# June 24, 2024 | Academic Excellence and Student Success Committee

Board of Trustees
UCF Student Union, Pegasus Ballroom
2024-06-24 09:00 - 10:30 EDT

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**June 24, 2024 | Academic Excellence and Student Success Committee**
Board of Trustees
Monday, June 24, 2024 at 9:00 a.m. EDT to Monday, June 24, 2024 at 10:30 a.m. EDT
UCF Student Union, Pegasus Ballroom
Virtual Link: https://www.youtube.com/live/OK3Gqgy2C5I?feature=shared

## Agenda

**I. Agenda**                                                                                    **9:00 AM**

**Call to Order and Welcome**
Presenter: Tiffany Altizer, Chair, Academic Excellence and Student Success Committee

**Roll Call**
Presenter: Juan Lugo, Operations Manager

**II. Minutes of the February 22, 2024 meeting**
Presenter: Chair Altizer

**III. Reports**                                                                                 **9:00 AM**

**A. DISC - 1 2024 UCF Post-Tenure Review**
Presenters: Michael Johnson, Provost and Executive Vice President for Academic Affairs, Jana Jasinski, Vice Provost for Faculty Excellence

**IV. Action**

**A. AESC - 1 2024 UCF Tenure Recommendations**                                                  **9:10 AM**
Presenters: Michael Johnson, Jana Jasinski

**B. AESC - 2 Tenure with Hire**                                                                 **9:20 AM**
Presenters: Michael Johnson, Jana Jasinski

**C. AESC - 3 General Education Program Approval**                                                **9:30 AM**
Presenters: Michael Johnson, Timothy Letzring, Vice Provost for Academic Affairs

**D. AESC - 4 New Degree Program Proposal – B.S. in Health Informatics**                          **9:40 AM**
Presenter: Timothy Letzring

**E. AESC - 5 Reduction of Credit Hours – B.S. in Teacher Education, Art Education**   **9:45 AM**
Presenter: Timothy Letzring

**F. AESC - 6 Conferral of Degrees**                                                             **9:50 AM**
Presenter: Michael Johnson

**G. AESC - 7 2024-2025 Linking Industry to Nursing Education Fund Proposals**         **9:55 AM**
Presenters: Michael Johnson, Mary Lou Sole, Dean of the College of Nursing

**V. Discussion**

**A. DISC - 2 Student Success and Well-Being**                                                   **10:05 AM**
Presenters: Michael Johnson, Paul Dosal, Senior Vice President for Student Success, Andrea Guzmán, Vice President for Access and Community Engagement, Adrienne Frame, Vice President for Student Success and Well-Being

**VI. Information**

    **A. INFO - 1 2024-2025 Anticipated Academic Degree Program List**

Presenter: Timothy Letzring

    **B. INFO - 2 2024-2025 Academic Calendar**

Presenter: Timothy Letzring

    **C. INFO - 3 Accreditation Quarterly Update**

Presenter: Timothy Letzring

**VII. New Business**

**VIII. Adjournment**

**Board of Trustees**
**Academic Excellence and Student Success Committee**
**February 22, 2024**
**MINUTES**

## CALL TO ORDER

Trustee Tiffany Altizer, chair of the Academic Excellence and Student Success Committee, called the meeting to order at 9:00 a.m.

In addition to Chair Altizer, committee members present were Vice Chair Rick Cardenas and Trustees Joseph Conte, Brandon Greenaway and Stephen King. Board of Trustees Chair Alex Martins, Vice Chair Harold Mills, and Trustees Bill Christy and Jeff Condello also joined the meeting.

## MEETING MINUTES

Trustee Greenaway motioned to approve, and Trustee King seconded. The committee unanimously approved the meeting minutes of November 16, 2023.

## ACTION

At Chair Altizer's request, Youndy Cook, Vice President and General Counsel, confirmed there were no disclosures of conflict of interest from the trustees.

Tenure with Hire (AESC-1)
Provost Johnson sought tenure with hire approval for four highly qualified faculty members who come with a proven track record and a clear plan and trajectory for continued success at UCF. Hiring senior faculty allows the university to rapidly advance academic excellence.

Trustee Conte motioned and Trustee King seconded. Tenure with hire for the faculty member was unanimously recommended for approval.

Conferral of Degrees (AESC-2)
Provost Johnson presented the conferral of degrees for the Spring 2024 commencement ceremonies. As of now, UCF expects to award 8,868 degrees on May 3 – 4, 2024. Of the degrees being awarded, 7,665 are baccalaureate, 1,047 are master's, and 156 are doctoral or specialist degrees.

Trustee Greenaway motioned and Trustee Cardenas seconded. The conferral of degrees for the Spring 2024 commencement ceremonies was unanimously recommended for approval.

## DISCUSSION

<u>Accreditation Update (DISC-1)</u>
Dr. Timothy Letzring, Vice Provost for Academic Affairs, presented an update on UCF's accreditation activities related to applying for accreditation with the Higher Learning Commission (HLC). As part of the next steps, UCF will seek an accelerated application process with HLC. While this process unfolds, UCF will continue preparing for the reaffirmation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

<u>Progress of Strategic Priorities (DISC-2)</u>
Provost Johnson and Drs. Paige Borden, Chief Analytics Officer, Winston Schoenfeld, Interim Vice President for Research and Innovation, and Paul Dosal, Senior Vice President for Student Success, presented an update on strategic metrics and priorities.

Provost Johnson discussed updates relating to faculty hires resulting from internal and state investments to bolster research focus areas important to the economy and that build upon UCF's strengths. Drs. Borden, Schoenfeld and Dosal presented data and efforts associated with three of four remaining preeminence metrics. Based on this data, UCF has achieved two additional major milestones by surpassing preeminence metrics for post-doctoral scholars and science and engineering research expenditures. UCF leadership continues to advance efforts toward achieving the FTIC four-year graduation rate metric, which would allow UCF to attain the number of metrics needed to be designated as a preeminent university by the State University System.

**INFORMATION**
Two information items were included in the committee's meeting materials: 1) Strategic Metrics Update (INFO-1) and 2) University Regulation UCF 3.015 Promotion and Tenure of Tenured and Tenure-earning Faculty (INFO-2). Trustees were instructed to direct any questions on these items to Dr. Paige Borden.

**NEW BUSINESS**
No new business was brought before the committee.

**ADJOURNMENT**
Chair Altizer adjourned the Academic Excellence and Student Success Committee meeting of February 22, 2024, at 10:06 a.m.


Reviewed by: _____     _____
        Tiffany Altizer                                                                               Date
        Chair, Academic Excellence and Student Success Committee


Submitted by: _____     _____
        Michael A. Kilbride                                                                          Date
        Associate Corporate Secretary

# Board of Trustees

## Agenda Item

DISC-1: 2024 UCF Post-Tenure Review

## Proposed Board Action

There is no action associated with this report. Annually, the UCF Post Tenure Review Report is provided to the Board of Trustees.

## Authority for Board of Trustees Action

Board of Governors Regulation 10.003; UCF Regulation 3.010; UCF Policy 4-410

**Supporting Documentation Included**

Attachment A: 2024 UCF Post-Tenure Review

**Facilitators/Presenters**

Michael Johnson, Provost and Executive Vice President for Academic Affairs
Jana Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

# 2024 UCF Post-Tenure Review

**EXECUTIVE SUMMARY**

## Objective

In accordance with Florida Board of Governors Regulation 10.003, UCF Regulation 3.010, and UCF Policy 4-410, comprehensive post tenure review outcomes will be provided to the Board of Trustees annually.

## Summary of Key Observations/Recommendations

The first cohort of 94 faculty completed a comprehensive post-tenure review in the 2023-2024 academic year.  The review involved a dossier submitted by the faculty, an assessment completed by their department chair, an evaluation by the dean of their college, and a review by the Provost in consultation with the President.

2023-2024 Comprehensive Post-Tenure Review Outcomes
- Performance Ratings for the 94 faculty:
  1. Exceeds Expectations: 30
  2. Meets Expectations: 54
  3. Does Not Meet Expectations: 8
     - 2 retired
     - 6 were issued performance improvement plans (PIPs)
  4. Unsatisfactory: 2
     - 1 retired
     - 1 provided notice of termination

## Additional Background

Tenured faculty will receive a comprehensive post-tenure review every five years.  For the first five years, a subset of faculty will be reviewed each year following the procedures described in BOG Regulation 10.003. Ninety-four faculty were reviewed in the 2023-2024 academic year.

## Rationale

N/A

## Implementation Plan

N/A

## Resource Considerations

N/A

**Conclusion**

The comprehensive post tenure review process occurs annually, with outcomes provided to the Board of Trustees.

# 2024 Post-Tenure Review

**Michael D. Johnson**, Provost and Executive Vice President for Academic Affairs

**Jana Jasinski**, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

# Comprehensive Post-Tenure Review

- Florida Legislature approved SB 7044 in 2022

- BOG Regulation 10.003 effective March 29, 2023

- Amended UCF Regulation 3.010 effective July 1, 2023

- UCF Policy 4-410 effective August 5, 2023

- Outcomes of 94 faculty reviewed in 2023-2024
    1. Exceeds Expectations: 30
    2. Meets Expectations: 54
    3. Does Not Meet Expectations: 8
    4. Unsatisfactory: 2

### Review Levels

Chair/Director → Dean → Provost

### 2023-2024 Process Timeline

| Faculty Notifications | Review Process Begins | Outcome Notifications | Report to BOT |
|---|---|---|---|
| **April** | **September** | **April** | **June** |

**Agenda Item**

AESC-1: 2024 Tenure Recommendations

**Proposed Board Action**

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of the 2024 tenure recommendations.

**Authority for Board of Trustees Action**

UCF-3.015(4)(a)1 – Promotion and Tenure of Tenured and Tenure-earning Faculty

**Supporting Documentation Included**

Attachment A: 2024 UCF tenure recommendation supporting documents can be found here.

**Facilitators/Presenters**

Michael Johnson, Provost and Executive Vice President for Academic Affairs
Jana Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

# 2024 UCF Tenure Recommendations

**EXECUTIVE SUMMARY**

## Objective

Forty-one (41) faculty are recommended for tenure to the Board of Trustees. These faculty have undergone a rigorous and thorough process to determine their tenure eligibility.

## Summary of Key Observations/Recommendations

The UCF tenure process requires that tenure-earning faculty members who are not in the College of Medicine seek tenure by the end of their sixth year of employment. Tenure-earning faculty members in the College of Medicine must seek tenure by the end of their eighth year of employment. The Provost and President support the 2024 Tenure Recommendations.

## Additional Background

The tenure procedure involves review by the department promotion and tenure committee, the department chair, the college promotion and tenure committee, the dean of the college, the university promotion and tenure committee, the provost, and the president. Tenure becomes official with final approval of the University of Central Florida Board of Trustees. If approved, tenure will become effective on August 8, 2024.

## Rationale

The UCF Strategic Plan outlines the university's goal to recruit and retain 2,100 FTE faculty by 2027. Tenure supports this goal by facilitating the retention of high-caliber faculty and supporting heightened academic outcomes and research activity enhancement.

## Implementation Plan

If approved, tenure for these faculty will become effective August 8, 2024.

## Resource Considerations

N/A

## Conclusion

The Academic Excellence and Student Success recommends approval of the 2024 tenure recommendations. The Provost and President support the recommendations. If approved, tenure for these individuals will become effective August 8, 2024.

# Board of Trustees

## Academic Excellence and Student Success Committee

### *June 24, 2024*

## Agenda Item

AESC-2: Tenure with Hire

## Proposed Board Action

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of the proposed individuals for tenure with hire.

## Authority for Board of Trustees Action

UCF 3.015(4)(a)6 – Promotion and Tenure of Tenured and Tenure-earning Faculty

**Supporting Documentation Included**

Attachment A: Tenure with Hire Justification

**Facilitators/Presenters**

Michael Johnson, Provost and Executive Vice President for Academic Affairs
Jana Jasinski, Vice Provost for Faculty Excellence and Pegasus Professor of Sociology

# Tenure with Hire
**EXECUTIVE SUMMARY**

## Objective

In accordance with university regulation UCF-3.015, this item will consider the proposal to grant tenure with hire to the faculty candidates outlined in Attachment A.

## Summary of Key Observations/Recommendations

- Faculty members have normally earned tenure at their previous institution. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions.

- Department faculty members and the university's administrative officers have approved granting tenure to seven individuals:

    - Eric G. Johnson, Professor, College of Optics and Photonics
    - Alexander Khanikaev, Professor, College of Optics and Photonics
    - Rebecca S. Koszalinski, Associate Professor, Department of Nursing Systems, College of Nursing
    - Brian C. Miller, Professor, Department of History, College of Arts and Humanities
    - David J. Mitchell, Associate Professor, Department of Materials Science and Engineering, College of Engineering and Computer Science
    - Sharon J. Tucker, Professor, Department of Nursing Practice, College of Nursing
    - Pavel Zahorik, Professor, School of Communication Sciences and Disorders, College of Health Professions and Sciences

## Additional Background

In accordance with university regulation UCF-3.015, the recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The market for these faculty is highly competitive, and one of the fundamental requirements for UCF to compete and attract top faculty is a tenure system.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

## Rationale

The UCF Strategic Plan outlines the university's goal to recruit and retain 2,100 FTE faculty by 2027. Tenure with hire aligns with this goal by facilitating the recruitment and retention of high-caliber faculty and supporting heightened academic outcomes and research activity enhancement.

**Implementation Plan**

If approved, tenure is granted upon the successful hiring of the seven faculty members and approval from the Board of Trustees.

**Resource Considerations**

Faculty are considered employees of the university, and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

**Conclusion**

Recommend approval of the proposed individuals for tenure with hire.

