progress in their FL Poly courses. Students who have earned grades of C- and below may be referred to the Readmissions Committee prior to continuation into their degree program.

Principles for General Education Program and Courses

Board of Governors Regulation 8.005 specifies minimum expectations and hours required to complete the general education core.

Program Mission

The General Education program is foundational to the University's mission to "serve students and industry through excellence in education, discovery, and application of engineering and applied sciences." General education is designed to foster a solid foundation in mathematical and scientific reasoning essential to STEM programs, and through exposure to methods of inquiry and expression in the arts, humanities, and social sciences, fosters intellectual curiosity and life-long learning in preparation for engagement in professional and civic life. The University recognizes that tomorrow's leaders must be technically proficient, ethically-minded, and possess effective communication skills to affect positive and lasting change in the world.

The University faculty has developed student learning outcomes that support the following General Education competencies:

1) **Communication Skills** - Students will demonstrate the ability to communicate effectively and to analyze communication critically in both oral and written mediums.
2) **Critical Thinking Skills** - Students will demonstrate the ability to formulate problems and comprehensively explore and evaluate issues, ideas, artifacts, and information before reaching a conclusion.
3) **Ways of Knowing in the Arts and Humanities** - Students will understand how questions are posed and how insights and creative responses to them are formulated in the Arts and Humanities.
4) **Ways of Knowing in the Social and Behavioral Sciences** - Students will understand how questions about individuals and social groups are posed and addressed through research, experimentation, and analysis in the Social and Behavioral Sciences.
5) **Mathematical Reasoning** - Students will develop mathematical skills that are crucial to success in all STEM fields.
6) **Scientific Reasoning** - Students will demonstrate an understanding of the scientific method and use it to explain the natural world.

Requirements

The University's general education courses support and enhance the core STEM learning and competencies at the institution, providing students with breadth of knowledge, critical thinking and writing skills, and other proficiencies.

In accordance with Section 1007.25 of the Florida Statutes and the recommendations of Faculty Committees, Florida Polytechnic University students complete 36 credit hours of General Education Program coursework within the subject areas of communication, humanities, mathematics, social sciences, and natural sciences. Each student must complete at least ***one state-approved course*** in each subject area in addition to other institutional requirements . These ***State-approved required courses*** are listed in Appendix A.

Within General Education, all Florida Poly programs require students to take ***18 credits of "humanities" as we generally refer to them***. These 18 credits of humanities are defined as the following:

- ENC 1101 – English Composition
- ENC 2210 – Technical Writing (or transfer equivalent)
- Six (6) credits of Arts and Humanities (which includes the 3 required state credits)
- Six (6) credits of Social Sciences (which includes the 3 required state credits)
- So long as the twelve (12) credits of Art and Humanities/ Social Sciences in total are met, the distribution may be 9 + 3/3 + 9, as defined by the program, so long as the state-required courses are met.

All first-time-in-college (FTIC) students are expected to take ENC 1101 (Composition I) during their first semester at Florida Polytechnic.

In compliance with State Board of Education Rule 6A-10.024, a transfer student who has successfully completed the General Education requirements for any public university or community college in Florida prior to enrolling as a degree-seeking student at Florida Polytechnic University, and has this completion noted on the official transcript, shall be considered to have satisfied the General Education requirements at Florida Poly.

Students should note, however, that not all general education courses completed at another institution will apply toward a Florida Poly degree.

Where applicable, courses taken to meet state common prerequisites for a program also may be used to fulfill General Education requirements.

All other transfer students are expected to complete the Florida Poly General Education Program. Transfer students' transcripts will be evaluated to determine course equivalencies and fulfillment of Florida Poly's General Education requirements.

All courses listed are approved for meeting General Education requirements. Courses marked with (W) can be used to satisfy a portion of the Florida college-level writing requirement, and all mathematics courses can be used to satisfy a portion of the computation requirement (State Board of Education Rule 6A-10.030).