Attachment A

<p align="center">**Tenure with Hire Justification**
**Board of Trustees Meeting**
**June 25, 2024**</p>

**Eric G. Johnson, Professor**
**College of Optics and Photonics**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/Johnson-Eric_CV_Redacted.pdf

Dr. Eric Johnson received his Ph.D. in electrical engineering from the University of Alabama at Huntsville. He came to UCF from Clemson University, where he was a tenured professor of electrical and computer engineering. While at Clemson, Dr. Johnson held the position of Palmetto Net Endowed Chair in Optoelectronics and served as the head of the South Carolina Smart-State Center of Economic Excellence in Optoelectronics. He is a Fellow of Optica/OSA, Fellow of SPIE, and a senior member of (Institute of Electrical and Electronics Engineers (IEEE). Dr. Johnson's research spans the area of optics and photonics, with applications ranging from free optical communications, optical imaging and sensing, and has received funding of over $20,000,000 with grants from Office of Naval Research (ONR), Air Force Office of Scientific Research (AFOSR), Defense Advanced Research Projects Agency (DARPA), National Science Foundation (NSF), and other Federal Agencies. He has published numerous publications and has 14 patents. Dr. Johnson has extensive teaching experience and has supervised many graduate students. He currently serves as a commission member for the ABET Engineering Accreditation Committee (EAC), has served on the Board of Directors for SPIE, among other service activities in the profession, college, and university. The College of Optics and Photonics supports the recommendation for tenure with hire.

**Alexander Khanikaev, Professor**
**College of Optics and Photonics**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/KhanikaevAlexander_CV_Redacted.pdf

Dr. Alexander Khanikaev received his Ph.D. in physics from the M.V. Lomonosov Moscow State University. He came to UCF from the City University of New York, where he was a tenured professor of electrical engineering. Dr. Khanikaev's research focus is on design and experimental studies of nascent photonic nanostructures and nanomaterials. His current research interests and directions include quantum and topological phenomena and light-matter interactions in engineered optical nanomaterials for photonics applications. Dr. Khanikaev has received over $24,500,000 in research funding as principal investigator or co-principal investigator, from Office of Naval Research (ONR), several Department of Defense (DOD) agencies, Defense Advanced Research Projects Agency (DARPA), Simons Foundation, and New York State. He has published numerous publications and has given many invited talks and lectures. Dr. Khanikaev has supervised many undergraduate and master's students and

Ph.D. students. He is a fellow of the Optical Society of America (Optica), recipient of the National Science Foundation (NSF) Creativity Award, and Clarivate Highly Cited Researcher. The College of Optics and Photonics supports the recommendation for tenure with hire.

**Rebecca S. Koszalinski, Associate Professor**
**College of Nursing, Department of Nursing Systems**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/Koszalinski-Rebecca_CV_Redacted.pdf

Dr. Rebecca S. Koszalinski received her Ph.D. in nursing from Florida Atlantic University. She can to UCF from Florida Atlantic University, where she was an associate professor of nursing. Dr. Koszalinski is a Fellow of the Association of Rehabilitation Nurses (FARN), Fellow in the Society of Nurse Scientists Innovators Entrepreneurs and Leaders (SONSIE) and was the recipient of an Innovation award from the Johnson & Johnson Nurses Change Lives initiative. Her research focuses on application of technological solutions to improving the health of older adults. Dr. Koszalinski has published numerous publications and presented at many regional, national, and international conferences. She has extensive teaching experience at the graduate and undergraduate nursing programs, having taught courses in evidenced based practice, theoretical and philosophical foundations of the advanced practice role, and foundations of caring in nursing. Dr. Koszalinski has served as a mentor for undergraduate and graduate students including Ph.D. students and has served on dissertation committees as chair and committee member. She serves as co-chair of the development committee for The International Society of Nurses in Genetics, among many other service activities in the profession, college, and university. The Department of Nursing Systems and the College of Nursing support the recommendation for tenure with hire.

**Brian C. Miller, Professor**
**College of Arts and Humanities, Department of History**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/Miller-Brian_CV_Redacted.pdf

Dr. Brian C. Miller received his Ph.D. in history from the University of Mississippi. He came to UCF from Mission College, where he was a tenured professor of history. At UCF, he will serve as the chair of the Department of History. While at Mission College Dr. Miller served as Dean of Humanities, Social Sciences, and Fine Arts, and, prior to that, he was associate professor and chair of the Department of History at Emporia State University. He is a significant scholar and leader in the field of U.S. civil war history and memory. Dr. Miller was the recipient of numerous fellowships including three Andrew W. Mellon Foundation fellowships. He has published numerous articles and chapters as well as three monographs. Dr. Miller has presented at regional and national conferences and has given many keynote addresses and invited lectures. He has extensive teaching experience at the graduate and undergraduate levels, having taught courses on U.S. history, civil war, Abraham Lincoln, southern history, and U.S. military

history. Dr. Miller has served as editor for *Civil War History* and series editor for *The Civil War Era in the South*, among other service activities in the profession, college, and university. The Department of History and the College of Arts and Humanities support the recommendation for tenure with hire.

**David J. Mitchell, Associate Professor**
**College of Engineering and Computer Science, Department of Materials Science and Engineering**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/Mitchell-David_CV_Redacted.pdf

Dr. David J. Mitchell received his Ph.D. in materials science and engineering from the University of Florida. He came to UCF from Oak Ridge National Laboratory, where he was a senior research and development materials scientist, and previously held a courtesy professor appointment in the Department of Mechanical and Aerospace Engineering at UCF. Dr. Mitchell has been performing research and development of extreme environment, ultra-high temperature materials, including ceramics, ceramic matrix composites (CMCs), refractory metal-ceramic composites, additive manufacturing, coatings, advanced sensors, and electronic materials at companies including General Electric (GE) Global Research, Boeing Research and Development, Siemens Energy, and Oak Ridge National Laboratory (ORNL).He is an industry leader, responsible for exploring high-risk, high-payoff harsh environment technologies from basic science to full-scale ultra-high-temperature materials and advanced manufacturing in the hypersonics, aerospace, aero-engines, and power generation industries. Dr. Mitchell will bring this key hypersonic materials expertise at UCF and generate competitive research funding, produce high visibility publications, advise graduate and undergraduate students in hypersonic materials, and teach MSE/MAE courses at UCF. He has more than 67 issued patents and publications and has delivered numerous invited presentations and panels. The Department of Materials Science and Engineering and College of Engineering and Computer Science support the recommendation for tenure with hire.

**Sharon J. Tucker, Professor**
**College of Nursing, Department of Nursing Practice**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/TuckerSharon_CV_Redacted.pdf

Dr. Sharon J. Tucker received her Ph.D. in nursing from Rush University. She came to UCF from Ohio State University, where she was a tenured Grayce Sills Endowed Professor in Psychiatric-Mental Health Nursing. At UCF, Dr. Tucker will serve as chair in the Department of Nursing Practice. While at Ohio State University, Dr. Tucker held the position of Executive Director of the Fuld Evidence-Based Practice (EBP) Institute and had served as the associate dean for Health Promotion and Well-Being. Dr. Tucker's research focuses on behavioral strategies for promoting and restoring optimal health and functioning. She has been extensively published in peer-reviewed journals, and has presented at regional, national, and international invited talks and workshops. Dr.

Tucker has extensive teaching experience at the undergraduate and graduate levels, has served on many dissertation committees as a chair and committee member, and advised numerous MS students and BSN honors students' theses. She serves as chair for the Nursing Practice Committee of the American Holistic Nurses Association, has served on various advisory board and expert panels including the Editorial Board for the ***Journal of Nursing Care Quality*** and as Associate Editor on ***Worldviews on Evidence-Based Nursing***, among many other service activities in the profession, college, and university. The Department of Nursing Practice and College of Nursing support the recommendation for tenure with hire.


**Pavel Zahorik, Professor**
**College of Health Professions and Sciences, School of Communication Sciences and Disorders**
**CV:** https://bot.ucf.edu/wp-content/uploads/sites/5/2024/05/Zahorik-Pavel_CV_Redacted.pdf

Dr. Pavel Zahorik received his Ph.D. in experimental psychology from the University of Wisconsin. He came to UCF from the University of Louisville, where he was a tenured associate professor and the Heuser Hearing Research Endowed Chair in the Department of Psychological and Brain Sciences and the Department of Otolaryngology and Communicative Disorders. Dr. Zahorik is an established and world renown scientist in the areas of virtual and augmented reality, assistive device technology, and speech understanding in acoustically realistic environments.  He has published numerous peer-reviewed publications, and has presented at regional, national, and international conferences and invited talks. Dr. Zahorik has extensive teaching experience at the graduate and undergraduate levels having taught courses in statistics and research methods at the graduate level with a focus on application using software tools and has supervised many graduate students. He serves as associate editor of the ***Journal of the Acoustical Society of America*** and meetings committee chair for the Acoustical Society of America, among other service activities in the profession, college, and university. The School of Communication Sciences and Disorders and the College of Health Professions and Sciences support the recommendation for tenure with hire.

# Board of Trustees
## Academic Excellence and Student Success Committee

### June 24, 2024

AESC-3: General Education Program Approval

==Proposed Board Action==

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of UCF's General Education Program.

==Authority for Board of Trustees Action==

Board of Governors Regulation 8.005

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**Supporting Documentation Included**

Attachment A: UCF Completed Board of Governors GEP Template
Attachment B: General Education Review Process Directions from FLDOE Articulation Office
Attachment C: UCF GEP Worksheet
Attachment D: GEP Certification Form

**Facilitators/Presenters**

Michael Johnson, Provost and Executive Vice President for Academic Affairs
Timothy Letzring, Vice Provost for Academic Affairs

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# General Education Program Approval

**EXECUTIVE SUMMARY**

## Objective

Recommend approval of the University of Central Florida's General Education Program (GEP) course offerings for the 2024-2025 academic year in accordance with Board of Governors Regulation 8.005.

## Summary of Key Observations/Recommendations

At the January 24, 2024, Board of Governor's meeting, the Board approved amendments to Regulation 8.005, implementing changes to the state-mandated General Education Core. The amendments also require a process for each Board of Trustees to annually review and approve the full GEP for submission and approval by the Board of Governors, using a Board of Governors template. The state-mandated GEP core covers 15 credit hours of the required 36 hours for the GEP.

The timeline for this new approval process, as outlined in the regulation, requires each institution to submit the BOT approved GEP to the Articulation Coordinating Committee (ACC) by September 1. The ACC then submits the SUS GEPs to the BOG by December 1.

Given the quick deadlines, the changes made to the UCF GEP were minimal and based primarily on the changes made by the Board of Governors in Regulation 8.005. Those changes were as follows:

1. Make AMH2010 a GEP Core and move it to the Social Sciences discipline.
2. Remove the GEP core designation of SYG 2000 but maintain it as an institutional GEP option and utilize the updated statewide course description and learning outcomes in the Statewide Course Numbering System (SCNS).
3. Remove MGF 1106 and 1107 from the GEP and replace them with MGF 1130 (GEP Core) and MGF 1131 from the Math Pathways Project.

A part of this process was working with the Articulation Office of the Florida Department of Education in reviewing their records on GEP courses. This office oversees the State Course Numbering System (SCNS) and recognized this was a good time to make needed corrections. Attachment A is the template sent to UCF to use for this correction process with the SCNS, and to submit to the trustees, ACC, and Board of Governors as part of this new approval process. The Articulation Office also provided Attachment B, which outlined the process of making the GEP changes inside the SCNS portal. Attachment A shows the changes to the SCNS during this review process.

The Provost's Office and the College of Undergraduate Studies worked with the academic departments offering GEP courses in implementing the changes. GEP Core courses were reviewed to align their course descriptions and student learning outcomes and updated as needed

in the catalog and/or the SCNS system. In addition, all departments reviewed their GEP courses for compliance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes. This included each college and department attesting that their General Education Program courses complied with FS 1007.25 and 1007.55.

## Additional Background

The state's General Education Core program was implemented and applied to the state university and college systems in 2014. This is the first major modification of that regulation since its initial implementation.

## Rationale

Amendments to Board of Governors' regulation 8.005

## Implementation Plan

Upon approval, UCF's General Education Program will be submitted to the Articulation Coordinating Committee, which will collect all institutional GEP documents. The ACC will then submit the SUS institutions' GEP programs to the Board of Governors by December 1. The Board of Governors will take action on each SUS institution's GEP at a future full board meeting.

## Resource Considerations

N/A

## Conclusion

UCF's General Education Program has gone through extensive review based on the amendments to Board of Governor regulation 8..05, but only changed what was required in the GEP Core areas or was incorrect in the State Course Numbering System.