Inclusion and Review of General Education Curriculum Courses

Because general education is so strongly aligned with state transfer requirements and because of the broad purposes of a general and liberal education, the following rules apply:

1. No course above 2999-level is permitted to be part of the formal General Education program; however, students enrolled in the Applied Liberal Studies Certificate, having first met the state-required humanities/social science course for general education, may take a 3000-level H/SS course it toward their General Education requirements as well as the certificate (See *Special Requirements, Rules, Guidelines* for Certificates, p.8)
2. No course narrowly focuses on skills, techniques, or procedures specific to a particular occupation or profession or requires such narrow focus as a pre-requisite to success in the course.
3. Courses in basic composition, oral communication, introductory foreign language skill courses that do not contain a literature component are not pure humanities courses and do not fulfill the humanities/fine arts requirement of the General Education program.

Courses may be considered for general education, if

1. They are already part of the state's required or recommended general education list and are not currently offered at Florida Poly,
2. They are not part of the state's list but meet the above criteria and fit within the broad disciplinary areas outlined for general education and the stated competencies/outcomes.

Any department wishing to offer a general education course may propose one, provided it meets these standards and there is a coherent rationale for doing so and commitment to ongoing assessment and improvement of the course and contribution to the general education program.

Periodic Review of the University's general education program is conducted by the Vice Provost's Office to ensure continued compliance with State requirements. This review is typically conducted annually and informally during the catalog review and production period or more formally when courses are considered for inclusion in the general education curriculum as it becomes a matter for UCC as a whole.

Principles for Writing-Intensive Courses (Gordon-Rule) (W)

Because Florida Poly degree programs are so heavy in technical content, the importance of quality, competent writing risks being undervalued if it is left to only two courses in the general education curriculum, particularly as many students transfer these courses in from before they are even formally enrolled in college. Therefore, Florida Polytechnic University has designated certain courses as "writing-intensive" (W) for the purpose of enhancing our students' ability to write well and to think deeply through writing. The writing component also complies with Florida requirements, known as the "Gordon Rule" (Florida Board of Governors Regulation 6.017), which specifies:

> *Completion of an additional six semester hours of coursework [or equivalent] in which the student is required to demonstrate college-level English language writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section.*

Florida Poly Principles for Writing-Intensive Courses

The UCC is responsible for evaluating whether a proposed course that is intended to be offered as writing-intensive meets certain requirements. Additionally, periodically, the UCC asks departments to review their W offerings to determine whether they remain consistent with the standards for writing-intensive courses. Florida Poly has adopted the following criteria for its writing-intensive courses, and all courses that carry the (W) designation are expected to adhere to these criteria:

- Writing Intensive (W) courses require students to demonstrate college-level English language writing skills through ***multiple*** assignments.
- Coursework will require each student to write a minimum of ***2,000 words***.
- To count toward this minimum, the writing must be evaluated ***using a rubric*** addressing content, effectiveness, organization and coherence, and style, grammar, and punctuation. Assignments must be returned to students with a grade and comments that address the students' writing skills.
- Evaluation of writing is based on ***individual work***. Team-written documents may not be counted for credit unless an individual student's written contributions can be evaluated and graded.
- Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.
- Class notes, quizzes, and in-class writing assignments or essay examinations may not be counted.

Graduate Degree Construct

The structure of Florida Poly's masters' degrees is described in the previous section. What is critical to keep in mind from a curriculum committee member perspective is that tracks within the degree program are managed by the academic departments, but the degree program is still one program. This means that many decisions made in one department regarding courses, course changes, staffing, offerings, and so on carry potential impact on the entire degree program.

As a growing institution, Florida Poly will maintain this program structure at the graduate level as a way of building capacity in the disciplinary areas until they can reach a critical mass and grow into their own named graduate degree programs. Thus, the basic framework for a master's degree program is as follows:

1. Core Requirements: minimum 9 – 12 credits (includes coursework and culminating activity, whether thesis or project)
2. Disciplinary (or interdisciplinary) Track: 6 credits
3. Technical Electives: 12 credits

Total Credits: 30

Graduate-Level Courses

Graduate-level courses (typically 5000-level) should be of demonstrably higher difficulty than comparable undergraduate courses both in terms of content taught and expectations for quality and complexity of student work.