**Statewide Course Numbering System**
**General Education Course Report**

| Institution | Prefix | Level | Course Number | Lab | Course Title | Date of Last Update | Credit | General Ed Core | General Ed Requirements | Course Review Status | General Education Updates | Additional Updates | Total # Institutions Offering Course |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIVERSITY OF CENTRAL FLORIDA | MGF | 1 | 106 | | FINITE MATHEMATICS | 05/02/2015 | 3 | Math | Math | Reviewed: Removed from Gene | Both General Education (Core/Institutio | Not Applicable | 50 |
| UNIVERSITY OF CENTRAL FLORIDA | MGF | 1 | 107 | | EXPLORATIONS IN MATHEMATICS | 05/02/2015 | 3 | Math | Math | Reviewed: Removed from Gene | Both General Education (Core/Institutio | Not Applicable | 43 |
| UNIVERSITY OF CENTRAL FLORIDA | SYG | 2 | 000 | | HONORS INTRODUCTION TO SOCIOLOGY | 05/02/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Core) | Other Changes | 52 |
| UNIVERSITY OF CENTRAL FLORIDA | SYG | 2 | 000 | | INTRODUCTION TO SOCIOLOGY | 05/02/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Core) | Other Changes | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | AMH | 2 | 010 | | U.S. HISTORY: 1492-1877 | 08/01/1996 | 3.0 | Social Sciences | Social Sciences | Reviewed: No Updates | General Education (Core) | Discipline/Subject Area | 50 |
| UNIVERSITY OF CENTRAL FLORIDA | AMH | 2 | 010 | | HONORS U.S. HISTORY: 1492-1877 | 05/01/1993 | 3.0 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Core) | Course Description | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | AMH | 2 | 020 | | HONORS U.S. HISTORY: 1877-PRESENT | 05/01/2018 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 8 |
| UNIVERSITY OF CENTRAL FLORIDA | AMH | 2 | 020 | | U.S. HISTORY: 1877-PRESENT | 05/01/2018 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 52 |
| UNIVERSITY OF CENTRAL FLORIDA | ANT | 2 | 000 | | HONORS GENERAL ANTHROPOLOGY | 05/01/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Institution) | Course Description | 4 |
| UNIVERSITY OF CENTRAL FLORIDA | ANT | 2 | 000 | | GENERAL ANTHROPOLOGY | 05/02/2022 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 31 |
| UNIVERSITY OF CENTRAL FLORIDA | ANT | 2 | 410 | | CULTURAL ANTHROPOLOGY: GLOBAL PERSPECTIVES, LOCAL CONTEXTS | 02/19/2018 | 3 | | Humanities | Reviewed: No Updates | | | 22 |
| UNIVERSITY OF CENTRAL FLORIDA | ANT | 2 | 511 | | THE HUMAN SPECIES | 08/30/1997 | 3.0 | | Natural Science | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | ARH | 2 | 050 | | HISTORY OF WESTERN ART I | 05/01/2004 | 3.0 | | Humanities | Reviewed: No Updates | | | 36 |
| UNIVERSITY OF CENTRAL FLORIDA | ARH | 2 | 050 | | HONORS HISTORY OF WESTERN ART I | 05/01/2004 | 3.0 | | Humanities | Reviewed: No Updates | | | 4 |
| UNIVERSITY OF CENTRAL FLORIDA | ARH | 2 | 051 | | HISTORY OF WESTERN ART II | 05/01/2004 | 3.0 | | Humanities | Reviewed: No Updates | | | 36 |
| UNIVERSITY OF CENTRAL FLORIDA | ARH | 2 | 051 | | HONORS HISTORY OF WESTERN ART II | 05/01/2004 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | AST | 2 | 002 | | HONORS ASTRONOMY | 05/01/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | AST | 2 | 002 | | ASTRONOMY | 05/01/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 39 |
| UNIVERSITY OF CENTRAL FLORIDA | BOT | 1 | 000 | | PLANT SCIENCE | 05/01/1996 | 3.0 | | Natural Science | Reviewed: Removed from General Education | | | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | BSC | 1 | 005 | | BIOLOGICAL PRINCIPLES | 05/01/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 54 |
| UNIVERSITY OF CENTRAL FLORIDA | BSC | 1 | 050 | | BIOLOGY AND ENVIRONMENT | 08/01/2000 | 3.0 | | Natural Science | Reviewed: Removed from General Education | | | 13 |
| UNIVERSITY OF CENTRAL FLORIDA | BSC | 2 | 010 | C | BIOLOGY I | 05/02/2015 | 4 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 52 |
| UNIVERSITY OF CENTRAL FLORIDA | BSC | 2 | 010 | C | HONORS GENERAL BIOLOGY | 05/02/2015 | 4 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 10 |
| UNIVERSITY OF CENTRAL FLORIDA | CGS | 1 | 060 | C | INTRODUCTION TO COMPUTERS | 07/06/2022 | 3 | | Math | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 25 |
| UNIVERSITY OF CENTRAL FLORIDA | CGS | 2 | 100 | C | COMPUTER FUNDAMENTALS FOR BUSINESS | 07/06/2022 | 3.0 | | Math | Reviewed: Updated | No General Education Update | Other Changes | 37 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 1 | 020 | | CONCEPTS IN CHEMISTRY | 05/01/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 45 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 1 | 032 | | GENERAL CHEMISTRY | 05/01/2021 | 3.0 | | Natural Science | Reviewed: Updated | No General Education Update | Other Changes | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 2 | 040 | | CHEMISTRY FUNDAMENTALS IA | 05/01/2015 | 3 | | Natural Science | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 2 | 041 | | CHEMISTRY FUNDAMENTALS IB | 05/01/2015 | 3 | | Natural Science | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 2 | 045 | C | CHEMISTRY FUNDAMENTALS I | 05/01/2021 | 4 | Natural Science | Natural Science | Reviewed: Updated | General Education (Institution) | Course Description | 13 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 2 | 045 | C | HONORS CHEMISTRY FUNDAMENTALS I | 05/01/2015 | 4 | Natural Science | Natural Science | Reviewed: Updated | General Education (Institution) | Course Description | 50 |
| UNIVERSITY OF CENTRAL FLORIDA | CHM | 2 | 046 | | CHEMISTRY FUNDAMENTALS II | 05/02/2022 | 3 | Natural Science | Natural Science | Reviewed: Removed from Gene | Both General Education (Core/Institutio | Not Applicable | 35 |
| UNIVERSITY OF CENTRAL FLORIDA | CHS | 1 | 440 | | PRINCIPLES OF CHEMISTRY | 05/01/2015 | 4 | | Natural Science | Reviewed: Removed from General Education | | | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | CHS | 1 | 440 | C | PRINCIPLES OF CHEMISTRY | 09/18/2018 | 4 | | Natural Science | Reviewed: No Updates | | | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | COM | 1 | 000 | | INTRODUCTION TO COMMUNICATION | 05/01/2009 | 3 | | Communications | Reviewed: No Updates | | | 11 |
| UNIVERSITY OF CENTRAL FLORIDA | COP | 2 | 500 | C | CONCEPTS IN COMPUTER SCIENCE | 05/01/2021 | 3 | | Math | Reviewed: Updated | No General Education Update | Other Changes | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | COP | 3 | 502 | C | COMPUTER SCIENCE I | 07/06/2022 | 3 | | Math | Reviewed: Updated | No General Education Update | Other Changes | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | COT | 3 | 100 | C | INTRO TO DISCRETE STRUCTURES | | 3 | | Math | Reviewed: Updated | General Education (Institution) | Not Applicable | 8 |
| UNIVERSITY OF CENTRAL FLORIDA | COT | 3 | 100 | C | HONORS INTRO TO DISCRETE STRUCTURES | | 3 | | Math | Reviewed: Updated | General Education (Institution) | Other Changes | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | ECO | 2 | 013 | | HONORS PRINCIPLES OF ECONOMICS MACROECONOMICS | 05/01/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Institution) | Course Description | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | ECO | 2 | 013 | | PRINCIPLES OF MACROECONOMICS | 05/01/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 55 |
| UNIVERSITY OF CENTRAL FLORIDA | ECO | 2 | 023 | | HONORS PRINCIPLES OF MICROECONOMICS | 11/03/2021 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Core) | Course Description | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | ECO | 2 | 023 | | PRINCIPLES OF MICROECONOMICS | | 3 | | Social Sciences | Reviewed: Updated | General Education (Institution) | Not Applicable | 55 |
| UNIVERSITY OF CENTRAL FLORIDA | ENC | 1 | 101 | | HONORS FRESHMAN COMPOSITION I | 05/01/2015 | 3 | Communications | Communications | Reviewed: Updated | No General Education Update | Course Description | 11 |
| UNIVERSITY OF CENTRAL FLORIDA | ENC | 1 | 101 | | COMPOSITION I | 05/01/2015 | 3 | Communications | Communications | Reviewed: Updated | No General Education Update | Course Description | 71 |
| UNIVERSITY OF CENTRAL FLORIDA | ENC | 1 | 102 | | COMPOSITION II | | 3 | | Communications | Reviewed: Updated | General Education (Institution) | Other Changes | 64 |
| UNIVERSITY OF CENTRAL FLORIDA | ENC | 1 | 102 | | HONORS FRESHMAN COMPOSITION II | | 3 | | Communications | Reviewed: Updated | General Education (Institution) | Course Description | 11 |
| UNIVERSITY OF CENTRAL FLORIDA | EUH | 2 | 000 | | WESTERN CIVILIZATION I | 08/01/1996 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 27 |
| UNIVERSITY OF CENTRAL FLORIDA | EUH | 2 | 000 | | HONORS WESTERN CIVILIZATION I | 05/01/1993 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | EUH | 2 | 001 | | HONORS WESTERN CIVILIZATION II | 05/01/1993 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | EUH | 2 | 001 | | WESTERN CIVILIZATION II | 08/01/1996 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 25 |
| UNIVERSITY OF CENTRAL FLORIDA | EVR | 1 | 001 | | INTRODUCTION TO ENVIRONMENTAL SCIENCE | 05/02/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 31 |
| UNIVERSITY OF CENTRAL FLORIDA | EVR | 1 | 001 | | HONORS INTRODUCTION TO ENVIRONMENTAL SCIENCE | 11/03/2021 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | FIL | 1 | 000 | | CINEMA SURVEY | 08/01/2006 | 3 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | FIL | 2 | 030 | | HISTORY OF MOTION PICTURES | 05/01/2015 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | FIL | 3 | 036 | | FILM HISTORY I | | 3 | | Humanities | Reviewed: Updated | General Education (Institution) | Not Applicable | 4 |
| UNIVERSITY OF CENTRAL FLORIDA | FIL | 3 | 037 | | FILM HISTORY II | | 3 | | Humanities | Reviewed: Updated | General Education (Institution) | Not Applicable | 2 |