As a graduate studies committee reviewing proposals for new and modified graduate courses, the committee should ask questions that ensure that the content and quality of the course are sufficient for the graduate level and for the credit-hours (weight) being assigned to the course. Specifically, the committee should look at the learning outcomes, the course description, any pre-requisite skills and knowledge—whether explicit or implicit in the description—course outline and specific deliverables required of the students to determine whether the content of the course is sufficiently detailed and complex enough to drive the students toward increasingly sophisticated work.

Definition - Restrictions

A master's degree is defined as a credential consisting of a minimum of 30 unique credits that are beyond the bachelor's degree. The following restrictions apply:

1. It is comprised of courses that are not used for the bachelors;
2. No more than nine credits can be at the undergraduate level (only upper division and subject to approval);
3. No more than 12 credits may be transferred in and must be at the graduate level from an appropriate discipline and are subject to review.
4. Program is typically 24 credits minimum of formal coursework with thesis at six credits or project at three credits.

Substantive Change Compliance

Florida Polytechnic University maintains compliance with the Southern Association of Colleges and Schools Commission on Colleges Substantive Change Policy and Procedures through appropriate and timely reporting of qualifying changes. The Vice Provost of Academic Affairs serves as the University's accreditation liaison and is responsible for education the campus community about substantive change

reporting requirements and leading efforts to monitor high risk activities to proactively detect potential substantive changes.

Possible substantive changes that Academic Departments must be aware of include the following:

- Intent to offer a new academic program
- Intent to offer a program in a substantially different modality (distributed learning at 50% or greater)
- Intent to offer instruction outside of the main campus
- Significant changes in the scope and offerings of a program.

Because most of these require at least a notification to SACSCOC, time will be a factor. Changes cannot be implemented prior to receiving approval or acknowledgement from SACSCOC.

Changes to this Handbook

Changes to this handbook are made periodically, typically on at least an annual basis or when a curriculum committee recommends a change to a requirement, rule, or guideline and it is approved by the Provost.

Appendix A.

Florida State-required General Education Courses.

Florida students must take at least one course from each of the following categories, plus any additional courses of choice as defined by their institution's general education program to fulfill the state general education requirement.

Communication

- ENC X101 English Composition I

Humanities

- ARH X000 Art Appreciation
- HUM X020 Introduction to Humanities
- LIT X000 Introduction to Literature
- MUL X010 Music Literature/Music Appreciation
- PHI X010 Introduction to Philosophy
- THE X000 Theatre Appreciation

Mathematics

- MAC X105 College Algebra
- MAC X311 Calculus I
- MGF X106 Liberal Arts Mathematics I
- MGF X107 Liberal Arts Mathematics II
- STA X023 Statistical Methods

Natural Sciences

- AST X002 Descriptive Astronomy
- BSC X005 General Biology
- BSC X010 General Biology I
- BSC X085 Anatomy and Physiology I
- CHM X020 Chemistry for Liberal Studies
- CHM X045 General Chemistry I
- ESC X000 Introduction to Earth Science
- EVR X001 Introduction to Environmental Science
- PHY X020 Fundamentals of Physics
- PHY X048 General Physics with Calculus
- PHY X053 General Physics I

Social Sciences

- AMH X020 Introductory Survey Since 1877
- ANT X000 Introduction to Anthropology
- ECO X013 Principles of Macroeconomics
- POS X041 American Government
- PSY X012 Introduction to Psychology
- SYG X000 Principles of Sociology

Glossary

Academic Degree Program: An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a Classification of Instructional Programs (CIP) code by the National Center for Educational Statistics or as demonstrated by the existence of similar degree programs at other colleges and universities. An argument may also be made for a truly unique degree program, based upon emerging research trends or occupational demand. Each degree program shall have designated faculty effort and instructional resources and shall be assigned a CIP code and included in the State University System Academic Degree Program Inventory.