Prepared , 2024

| Institution | Prefix | | Number | | Title | Date | Credits | Area | Category | Review Status | Gen Ed Update | Change Type | Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIVERSITY OF CENTRAL FLORIDA | GEO | 1 | 200 | | PHYSICAL GEOGRAPHY | 08/01/1996 | 3.0 | | Natural Science | Reviewed: Updated | No General Education Update | Other Changes | 13 |
| UNIVERSITY OF CENTRAL FLORIDA | GEO | 2 | 370 | | RESOURCES GEOGRAPHY | 05/01/2015 | 3.0 | | Natural Science | Reviewed: Updated | No General Education Update | Other Changes | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | GLY | 1 | 030 | | GEOLOGY AND ITS APPLICATIONS | 08/01/1988 | 3.0 | | Natural Science | Reviewed: Updated | No General Education Update | Other Changes | 7 |
| UNIVERSITY OF CENTRAL FLORIDA | GLY | 2 | 038 | | ENVIRONMENTAL GEOSCIENCE | 05/01/2017 | 3 | | Natural Science | Reviewed: No Updates | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | HSA | 2 | 117 | | CIVIC ENGAGEMENT IN THE US HEALTHCARE | | 3 | | Social Sciences | Reviewed: Updated | General Education (Institution) | Not Applicable | 7 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 020 | | ENCOUNTERING THE HUMANITIES | 05/02/2015 | 3 | Humanities | Humanities | Reviewed: Updated | No General Education Update | Course Description | 43 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 020 | | HONORS ENCOUNTERING THE HUMANITIES | | 3 | | Humanities | Reviewed: Updated | Both General Education (Core/Institut | Course Description | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 210 | | STUDIES IN CULTURE: ANCIENT TO 17TH CENTURY | 05/01/2021 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 210 | | HONORS HUMANISTIC TRADITION I | 08/01/2006 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 211 | | HUMANISTIC TRADITION I | 05/01/1997 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 211 | | HONORS HUMANISTIC TRADITION I | 05/01/1997 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 230 | | HONORS HUMANISTIC TRADITION II | 05/01/1997 | 3.0 | | Humanities | Reviewed: Removed from General Education | | | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | HUM | 2 | 230 | | STUDIES IN CULTURE: 17TH CENTURY TO PRESENT | 05/01/2021 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 16 |
| UNIVERSITY OF CENTRAL FLORIDA | LIT | 2 | 110 | | WORLD LITERATURE I | 01/15/1986 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 25 |
| UNIVERSITY OF CENTRAL FLORIDA | LIT | 2 | 120 | | WORLD LITERATURE II | 11/21/1988 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 29 |
| UNIVERSITY OF CENTRAL FLORIDA | MAC | 1 | 105 | | HONORS COLLEGE ALGEBRA | 05/02/2015 | 3 | Math | Math | Reviewed: Removed from General Education | | | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | MAC | 1 | 105 | C | COLLEGE ALGEBRA | 07/07/2022 | 3 | Math | Math | Reviewed: Updated | No General Education Update | Course Description | 7 |
| UNIVERSITY OF CENTRAL FLORIDA | MAC | 1 | 140 | | HONORS PRE-CALCULUS ALGEBRA | 05/01/2015 | 3 | Math | Math | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 4 |
| UNIVERSITY OF CENTRAL FLORIDA | MAC | 2 | 311 | | HONORS CALCULUS WITH ANALYTIC GEOMETRY I | 07/07/2022 | 4 | Math | Math | Reviewed: Updated | No General Education Update | Course Description | 12 |
| UNIVERSITY OF CENTRAL FLORIDA | MAC | 2 | 311 | C | CALCULUS WITH ANALYTIC GEOMETRY I | 07/07/2022 | 4 | Math | Math | Reviewed: Updated | No General Education Update | Course Description | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | MCB | 1 | 310 | | INTRODUCTION TO BIOTECHNOLOGY AND GENETIC ENGINEERING | 05/01/2006 | 3 | | Natural Science | Reviewed: No Updates | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | MET | 1 | 104 | | THE EARTH'S CLIMATE | | 3 | | Natural Science | Reviewed: Updated | General Education (Institution) | Not Applicable | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | MGF | 1 | 106 | | FINITE MATHEMATICS | 05/02/2015 | 3 | Math | Math | Reviewed: Removed from General Education | | | |
| UNIVERSITY OF CENTRAL FLORIDA | MGF | 1 | 107 | | EXPLORATIONS IN MATHEMATICS | 05/02/2015 | 3 | Math | Math | Reviewed: Removed from General Education | | | |
| UNIVERSITY OF CENTRAL FLORIDA | MGF | 1 | 130 | | MATHEMATICAL THINKING | 06/01/2023 | 3 | Math | Math | Reviewed: No Updates | | | 13 |
| *UNIVERSITY OF CENTRAL FLORIDA* | *MGF* | *1* | *131* | | *MATHEMATICS IN CONTEXT* | *06/01/2023* | *3* | *Math* | *Math* | *Reviewed: No Updates* | | | *9* |
| UNIVERSITY OF CENTRAL FLORIDA | MUH | 2 | 017 | | SURVEY OF ROCK MUSIC | 05/01/2015 | 3.0 | | Humanities | Reviewed: No Updates | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | MUH | 2 | 017 | | HONORS SURVEY OF ROCK MUSIC | 05/01/2015 | 3.0 | | Humanities | Reviewed: No Updates | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | MUH | 2 | 019 | | AMERICAN POPULAR MUSIC, 1840S-PRESENT | 05/01/2015 | 3.0 | | Humanities | Reviewed: No Updates | | | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | MUL | 2 | 010 | | ENJOYMENT OF MUSIC | 05/01/2015 | 3 | Humanities | Humanities | Reviewed: Updated | No General Education Update | Course Description | 43 |
| UNIVERSITY OF CENTRAL FLORIDA | MUL | 2 | 010 | | HONORS ENJOYMENT OF MUSIC | | 3 | Humanities | Humanities | Reviewed: Updated | Both General Education (Core/Institut | Course Description | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | MUL | 2 | 016 | | EVOLUTION OF JAZZ | 05/01/2015 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | MUL | 2 | 720 | | MUSIC OF THE WORLD | 05/01/2015 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | PHI | 2 | 010 | | INTRODUCTION TO PHILOSOPHY | 05/01/2015 | 3 | Humanities | Humanities | Reviewed: Updated | No General Education Update | Course Description | 48 |
| UNIVERSITY OF CENTRAL FLORIDA | PHI | 2 | 010 | | HONORS INTRODUCTION TO PHILOSOPHY | 05/01/2015 | 3 | Humanities | Humanities | Reviewed: Updated | General Education (Institution) | Course Description | 8 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 1 | 038 | | PHYSICS OF ENERGY, CLIMATE CHANGE AND ENVIRONMENT | 05/01/2017 | 3 | | Natural Science | Reviewed: Updated | No General Education Update | Other Changes | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 020 | | CONCEPTS OF PHYSICS | 05/02/2015 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 26 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 048 | C | GENERAL PHYSICS USING CALCULUS I | 05/01/2016 | 4 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 18 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 048 | C | HONORS GENERAL PHYSICS USING CALCULUS I | 05/01/2016 | 4 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 048 | L | GENERAL PHYSICS USING CALCULUS I LABORATORY | 04/07/2023 | 1 | Natural Science | Natural Science | Reviewed: Updated | General Education (Core) | Course Description | 28 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 048 | | GENERAL PHYSICS USING CALCULUS I | 05/02/2021 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 27 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 049 | C | GENERAL PHYSICS USING CALCULUS II | 05/01/2016 | 4 | Natural Science | Natural Science | Reviewed: Removed from General Education | | | 16 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | C | COLLEGE PHYSICS I | 05/01/2015 | 4 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 19 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | C | HONORS COLLEGE PHYSICS I | 05/01/2015 | 4 | Natural Science | Natural Science | Reviewed: Updated | General Education (Institution) | Course Description | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | L | COLLEGE PHYSICS I LABORATORY | 04/07/2023 | 1 | Natural Science | Natural Science | Reviewed: Updated | General Education (Core) | Course Description | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | L | COLLEGE PHYSICS I LABORATORY | 04/07/2023 | 1 | | Natural Science | Reviewed: Removed from General Education | | | 17 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | | COLLEGE PHYSICS I | 05/02/2021 | 3 | Natural Science | Natural Science | Reviewed: Updated | No General Education Update | Course Description | 21 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 053 | | COLLEGE PHYSICS I | 05/02/2021 | 3 | Natural Science | Natural Science | Reviewed: Removed from General Education | | | 21 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 054 | C | COLLEGE PHYSICS II | 05/01/2015 | 4.0 | Natural Science | Natural Science | Reviewed: Removed from General Education | | | 10 |
| UNIVERSITY OF CENTRAL FLORIDA | PHY | 2 | 054 | C | HONORS COLLEGE PHYSICS II | 03/23/2022 | 4.0 | | Natural Science | Reviewed: Removed from General Education | | | 2 |
| UNIVERSITY OF CENTRAL FLORIDA | POS | 2 | 041 | | HONORS AMERICAN NATIONAL GOVERNMENT | 05/01/2018 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | POS | 2 | 041 | | AMERICAN NATIONAL GOVERNMENT | 05/01/2018 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 37 |
| UNIVERSITY OF CENTRAL FLORIDA | PSC | 1 | 121 | | PHYSICAL SCIENCE | 05/02/2007 | 3 | | Natural Science | Reviewed: No Updates | | | 15 |
| UNIVERSITY OF CENTRAL FLORIDA | PSC | 1 | 121 | | HONORS PHYSICAL SCIENCE | 05/01/2000 | 3.0 | | Natural Science | Reviewed: Removed from General Education | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | PSY | 2 | 012 | | GENERAL PSYCHOLOGY | 05/01/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | General Education (Institution) | Course Description | 65 |
| UNIVERSITY OF CENTRAL FLORIDA | PSY | 2 | 012 | | HONORS GENERAL PSYCHOLOGY | 05/01/2015 | 3 | Social Sciences | Social Sciences | Reviewed: Updated | No General Education Update | Course Description | 12 |
| UNIVERSITY OF CENTRAL FLORIDA | REL | 2 | 300 | | WORLD RELIGIONS | 08/01/1988 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 37 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 016 | | FUNDAMENTALS OF TECHNICAL PRESENTATIONS | 05/01/2004 | 3.0 | | Communications | Reviewed: Removed from General Education | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 016 | | HONORS FUNDAMENTALS OF TECHNICAL PRESENTATION | 05/01/2004 | 3.0 | | Communications | Reviewed: Removed from General Education | | | 0 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 600 | | FUNDAMENTALS OF ORAL COMMUNICATION | 05/01/2004 | 3.0 | | Communications | Reviewed: Removed from General Education | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 600 | | HONORS - FUNDAMENTALS OF ORAL COMM. | 05/01/2004 | 3.0 | | Communications | Reviewed: Removed from General Education | | | 0 |

| Institution | Prefix | | Number | | Course Title | Date | Credits | | Category | Review Status | General Ed Update | Change Type | Count |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 603 | | HONORS FUNDAMENTALS OF TECHNICAL PRESENTATION | 05/01/2009 | 3.0 | | Communications | Reviewed: Updated | No General Education Update | Other Changes | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 603 | | FUNDAMENTALS OF TECHNICAL PRESENTATIONS | 05/02/2009 | 3.0 | | Communications | Reviewed: Removed from General Education | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 603 | C | FUNDAMENTALS OF TECHNICAL PRESENTATIONS | 05/01/2015 | 3 | | Communications | Reviewed: No Updates | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 608 | | FUNDAMENTALS OF ORAL COMMUNICATION | 05/02/2009 | 3.0 | | Communications | Reviewed: Updated | No General Education Update | Other Changes | 52 |
| UNIVERSITY OF CENTRAL FLORIDA | SPC | 1 | 608 | | HONORS - FUNDAMENTALS OF ORAL COMM. | 05/01/2009 | 3.0 | | Communications | Reviewed: Updated | No General Education Update | Other Changes | 9 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 1 | 060 | C | BASIC STATISTICS USING MICROSOFT EXCEL | 05/01/2000 | 3.0 | | Math | Reviewed: Removed from General Education | | | 0 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 1 | 063 | C | BASIC STATISTICS USING MICROSOFT EXCEL | 05/01/2012 | 3.0 | | Math | Reviewed: Removed from General Education | | | 0 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 2 | 014 | | PRINCIPLES OF STATISTICS | 3/23/2022 | 3 | | Math | Reviewed: Updated | General Education (Institution) | Other Changes | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 2 | 014 | C | PRINCIPLES OF STATISTICS | 05/01/2000 | 3.0 | | Math | Reviewed: Updated | No General Education Update | Other Changes | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 2 | 023 | | STATISTICAL METHODS I | 11/03/2021 | 3 | Math | Math | Reviewed: Updated | No General Education Update | Course Description | 51 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 2 | 023 | | HONORS STATISTICAL METHODS I | 05/02/2015 | 3 | Math | Math | Reviewed: Updated | No General Education Update | Course Description | 13 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 3 | 032 | | PROBABILITY AND STATISTICS FOR ENGINEERS | 05/01/2015 | 3 | | Math | Reviewed: No Updates | | | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | STA | 3 | 032 | | HONORS PROBABILITY AND STATISTICS FOR ENGINEERS | 05/01/2015 | 3 | | Math | Reviewed: No Updates | | | 1 |
| UNIVERSITY OF CENTRAL FLORIDA | THE | 2 | 000 | | HONORS THEATRE SURVEY | 05/01/2015 | 3 | Humanities | | Reviewed: Updated | No General Education Update | Course Description | 3 |
| UNIVERSITY OF CENTRAL FLORIDA | THE | 2 | 000 | | THEATRE SURVEY (NON-MAJORS) | 05/01/2015 | 3 | Humanities | Humanities | Reviewed: Updated | No General Education Update | Course Description | 39 |
| UNIVERSITY OF CENTRAL FLORIDA | THE | 2 | 020 | | SURVEY OF THEATRE FOR MAJORS | 05/01/2015 | 3 | | Humanities | Reviewed: Removed from Gene | General Education (Institution) | Not Applicable | 6 |
| UNIVERSITY OF CENTRAL FLORIDA | WOH | 2 | 012 | | WORLD CIVILIZATION I | 05/01/1997 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 27 |
| UNIVERSITY OF CENTRAL FLORIDA | WOH | 2 | 012 | | HONORS WORLD CIVILIZATION I | | 3 | | Humanities | Reviewed: Updated | General Education (Institution) | Not Applicable | 5 |
| UNIVERSITY OF CENTRAL FLORIDA | WOH | 2 | 022 | | HONORS WORLD CIVILIZATION II | 5/1/2013 | | | Humanities | Reviewed: Updated | General Education (Institution) | Other Changes | 4 |
| UNIVERSITY OF CENTRAL FLORIDA | WOH | 2 | 022 | | WORLD CIVILIZATION II | 05/01/1997 | 3.0 | | Humanities | Reviewed: Updated | No General Education Update | Other Changes | 31 |

Attachment B

# GENERAL EDUCATION REVIEW PROCESS

In accordance with statutory requirements from Sections (ss.) 1007.25 and 1007.55, Florida Statutes (F.S.), all public postsecondary institutions must annually review their general education course offerings to ensure compliance with the content, principles and standards required for general education courses in the state of Florida. Upon completion of their reviews, each institution's Board of Trustees must approve their institution's general education course list. Those lists must then be submitted to the Articulation Coordinating Committee by **September 1**.  Institutions should utilize the following instructions to complete their reviews, make any necessary changes to their course offerings in the Statewide Course Numbering System (SCNS) and complete the submission process.

## General Education Course Reviews

Each institution will be supplied with their current inventory of active courses that they have identified as General Education Core and/or General Education Requirements (Institution courses) in the Statewide Course Numbering System (SCNS). This inventory will be provided as a spreadsheet distributed annually by the Office of K-20 Articulation. Institutions will use this inventory report to annually review and submit the courses they have selected for their general education course offerings.

| Institution | Prefix | Level | Course Number | Lab | Course Title | Date of Last Update | Credit | General Ed Core | General Ed Requirements | Course Review Status | General Education Updates | Additional Updates |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BROWARD COLLEGE | AMH | 2 | 010 | | HISTORY OF THE UNITED STATES TO 1877 | 08/02/2016 | 3.0 | | Social Sciences | | | |
| BROWARD COLLEGE | AMH | 2 | 020 | | HISTORY OF THE UNITED STATES SINCE 1877 | 08/02/2016 | 3 | Social Sciences | Social Sciences | | | |
| BROWARD COLLEGE | AMH | 2 | 091 | | SURVEY OF AFRICAN AMERICAN HISTORY | 08/02/2016 | 3.0 | | Social Sciences | | | |
| BROWARD COLLEGE | AML | 2 | 010 | | AMERICAN LITERATURE TO 1900 | 08/01/2011 | 3.0 | | Humanities | | | |
| BROWARD COLLEGE | AML | 2 | 020 | | AMERICAN LITERATURE SINCE 1900 | 08/01/2011 | 3.0 | | Humanities | | | |
| BROWARD COLLEGE | AML | 2 | 600 | | AFRICAN AMERICAN LITERATURE | 08/01/2011 | 3.0 | | Humanities | | | |
| BROWARD COLLEGE | AML | 2 | 631 | | US HISPANIC/LATINO LITERATURE | 08/01/2011 | 3.00 | | Humanities | | | |
| BROWARD COLLEGE | ANT | 2 | 000 | | INTRODUCTION TO ANTHROPOLOGY | 08/02/2016 | 3 | Social Sciences | Social Sciences | | | |
| BROWARD COLLEGE | ANT | 2 | 100 | | INTRODUCTION TO ARCHAEOLOGY | 08/02/2007 | 3.0 | | Social Sciences | | | |
| BROWARD COLLEGE | ANT | 2 | 140 | | INTRODUCTION TO ARCHAEOLOGY | 03/21/2022 | 3.0 | | Social Sciences | | | |

*Figure 1. Sample of Spreadsheet Layout*

**Review of Currently Offered General Education Courses.** Each general education core course that an institution currently offers should be reviewed to ensure that the institution's course description complies with ss. 1007.25 and 1007.55, F.S., and follows its newly updated statewide course description. All other institutional general education courses should be reviewed to ensure compliance with these statutory requirements for all general education courses.

After completing the review, institutions should indicate on the spreadsheet shown in Figure 1 what, if any, changes were made in SCNS using columns K (Course Review Status), L (General Education Updates) and M (Additional Updates). These columns provide drop-down options (displayed in Figures 2-4) that should be used to indicate what changes have been made to your course(s). **Column K (Course Review Status) must be completed for each course included in your report, as this will be used to indicate that every course and its description have been reviewed, even if no changes were made.** Use column M to indicate any other necessary changes to the course. If a change is required other than those listed, please select "Other Changes" from the drop-down options, then include a brief description of the necessary changes in Column O. The information that you select in the spreadsheet must correspond to the information you include in the SCNS Change Request Process for each course (described beginning on page 5).

Additionally, statute requires institutions to report the number of Florida College System and State University Systems that also offer the general education courses they have identified. Included in the spreadsheet is a second sheet labeled GENERAL EDUCATION (filter). Institutions can utilize the filter function of this sheet to identify the number of institutions that offer each course included in their list, then enter this number into Column N.



Figure 2. Options for Course Review Status (Column K)

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| | H | I | J | K | L | M |
|---|---|---|---|---|---|---|
| 1 | f Last ate | Credit | General Ed Core | General Ed Requirements | Course Review Status | General Education Updates | Additional Updates |
| 2 | 016 | 3.0 | | Social Sciences | | | |
| 3 | 016 | 3 | Social Sciences | Social Sciences | | General Education (Core) | |
| 4 | 016 | 3.0 | | Social Sciences | | General Education (Institution) | |
| 5 | 011 | 3.0 | | Humanities | | Both General Education (Core/Institution) | |
| 6 | 011 | 3.0 | | Humanities | | No General Education Update | |
| 7 | 011 | 3.0 | | Humanities | | | |
| 8 | 011 | 3.00 | | Humanities | | | |
| 9 | 016 | 3 | Social Sciences | Social Sciences | | | |
| 10 | 007 | 3.0 | | Social Sciences | | | |
| 11 | 022 | 3.0 | | Social Sciences | | | |
| 12 | 016 | 3.0 | | Social Sciences | | | |
| 13 | 021 | 3.0 | | Humanities | | | |
| 14 | 021 | 3.0 | | Humanities | | | |
| 15 | 016 | 3 | Humanities | Humanities | | | |
| 16 | 016 | 3 | | Humanities | | | |
| 17 | 016 | 3 | | Humanities | | | |
| 18 | 018 | 4.0 | | Humanities | | | |

*Figure 3. General Education Updates (Column L)*

| Course Review Status | General Education Updates | Additional Updates | Total # Institutions Offering Course |
|---|---|---|---|
| | | | |
| | | Course Description | |
| | | Course Level | |
| | | Discipline/Subject Area | |
| | | Course Description and Discipline/Subject Area | |
| | | Course Description and Course Level | |
| | | Course Level and Discipline/Subject Area | |
| | | Other Changes | |
| | | Not Applicable | |

*Figure 4. Additional Updates (Column M)*

| M | | N | O |
|---|---|---|---|
| Ipdates | Additional Updates | Total # Institutions Offering Course | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*Figure 5. Column N and O*

**Addition of New General Education Course Offerings.** If an institution chooses to add new courses to the general education core or non-core (institution) offerings, these must be added at the end of the institution's list of courses in the spreadsheet and must be submitted through the Course Request process in SCNS. For any new courses, fill out information for columns A through J on the spreadsheet as it corresponds to the information that will be submitted through the "SCNS Change Request Process" (described on the following pages).

Once the institution review of existing courses and the addition of new courses are completed and updates are made in SCNS, please return your completed spreadsheet and Institution Certification Form, signed by the President and Chair of the Board of Trustees, to **articulation@fldoe.org by September 1.**

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# SCNS CHANGE REQUEST PROCESS

*(This process is to be completed by the institution's approved Institution Contact)*

The instructions below are for making change requests within SCNS. Changes to course offerings within SCNS are initiated by the Institution Contact (IC) at each participating postsecondary institution. Each IC receives training in how to navigate the SCNS and is assigned login credentials, that allows them to create, change or discontinue courses offered at their institution. To find out who the IC contact is at your institution, please contact Articulation@fldoe.org or 850-245-0427.
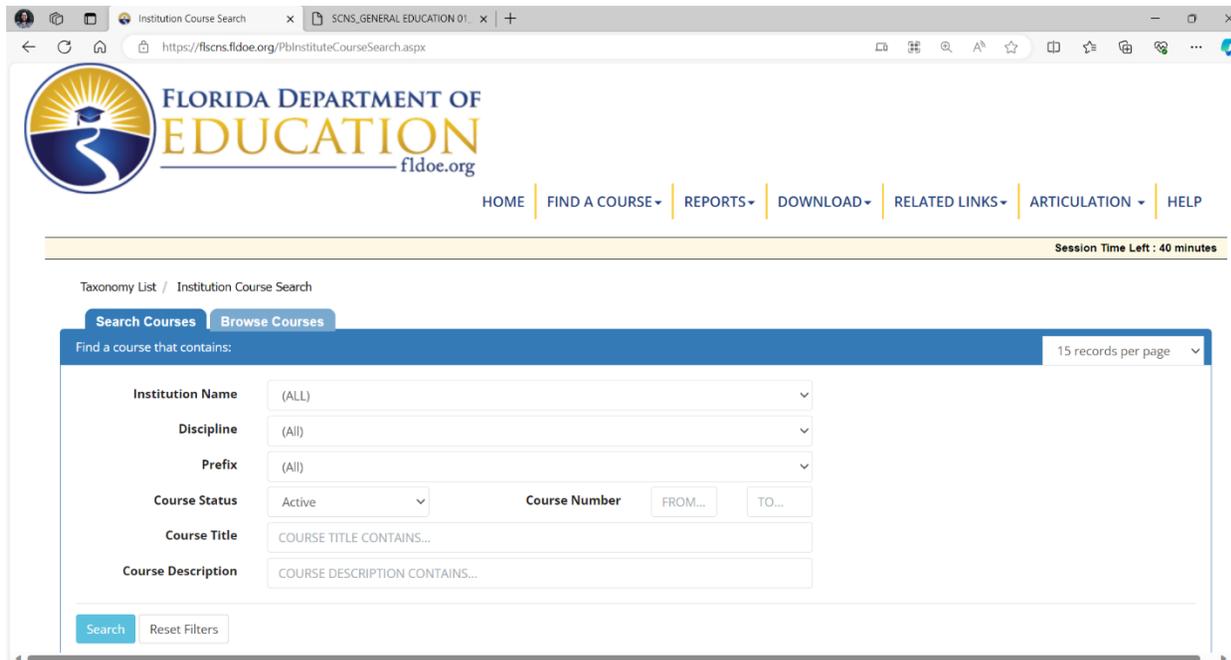


*Figure 6. SCNS Course Search*

For the following requests, you must LOGIN to your Institution Contact account.  (See below for detailed screen shots for the three types of requests.)

- To **Change** a Course:  Course Request - CHANGE (fldoe.org)
- To **Discontinue** a Course:  Course Request - DISCONTINUE (fldoe.org)
- To **Add** a Course: Course Request - ADD (fldoe.org)

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# HOW TO SUBMIT A COURSE CHANGE REQUEST

From your Inbox, click the **REQUEST** link and choose **Change Course.**
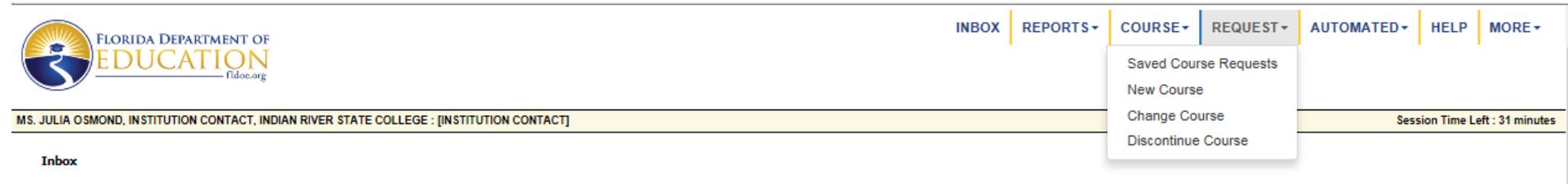


*Figure 7. Change Request*

This gives you the Change Request screen where you will choose the course you wish to change. The system will show only courses that are active at your institution.



*Figure 8.1 Course Request – Change*

After selecting the course number to be changed, the Change screen will appear. On the left side of the screen will be the details of the course *as it currently exists.* On the right side of the screen are the fields where you will enter the values to be changed. ICs must indicate whether a course is identified as "General Education Core" in accordance with state law. "General Education Requirements" are any additional courses offered by the institution to meet general education requirements. To remove a "general education requirements" indicator from a course, remove the appropriate checkmark.

*Figure 8.2. Course Request – Change*

The description, objectives and textbook fields may also need to be updated based on the new principles for general education and standards for each of the five subject disciplines. If deleting information in any of the optional fields, such as prerequisites or corequisites, replace it with "NONE".
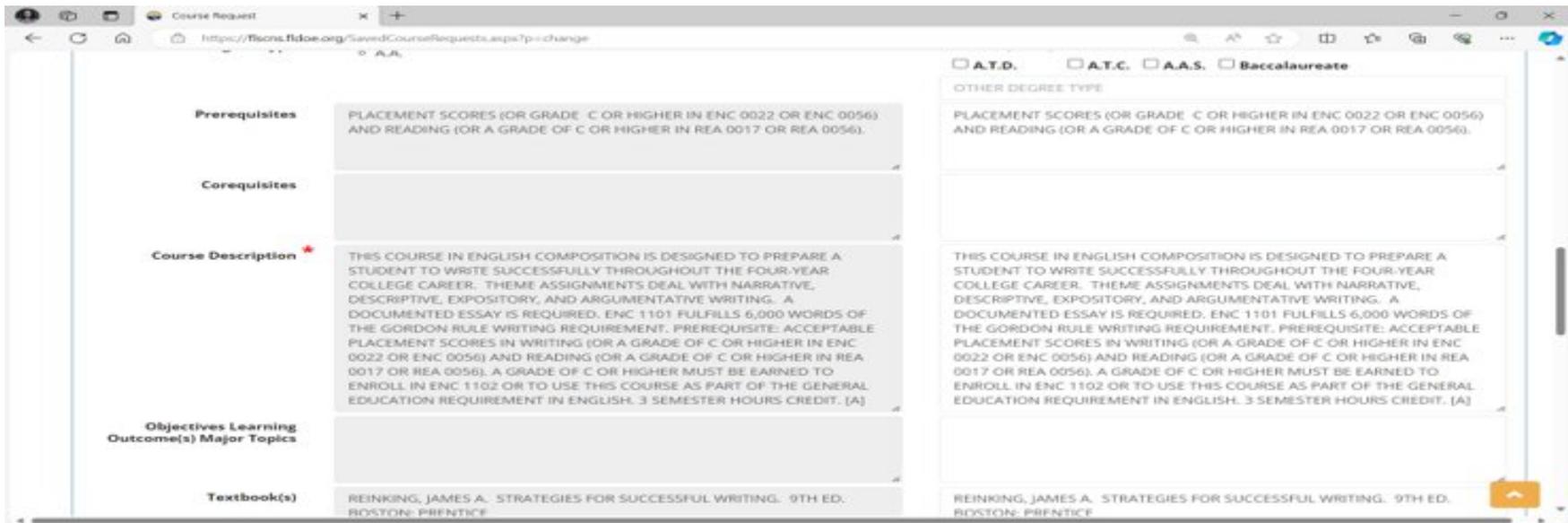
*Figure 8.3. Course Request - Change*

For all course requests, provide comments on what was updated; this is required for SCNS and institution tracking purposes. Contact information should be provided for the person submitting the change request, which will typically be the institution's assigned IC.
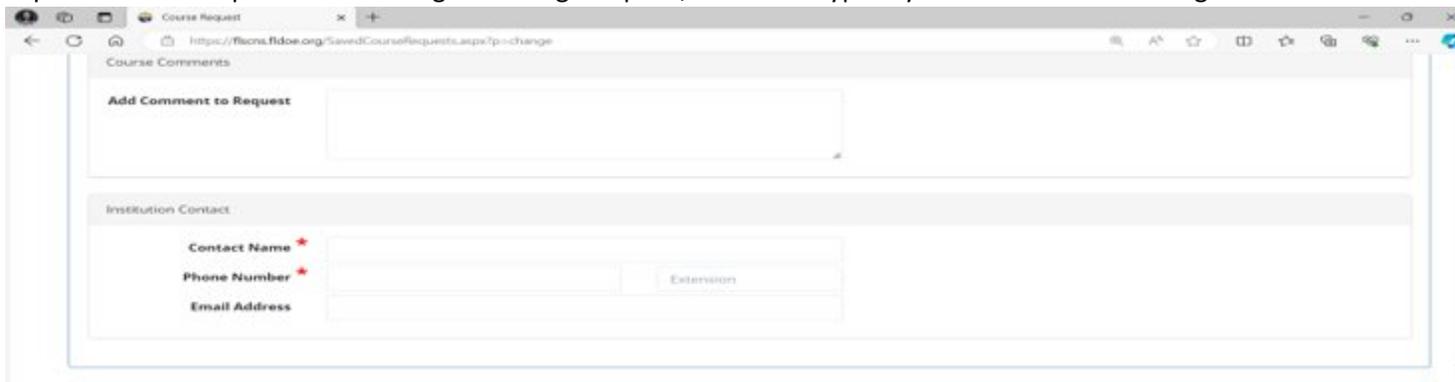


*Figure 8.4. Change Request – Change*

Be sure to click on the "Submit" button when the changes are completed.