Certificate Program: a sequence of courses, typically twelve academic credits at the undergraduate level, that usually mirror or are identical to a concentration. Certificates are earned in addition to and outside of a degree program and do not count toward the excess credit hour tally if completed.

- **Upper-level Certificates**: Certificate program comprised of courses predominately at the 3000 and 4000-level
- **Entry-level Certificates**: Certificate programs students may enroll in as incoming freshman where coursework is predominately at the 1000 – 2000-level and intended to be completed prior to Junior year. May include at least one upper-level elective.

Certification: a designation that the bearer has completed a skill-based set of learning experiences designed to demonstrate proficiency in the operation of a specific software, equipment, or methodology. E.g. Solidworks certification.

Concentration: A block of courses focused on a specific topic, branch within a major or larger degree program, interdisciplinary topic, or skill-path with some theoretical grounding. Concentrations may be recorded on the transcript but not the diplomas and are typically limited to 12-credits in total.

Course Deactivation: Deactivating a course results in removing it from visibility in the catalog but not from our course inventory. A program may, at a later date, choose to "reactivate" the course.

Course Deletion: Deleting a course removes the course from the catalog entirely and from our course inventory at the University. The University also initiates action to remove the course's association with our institution from the State system.

Credential: a degree, like a Bachelor of Science or a Master of Science degree.

Dual (double) Majors – majoring in two degree programs simultaneously. The second major must consist of 30 unique credits different from the first degree. *Florida Poly currently does not offer a dual or double-major option.*

Endorsement: Endorsements are co-curricular awards earned as a result of completing certain designated activities and requirements outside of, but connected to, the academic curriculum. Endorsements are tracked and managed through Student Affairs.

Major: An organized curriculum offered as part or all of an existing or proposed degree program. A program major shall be reasonably associated with the degree program under which it is offered and shall share common core courses with any other majors within the same degree program.

Although in some cases the major and the degree program names are synonymous, only the degree program shall be assigned a CIP Code and shall be included in the State University System Academic Degree Program Inventory as a stand-alone program. The number of credit hours for a program major for each degree level shall be established by the university within the parameters set by the Board of Governors.

Master's degree: Graduate degree consisting of at least 30 unique credits that are beyond the bachelor's degree, usually 24-credits of coursework and 6 credits of thesis. Credits used for the bachelor's degree may not be applied to the master's; however, up to nine credits of undergraduate coursework (only upper division and subject to approval), may count as part of the degree program curriculum. Florida Poly normally limits this to 6-credits. For more details on Florida Poly Graduate Degree Program rules refer to the Graduate Division Operations Handbook.

Minor: An organized set of courses typically totaling 18 units of which 12 units must be unique and not a part of the degree requirements.

Track: an organized set of courses within a degree program that emphasize a discipline or interdisciplinary focus. May be used interchangeably with "major"; usually reserved for graduate level. At undergraduate level a "track" informally refers to a collection of courses slightly longer than a concentration but not equal in length or substantial enough to be a major. Typically, 15 – 21 credits.

Notes

Defined by BOG8.011-7(a). Program Minor, Concentration, Area of Emphasis, Track, or a similar curricular offering. Any organized curriculum that is offered as part of a degree program and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals. Such a curricular offering shall be as defined by the university with the credit-hour length set in accordance with university policy, except that the number of credit hours shall not equal or exceed the number of credit hours established for a program major at the same degree level.

Defined by BOG 8.001-7(b). College Credit Certificate Program. An organized curriculum of college credit courses offered as a distinct area of study that leads to specific educational or occupational goals, and for which the university awards a certificate, diploma, or similar form of recognition upon completion. College credit certificate programs may consist of courses that are part of a degree program or distinct courses that are created outside of any degree program. The number of credit hours for a college credit certificate program shall be set by the university within guidelines established by this regulation.