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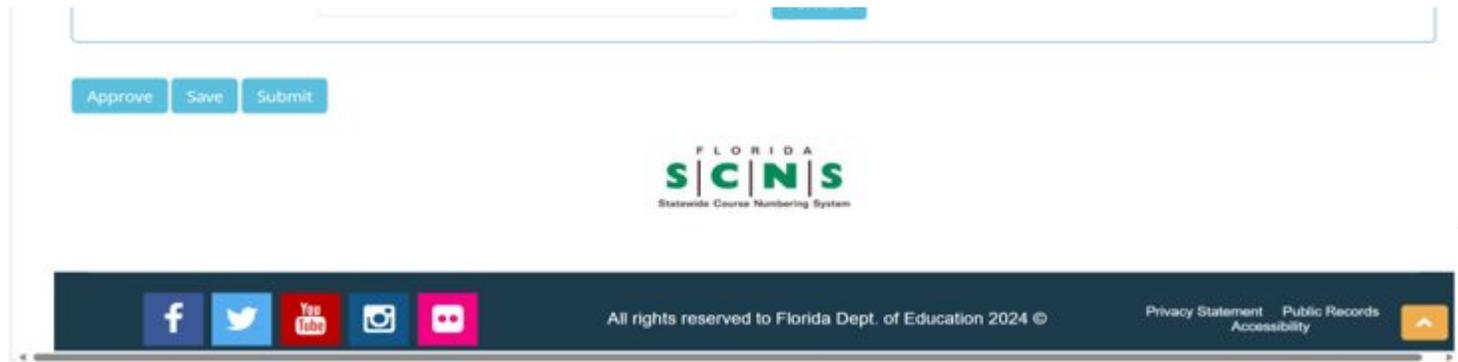
*Figure 8.5. Change Request – Change*

## HOW TO SUBMIT A COURSE DISCONTINUE REQUEST

From your Inbox, click the **REQUEST** link and choose **Discontinue Course.**
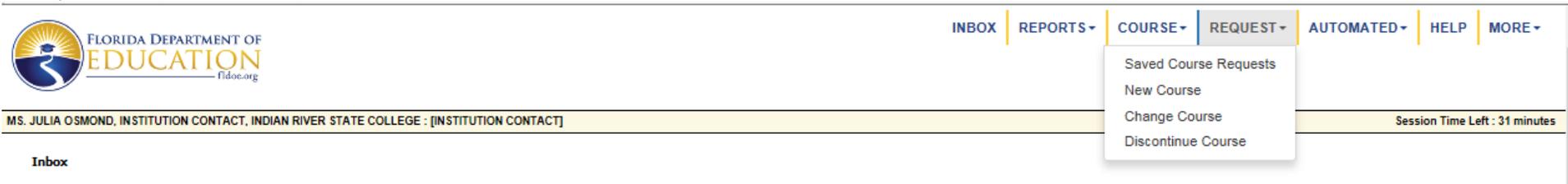


*Figure 9.1 Change Request – Discontinue*

This gives you the Discontinue Request screen. The system will show you only courses that are active at your institution.
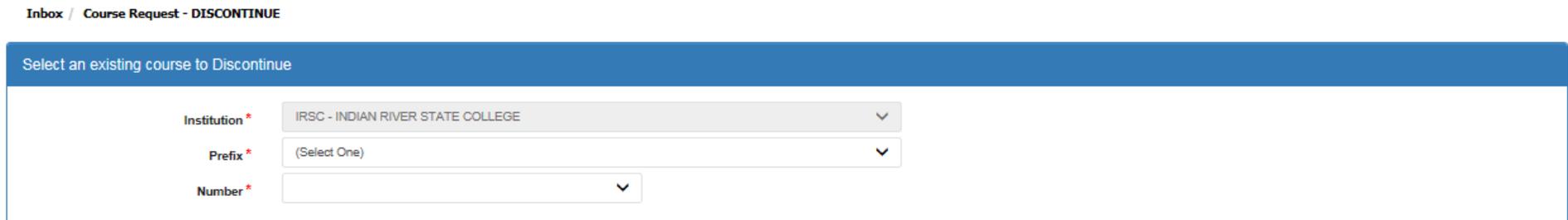


*Figure 9.2. Change Request – Discontinue*

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You will choose the course to be discontinued, and the Discontinue screen appears. The ONLY information you need to enter on this screen is the Discontinue Date. Everything else will be prepopulated with course information as it currently exists. Enter the discontinue date and click **Submit.** **If you are discontinuing courses as part of the mandated five-year purge (Rule 6A-10.0331, F.A.C.)**, as the Discontinue Date use the last semester the course was taught, which will free up course numbers as soon as possible for re-use. **If you are discontinuing the course for purposes of a proposed general education course list,** use the date of the last term the course will be included in the institution's general education course offerings.

To reactivate a previously discontinued course, create a Course Change request, edit as needed, and enter the desired new Effective Date.

# HOW TO SUBMIT A NEW COURSE REQUEST

From your Inbox screen, click **Request**. From the dropdown list, choose **New Course**.
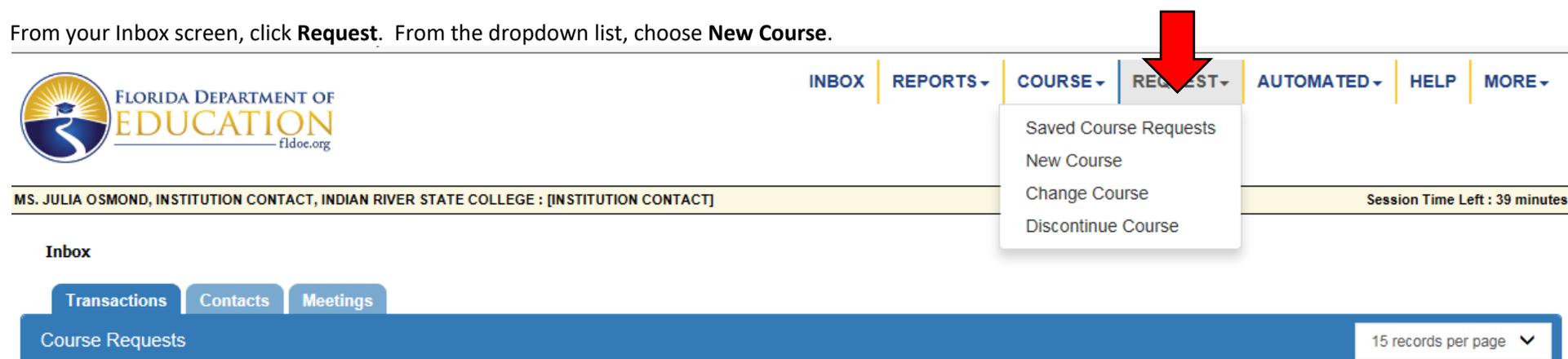


*Figure 10.1. Change Request – New Course*

This brings you to the New Course Request screen (Figure 9.2). Complete all necessary information (required information is indicated by red asterisks). Your request may be saved if you are unable to complete it, or it may be submitted immediately to SCNS. The Contact Name can be either yourself (the Institution Contact) or it may be the faculty member or program director proposing the course. This is required in case we have questions about the course change request.

The level at which a course is taught can vary from one school to another. One school may choose to teach a course as a freshman (1000-level) course, while another may choose to teach it at the sophomore (2000) level. The same is true with junior and senior level (3000 and 4000) courses. For course transferability purposes, however, we do not cross lower- and upper-division courses, for example, ENC 1101 can be taught as ENC 2101, if desired, but not as 4101. In general, lower-division courses (particularly those leading to the A.S. degree or professional certificates) cannot be taught as upper-division courses.

The SCNS asks that you recommend specific course numbers whenever possible. That gives us a better idea of where you intend this course to be placed within the course taxonomy, though the final decision on a course number assignment will be made by the Discipline Coordinator for that discipline area. If you are unsure of where a course should be placed in the taxonomy, you can enter the Level at which the course will be taught and in the Number field enter 999, which will indicate to SCNS staff that you have no specific course number recommendation.

**Request Detail** (DISCONTINUE)

**Course Request**

| Field | Value |
|---|---|
| Request ID | 0 |
| Course ID | 41114 |
| Discontinue Date * | |
| Institution * | |
| Instructional Unit/Dept | |
| Discipline * | |
| Prefix * | |
| Level * | |
| Number * | |
| Lab | |
| Course Title * | AMERICAN HISTORY: RECONSTRUCTION TO PRESENT |
| Honors Course * | No |
| Effective Date * | 04/12/2023 |
| Term Type * | SEMESTER |
| Course Credits | 3 |
| Type of Credit * | COLLEGE CREDIT |
| Clock Hours | |

**April 2023**

| Su | Mo | Tu | We | Th | Fr | Sa |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**General Education Core**
☐ Communications ☐ Humanities ☐ Math ☐ Natural Science ☑ Social Sciences

**General Education Requirements**
☐ Communications ☐ Humanities ☐ Math ☐ Natural Science ☑ Social Sciences

| Field | Value |
|---|---|
| Work-Based Learning Course | |
| Rule 6A-10.030 | No |
| Rule 6A-10.030 Writing | No |

**Degree Type ***
☐ V.C. (PSAV)  ☐ T.C.  ☑ A.A.  ☐ A.S.  ☐ Graduate
☐ A.T.D.  ☐ A.T.C.  ☐ A.A.S.  ☐ Baccalaureate

OTHER DEGREE TYPE

*Figure 10.2. Change Request – New Course*

## Request Detail ADD

### Course Request

| | |
|---|---|
| **Request ID** | 0 |
| **Course ID** | 0 |
| **Institution** * | IRSC - INDIAN RIVER STATE COLLEGE ⌄ |
| **Instructional Unit/Dept** | |
| **Discipline** * | (Select One) ⌄ |
| **Prefix** * | (Select One) ⌄ |
| **Level** * | (Select One) ⌄ |
| **Number** * | ### [View Statewide] |
| **Lab** | ⌄ |
| **Course Title** * | |
| **Honors Course** * | No ⌄ |
| **Effective Date** * | 04/12/2023 📅 |
| **Term Type** * | SEMESTER ⌄ |
| **Course Credits** | |
| **Type of Credit** * | COLLEGE CREDIT ⌄ |
| **Clock Hours** | |
| **General Education Core** | ☐ Communications  ☐ Humanities  ☐ Math  ☐ Natural Science  ☐ Social Sciences |
| **General Education Requirements** | ☐ Communications  ☐ Humanities  ☐ Math  ☐ Natural Science  ☐ Social Sciences |
| **Work-Based Learning Course** | ⌄ |

| | |
|---|---|
| **Rule 6A-10.030** | No ▾ |
| **Rule 6A-10.030 Writing** | No ▾ |

**Degree Type** *

☐ V.C. (PSAV)   ☐ T.C.   ☐ A.A.   ☐ A.S.   ☐ Graduate
☐ A.T.D.   ☐ A.T.C.   ☐ A.A.S.   ☐ Baccalaureate

OTHER DEGREE TYPE

**Prerequisites**

**Corequisites**

**Course Description** *

**Objectives Learning Outcome(s) Major Topics**

**Textbook(s)**

### Course Comments

**Add Comment to Request**

| Institution Contact | | |
|---|---|---|
| Contact Name * | | |
| Phone Number * | | Extension |
| Email Address | | |

Save   Submit

*Figure 10.3. Change Request – New Course*

## TIMELINE FOR 2024 REVIEW

- February 2024 – Institutions receive general education review list and certification form from the Office of Articulation, along with an instruction document.
- March-August 2024 – Institutions will review all general education offerings to ensure compliance with statutory requirements. During their review, institutions will complete the review spreadsheet and submit necessary changes to SCNS.
- Institutions will submit final general education lists to their respective Boards of Trustees for approval in time for submission to the ACC by September 1.
- By September 1, 2024 – Institutions will submit their completed review spreadsheets and their signed certification form to the Office of Articulation by email to articulation@fldoe.org.
- September to December 2024 – Articulation staff in support of the Articulation Coordinating Committee (ACC) will review submissions for compliance with statutory requirements.
- By December 1, 2024 – The ACC will submit each institution's completed general education course list to the State Board of Education or the Board of Governors, as applicable, for approval.

More about the approval process for the State Board of Education and the Board of Governors may be found in their respective rule and regulation at:
Rule 6A-14.0303, F.A.C., General Education Course Options; BOG Regulation 8.005, General Education Course Options.

# UNIVERSITY OF CENTRAL FLORIDA

## 2024-2025 General Education Program

Name: _____  Major: _____  UCFID: _____  Date: _____

## COMMUNICATION FOUNDATION — CM

### GEP 1 and GEP 2 are required for all majors
| | | Grade or score |
|---|---|---|
| | GEP 1. ♦ ENC 1101 English Composition I (GRW) **PS** | |
| | GEP 2. ENC 1102 English Comp. II (PR) (GRW) **IE** | |

### GEP 3 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | COM 1000 Introduction to Communication **IE** | |
| | SPC 1603C Fund. of Technical Presentations **KA** | |
| | SPC 1608 Fund. of Oral Communication **CI** | |

## HISTORICAL & CULTURAL FOUNDATION — CI

### GEP 4 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | EUH 2000 Western Civilization I (GRW) **IE** | |
| | EUH 2001 Western Civilization II (GRW) **IE** | |
| | ♦ HUM 2020 Encountering the Humanities **IE** | |
| | HUM 2210 Studies in Culture: Anc.-17th cent. (GRW) **IE** | |
| | HUM 2230 Studies in Culture: 17th cent.-pres. (GRW) **IE** | |
| | WOH 2012 World Civilization I (GRW) **IE** | |
| | WOH 2022 World Civilization II (GRW) **IE** | |

### GEP 5 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ANT 2410 Cultural Anthropology **IE** | |
| | ARH 2050 History of Western Art I **IE** | |
| | ARH 2051 History of Western Art II **IE** | |
| | FIL 1000 Cinema Survey **IE** | |
| | FIL 2030 History of Motion Pictures **IE** | |
| | FIL 3036 Film History I (PR) **IE** | |
| | FIL 3037 Film History II (PR) **IE** | |
| | LIT 2110 World Literature I (PR) (GRW) **CM** | |
| | LIT 2120 World Literature II (PR) (GRW) **CM** | |
| | MUH 2017 Survey of Rock **IE** | |
| | MUH 2019 Amer. Pop. Music 1840's-Present **IE** | |
| | ♦ MUL 2010 Enjoyment of Music (GRW) **IE** | |
| | MUL 2016 Evolution of Jazz **IE** | |
| | MUL 2720 Music of the World **IE** | |
| | ♦ PHI 2010 Introduction to Philosophy **IE** | |
| | REL 2300 World Religions **IE** | |
| | ♦ THE 2000 Theatre Survey (GRW) **IE** | |

### GEP 6 - choose a course from GEP 4 or GEP 5
| | | Grade or score |
|---|---|---|
| | | |

## MATHEMATICAL FOUNDATION — PS

### GEP 7 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ♦ MAC 1105C College Algebra (PR) (GRM) **KA** | |
| | ♦ MAC 2311C Calc. w/ Analytic Geo. I (PR) (GRM) **CM** | |
| | ♦ MGF 1130 Mathematical Thinking (GRM) **KA** | |
| | ♦ STA 2023 Statistical Methods I (PR) (GRM) **KA** | |
| | A math course for which a GEP 7 course is a direct prerequisite: _____ | |

### GEP 8 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | CGS 2100C Computer Fund. for Business (GRM) **KA** | |
| | COP 2500C Concepts in Computer Science (GRM) **KA** | |
| | COP 3502C Computer Science I (PR) (GRM) **KA** | |
| | COT 3100C Intro to Discrete Structures (PR) (GRM) **KA** | |
| | MGF 1131 Mathematics in Context (GRM) **KA** | |
| | STA 2014 Principles of Statistics (GRM) **KA** | |
| | STA 3032 Probability & Stats. for Eng. (PR) (GRM) **KA** | |
| | A math course for which a GEP 7 course is a direct prerequisite: _____ | |
| | Choose a second course from GEP 7: _____ | |

## SOCIAL FOUNDATION — IE

### GEP 9 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ♦ AMH 2010 U. S. History: 1492-1877 (GRW)* **IE** | |
| | ♦ ANT 2000 General Anthropology **CI** | |
| | HSA 2117 Civic Engagement in the US Healthcare **PS** | |
| | ♦ PSY 2012 General Psychology **KA** | |
| | SYG 2000 Introduction to Sociology **PS** | |

### GEP 10 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ♦ AMH 2020 U.S. History: 1877-Present (GRW) (CL) **CI** | |
| | ♦ ECO 2013 Principles of Macroeconomics **PS** | |
| | ECO 2023 Principles of Microeconomics **PS** | |
| | ♦ POS 2041 American National Government (CL) **KA** | |

## SCIENCE FOUNDATION — KA

### GEP 11 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ♦ AST 2002 Astronomy (PR) **IE** | |
| | ♦ CHM 1020 Concepts in Chemistry (PR) **PS** | |
| | CHM 1032 General Chemistry (PR) **PS** | |
| | ♦ CHM 2045C Chemistry Fund. I (PR) **PS** | |
| | CHS 1440 Principles of Chemistry (PR) **PS** | |
| | PHY 1038 Physics of Energy, Climate Change, Env **IE** | |
| | ♦ PHY 2020 Concepts of Physics **CM** | |
| | ♦ PHY 2048 General Physics using Calc I (PR) **PS** | |
| | ♦ PHY 2053 College Physics I (PR) **PS** | |
| | PSC 1121 Physical Science (PR) **PS** | |
| | A science course for which a state core science course ( ♦ ) is a direct prerequisite: _____ | |

### GEP 12 - choose one class to complete
| | | Grade or score |
|---|---|---|
| | ANT 2511 The Human Species **IE** | |
| | ♦ BSC 1005 Biological Principles **IE** | |
| | ♦ BSC 2010C Biology I (PR) **IE** | |
| | ♦ EVR 1001 Intro to Environmental Science **IE** | |
| | GEO 1200 Physical Geography **IE** | |
| | GEO 2370 Resources Geography **IE** | |
| | GLY 1030 Geology and its Applications **PS** | |
| | GLY 2038 Environmental Geoscience **PS** | |
| | MCB 1310 Intro. to Biotechnology & Genetic Eng. **IE** | |
| | MET 2104 The Earth's Climate **IE** | |
| | A science course for which a state core science course ( ♦ ) is a direct prerequisite: _____ | |

### Learning Outcomes
- **CM** Communication
- **CI** Cultural Interactions
- **PS** Problem Solving
- **IE** Interpretation and Evaluation
- **KA** Knowledge Application

GENERAL EDUCATION PROGRAM

### Form Legend
- ♦ One Florida State Core course is required in each of the Five Foundations
- **GRW** Gordon Rule writing class (must earn C- or better; four courses required)
- **GRM** Gordon Rule math class (must earn C- or better; two courses required)
- **CL** Civic Literacy Requirement Course option (one course required)
- **PR** Course has at least one prerequisite. Prerequisites must be satisfied prior to enrollment. Refer to the UCF Undergraduate Catalog (ucf.edu/catalog) for prerequisite information.

### Important Notes
* AMH 2010 is under consideration as a Civic Literacy Course, pending approval by Florida Board of Governors.

36 credit hours are required to satisfy the UCF General Education Program.

Consider Gordon Rule Writing (GRW) & State Core Requirements (♦) for GEP 6.

Consult your academic success coach and the UCF Undergraduate Catalog for major-specific course requirements and acceptable course substitutes.

Course descriptions are available in the UCF Undergraduate Catalog.

Some classes are not offered every semester. Check myUCF for schedule.

**UCF GEP pending annual review by UCF Board of Trustees and the Florida Board of Governors.**
Form based on 2024-2025 Undergraduate Catalog, available July 2024.

Rev. 0

# General Education Program

*(UCF logo)* UNIVERSITY OF CENTRAL FLORIDA

UCF's General Education Program provides you with a **cohesive**, **integrative learning experience**. You will complete courses in five program areas, each with its own set of learning outcomes, that will enable you to plan, connect, and reflect as you move through your foundational classes. Our integrative general education experience allows you to **relate the knowledge and skills you are learning across academic disciplines**, **connect foundational ways of knowing to your major**, and **integrate those skills in new problem-solving contexts** – all to prepare you for your academic, civic and professional worlds.

Your academic success coach can assist you with identifying and selecting courses that meet state and UCF requirements, are a good fit for your intended major, spark your interest, and provide you with a diverse range of experiences and a broad basis for your education. Additional information concerning the General Education Program, degree-specific requirements, and course descriptions can be found in the UCF Undergraduate Catalog. As you work through this integrated set of courses you will have the opportunity to make connections, learn skills, and build a strong foundation for your education and your future as a citizen and a professional.

## KNOWLEDGE APPLICATION

Understand scientific methods and connect and apply them to challenges facing society.

## COMMUNICATION

Become successful writers, speakers and producers of digital materials in their academic, civic, and professional worlds.
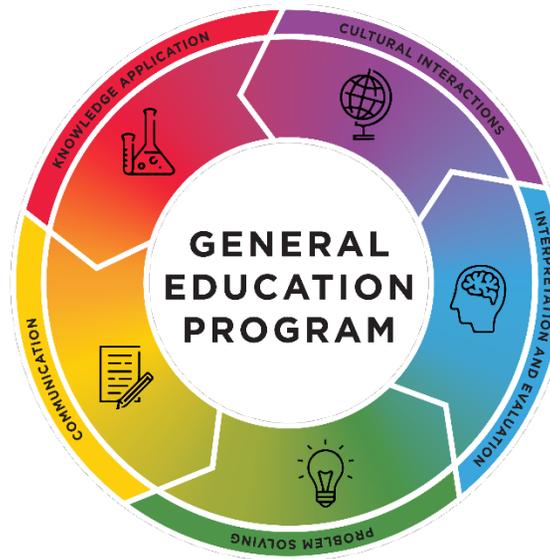
## CULTURAL INTERACTIONS

Understand common human themes, have an awareness of diverse cultures, and understand the cultural, historical, economic, and social implications of what they learn.

## INTERPRETATION AND EVALUATION

Assess and decipher information in a world full of conflicting sources.

## PROBLEM SOLVING

Be well-informed citizens who can reason and apply analytical, statistical, and computational methods to the challenges of a globally-diverse and technologically-rich environment.

# Certification Form
## Academic Year 2025-26 General Education Courses

Please email signed form to Articulation@fldoe.org **no later than September 1, 2024.**

Dear Commissioner Diaz,

I certify that my institution has reviewed our general education course options for compliance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

☑ Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.

☑ Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

Alexander Cartwright
Digitally signed by Alexander Cartwright
Date: 2024.06.06 09:34:43 -04'00'

_____
FCS/SUS President Signature

University of Central Florida
_____
Institution

June 6, 2024
_____
Date

_____
Board of Trustee Chair Signature

_____
Date

_____
Date of Board Approval

# Board of Trustees
## *Academic Excellence and Student Success Committee*
### *June 24, 2024*

## Agenda Item

AESC-4: New Degree Program Proposal – B.S. in Health Informatics

## Proposed Board Action

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of the new degree program proposal for the B.S. in Health Informatics.

## Authority for Board of Trustees Action

Board of Governors Regulation 8.011; UCF Regulation UCF-2.040 Development, Approval, Termination, and Suspension of Degree Programs

| **Supporting Documentation Included** |
|---|
| Attachment A: B.S. in Health Informatics |
| Attachment B: Request to Offer New Degree Program - B.S. in Health Informatics* |
| (*Please click the link below to access the full request*) |
| &bull; Request to Offer A New Degree Program – B.S. in Health Informatics: Full Request |
| **Facilitators/Presenters** |
| Timothy Letzring, Vice Provost for Academic Affairs |

# New Degree Program Proposal – B.S. in Health Informatics

**EXECUTIVE SUMMARY**

## Objective

The proposed B.S.in Health Informatics (CIP 51.2706) at UCF will be the first undergraduate degree in health informatics offered by the SUS and will complement UCF's existing M.S. in Health Informatics. The program consists of 120 credits, with 60 credits in major. This program seeks to meet the needs of the healthcare industry by providing high-quality, innovative education focused specifically on the growing field of health informatics to create a pool of well-qualified health informatics professionals to serve both the state of Florida and the broader national and global healthcare industry.

## Summary of Key Observations/Recommendations

- Proposed program capitalizes on existing strengths of the College of Community Innovation and Education (CCIE), School of Global Health Management and Informatics (SGHMI), and the unit's existing programs.
- Workforce demand and need are well documented.
- Abundant input and collaboration demonstrating strong institutional planning and approval, including letters of support from external stakeholders.
- Minimal library, equipment, and space needs and minimal fiscal impact.
- Curriculum and course syllabi approved at the college and university levels.
- Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) has recently established specialized accreditation for health informatics programs at the undergraduate level. UCF will be an early adopter of this accreditation.

## Additional Background

UCF SGHMI also currently offers an undergraduate degree focused on health information management (HIM) leading to a certification as a Registered Health Information Administrator (RHIA) (CIP 51.0706). HIM and the role of the RHIA are a crucial part of the use of information in health care but tend to be more focused on the people and processes that surround the use of health information data and technology. Health informaticists, as trained in the proposed program, focus not just on health data and technology but also on the development, maintenance, and appropriate use of this information. The existing program will continue, differentiated by a curriculum introducing health informatics but focused on health information management.

## Rationale

Health informatics is a growing field within the healthcare industry, with nearly half of all graduates entering the field with an undergraduate degree (ONet, 2022).  The projected 10-year job growth rate in the state of Florida is 22%, well above the national average of 9%, and workers in this industry, on average, earn an annual salary of $80,730 (ONet, 2022). There is a need for health informaticists to meet the demands of the healthcare industry in the state of Florida and nationwide.

## Implementation Plan

| Date | Implementation Activity |
|---|---|
| April 2024 | Submission of proposal to SUS BOG for approval |
|  | **Following Approval of Full Proposal** |
| June 2024 | Appoint BS HI Program Director |
| Summer 2024 | Develop marketing plan/materials, including website development |
| Summer 2024 | Resource Allocation and Budgeting:<br>• Create a budget plan that includes facilities, technology, and marketing for the new BS HCI program |
| Summer 2024 | Submission of Letter of Intent/Begin Application - CAHIIM:<br>• Submit letter of intent to CAHIIM for programmatic accreditation of BS Health Informatics degree as soon as program is approved for enrollment<br>• Begin activities to complete the initial application for programmatic accreditation through CAHIIM |
| Summer 2024 | Develop BS HI Student Handbook/policies and procedures |
| August – December 2024 | Marketing and Recruitment:<br><br>• Implement a marketing plan to attract prospective students.<br>• Launch advertising and promotional efforts.<br>• Open admissions for the new program. |
| Fall 2024 | Schedule Spring 2025 course offerings and faculty teaching assignments |
| January 2025 | Begin first semester of the BS in Health Informatics program |
| January 2025 | Evaluate and refine materials and operations – ongoing process |

## Resource Considerations

A combination of reallocation of the E&G budget and use of auxiliary funds will be used to fund the program. The fiscal impact of the proposed program is minimal as the expertise and courses to be offered build on faculty already in place at the undergraduate and graduate levels.

**Conclusion**

There is evidence of strong workforce demand for this program based on BLS data, Florida Department of Economic Development projections, job postings, and letters of support from local employers locally and throughout the state of Florida, and there is strong student interest. Based on the evidence outlined here and in the full proposal, the recommendation is to approve this program.

# New Degree Program Proposal B.S. in Health Informatics

**Timothy Letzring**, Vice Provost for Academic Affairs

# B.S. in Health Informatics

- Developed from feedback from current and prospective students, along with input from industry leaders.

- Clear support from industry leaders
  - AdventHealth
  - Nemours Children's Health
  - Piedmont Healthcare

- The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) has established a specialized accreditation for this program.
  - UCF will be an early adopter of this accreditation, ensuring our graduates meet the highest standards.

- The health informatics job market in Florida is projected to grow by 22%, significantly outpacing the national average of 9%.

# Board of Trustees

**Academic Excellence and Student Success Committee**

*June 24, 2024*

## Agenda Item

AESC-5: Reduction of Credit Hours – B.S. in Teacher Education, Art Education

## Proposed Board Action

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of the credit hour reduction of the B.S. in Teacher Education, Art Education degree from 126 to 120 credit hours.

## Authority for Board of Trustees Action

Florida Statutes 1007.25; Board of Governors Regulation 8.014

| Supporting Documentation Included |
|---|
| Attachment A: B.S. in Teacher Education, Art Education Program Modification Proposal |

| Facilitators/Presenters |
|---|
| Timothy Letzring, Vice Provost for Academic Affairs |

# Reduction of Credit Hours – B.S. in Teacher Education, Art Education

**EXECUTIVE SUMMARY**

## Objective

In accordance with [BOG Regulation 8.014](#), reduce the number of hours the B.S. in Teacher Education, Art Education program requires while still meeting teacher licensure requirements.

## Summary of Key Observations/Recommendations

- The B.S. in Teacher Education, Art Education began exploring pathways to reach 120 credit hours this past academic year. The School of Teacher Education submitted this program modification in our curriculum management system in early Spring 2024, and it has been approved through the Provost's Office.

- The Teacher Education, Art Education program faculty reduced the final restrictive electives from nine credit hours to three credit hours to reach the 120 credit hour threshold. While this does reduce student exposure to additional art media and knowledge, this change maintained the required internship and student teaching requirements leading to Florida teacher licensure.

## Additional Background

Starting this past spring semester, the SUS institutions have worked with the Board of Governor's Office in evaluating programs approved to offer a bachelor's degree at more than 120 hours. When UCF started this process, there were 15 programs with 120 credit hour waivers. Nine of these are engineering programs, and we are working with the programs and the BOG office on this continuing project over the coming academic years. BOG regulation 8.014 was amended last year to give the Board of Trustees sole authority to approve these reductions in credit hours. Upon approval, UCF will notify the Board of Governors to have this reduction in hours updated in the academic degree inventory.

## Rationale

In response to a BOG-initiated review of all programs approved for a waiver of the 120 credit hour degree maximum and to make sure excess hours are necessary for programmatic accreditation and/or licensure requirements.

## Implementation Plan

Upon approval, this will take effect in the 2024-25 academic catalog.

## Resource Considerations

NA

**Conclusion**

Recommend approval of the proposed reduction of required credit hours for the B.S. in Teacher Education, Art Education program.

# ARTEDU
# Teacher Education, Art Education Track (B.S.)

Under Review   |   Fall 2024

## Proposal Information

**Workflow Status**

In Progress

**University Board of Trustees (BOT), Provost's Office**                    expand ▲

Waiting for Approval | Senior Associate Provost

>      Timothy Letzring

**Changes**

- College
- Department
- Effective Term & Year
- Program Details
- Degree Requirements

Show All ⌄

Proposed

**What type of revision are you proposing?**

Program Revision (edits to description, curriculum/course edits)

Existing

**What type of revision are you proposing?**

--

## Program Information

Proposed
**College**


Existing
**College**

College of Community Innovation and Education


Proposed
**Department**


Existing
**Department**

School of Teacher Education


**Complete Name of Degree**

Teacher Education, Art Education Track (B.S.)


**CIP Code**

13.1206


Proposed
**Do you need to change the Complete Name of Degree above?**
No

Proposed
**Are there tracks associated with this plan?**
Yes


Existing
**Do you need to change the Complete Name of Degree above?**
--

Existing
**Are there tracks associated with this plan?**
--


**Academic Level**

Undergraduate

**Program Type**

Major


Changes


**Program Website**

https://www.ucf.edu/catalog/undergraduate/#/programs/Byhm9URj_?
bc=true&bcCurrent=Teacher%20Education%2C%20Art%20Education%20Track%20(B.S.)&bcItemType=programs

Changes

**Program Contact Information**

# School of Teacher Education

*Director*: Andrea Borowczak

Educational Complex & Gym 115K

*ccie.ucf.edu/teachered*

407-823-1768

*Faculty/Academic Administrator*: Dr. Maria Busch

Educational Complex & Gym 115H

407-823-1763

maria.busch@ucf.edu

*Associate Lecturer (Education Track Contact):* Dr. Debra McGann

**Education Complex and Gym (ED), 122C**

debra.mcgann@ucf.edu

Proposed
**Is this program available 100% online?**
No

Existing
**Is this program available 100% online?**
--

Proposed
**Include Licensure Disclosure**
This program has a licensure disclosure.

Existing
**Include Licensure Disclosure**

Changes

**Licensure Disclosure**
This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please view the <u>licensure disclosure for the Teacher Education, Art Education Track (B.S.)</u> program.

Art Education K-12 - Certification Requirements (Degree and Coursework):

https://www.fldoe.org/teaching/certification/certificate-subjects/administrative-rules/6a-4-0101.stml

**Program Description**
**College of Community Innovation and Education**
**School of Teacher Education**
**Education Complex and Gym (ED), 123**

***Associate Lecturer (Education Track Contact):*** *Dr. Debra McGann*
**Education Complex and Gym (ED), 122C**
debra.mcgann@ucf.edu

The Teacher Education B.S. - Art Education program offers students the option of two tracks: Art Education - Education Track and Art Education - Lifelong Learning Track (non-certification). The Education Track is appropriate for students interested in opportunities for employment with formal, K-12 schools that require certification.
This program has potential ties to professional licensure or certification in the field. For more information on how this program may prepare you in that regard, please view the <u>licensure disclosure for the Teacher Education, Art Education Track (B.S.)</u> program

# Admission Requirements

- Complete the University General Education requirements or its equivalent, i.e. an AA degree from a Florida College System or State University System institution.
- Complete EDF 2005 - Introduction to the Teaching Profession course with a minimum letter grade of "C-" (1.75) or better.
- Meet the Gordon Rule Requirement.
- Meet the Foreign Language Admission Requirement.
- Have a minimum 2.5 overall GPA

# Degree Requirements

- Students should see an advisor prior to registering for classes
- The courses designated in (General Education), (Education Common Program Prerequisites), and (Core Requirements: Basic Level) should be completed prior to admission to the major and upper division education courses.
- The Education Track is a state-approved, initial teacher preparation program designed in compliance with Florida Statutes and State Board of Education Rule 6A-5.066. Degree requirements are subject to change based on state mandates.

Proposed
**Strategic Emphasis** ❓
No

Existing
**Strategic Emphasis** ❓
--

Proposed
**Effective Term & Year**
Fall 2024

**Status**
Active

Existing
**Effective Term & Year**
Spring 2021

# Admission Requirements

Changes

**Admission Requirements**

## Admission Requirements

- Complete the University General Education requirements or its equivalent, i.e. an AA degree from a Florida College System or State University System institution.
- Complete EDF 2005 - Introduction to the Teaching Profession course with a minimum letter grade of "C-" (1.75) or better.
- Meet the Gordon Rule Requirement.
- Meet the Foreign Language Admission Requirement.
- Have a minimum 2.5 overall GPA

# Proposal Information

**Proposal Rationale**

126 credit hours are currently required for the Teacher Education, Art Education, Education Track (B.S.).

120 credit hours are proposed. This will better serve students and align with "Preeminent Metrics", namely the four-year graduation rate.

Six (6) credit hours will be eliminated (under "Education Track Specialization") in order to bring the total to 120 credit hours. Two 3000/4000-level elective courses will be removed.

**Does this revision include a request to create a restricted plan?**
No

# Programs of Strategic Emphasis Waiver

Proposed
**Does the program fall under one of the CIP codes listed below?**
No

Existing
**Does the program fall under one of the CIP codes listed below?**
--

**Programs of Strategic Emphasis Table**

| CIP CODE | CIP TITLE | CATEGORY |
| --- | --- | --- |
| 11.0101 | Computer and Information Sciences | STEM |
| 11.0103 | Information Technology | STEM |
| 14.0801 | Civil Engineering | STEM |
| 14.0901 | Computer Engineering | STEM |
| 14.1001 | Electrical and Electronics Engineering | STEM |
| 27.0101 | Mathematics | STEM |
| 40.0801 | Physics | STEM |
| 52.0301 | Accounting | GAP ANALYSIS |
| 52.0801 | Finance | GAP ANALYSIS |
| 52.1201 | Management Information Systems | STEM |

# Curriculum

Changes

**AS-to-BS Capstone**
**Prerequisite Admission Courses**
No Rules

**General Education (GEP)**

# Communication Foundations

**9**
Total Credits

- Complete all of the following
    - Students are strongly advised to take the preferred courses.
    - Complete all courses from the following:

        ▼ GEP 1 & 2- Communication Foundation

    - Complete at least 1 course(s) from the following:

        ▼ GEP 3- Communication Foundation

    - Preferred: SPC 1608 - Fundamentals of Oral Communication (3)

# Cultural & Historical Foundations

**9**
Total Credits

- Complete all of the following
    - Complete at least 1 course(s) from the following:

        ▼ GEP 4- Historical & Cultural Foundation

    - Preferred: AMH 2010 - U.S. History: 1492-1877 (3)
    - Complete at least 1 course(s) from the following:

        ▼ GEP 5- Historical & Cultural Foundation

    - ARH 2050 - History of Western Art I (3), with a grade of "C-" (1.75) or better, is required for the major.
    - Earn at least 3 credits from the following types of courses:
      GEP 6: Take one additional course from either Cultural and Historical Foundation, Area 1 or 2. Consider that some courses also partially satisfy the Gordon Rule requirement. Preferred: MUL 2010 - Enjoyment of Music (3), THE 2000 - Theatre Survey (3), or PHI 2010 - Introduction to Philosophy (3)

# Mathematical Foundations

**6 - 7**
Total Credits

- Complete all of the following
    - Complete at least 1 course(s) from the following:

        ▼ GEP 7- Mathematical Foundation

    - Preferred: MGF ~~1106~~**1130** - ~~Finite Mathematics~~ (3)
    - Complete at least 1 course(s) from the following:

- ▾ GEP 8- Mathematical Foundations
  - ○ Preferred: STA 2014 - Principles of Statistics (3)

# Social Foundations

**6**

Total Credits

- Complete all of the following
  - ○ Complete at least 1 course(s) from the following:
    - ▾ GEP 9- Social Foundation
  - ○ Preferred: PSY 2012 - General Psychology (3)
  - ○ Complete at least 1 course(s) from the following:
    - ▾ GEP 10- Social Foundation
  - ○ Preferred: AMH 2020 - U.S. History: 1877-Present (3)

# Science Foundations

**6 - 8**

Total Credits

- Complete all of the following
  - ○ Complete at least 1 course(s) from the following:
    - ▾ GEP 11- Science Foundation
  - ○ Preferred: PSC 1121 - Physical Science (3)
  - ○ Complete at least 1 course(s) from the following:
    - ▾ GEP 12- Science Foundation
  - ○ Preferred: BSC 1005 - Biological Principles (3)

## Grand Total Credits: 36 - 39

**Common Program Prerequisites (CPP) (If applicable)**

# CPP

**3**

Total Credits

- Complete all of the following
  - ○ See "Common Prerequisites" in the Transfer and Transitions Services section for more information. A grade of "C-"(1.75) or better is required.
  - ○ Complete the following:
    - ▪ EDF2005 - Introduction to the Teaching Profession  (3)

## Grand Total Credits: 3

Proposed
**Do you need to make changes to Degree Requirements?**
Yes

Existing
**Do you need to make changes to Degree Requirements?**
--

**Degree Requirements**

## Core Requirements: Advanced Level

**0**
Total Credits

- A grade of "C-"(1.75) or better is required.

## Education Core Requirements

**15**
Total Credits

- Complete all of the following
  - EDG 4410 - Teaching Strategies and Classroom Management (3) and TSL 4080 - Theory and Practice of Teaching ESOL Students in Schools (3) are prerequisites to Internship I.
  - Complete the following:
    - EDG4410 - Teaching Strategies and Classroom Management  (3)
    - EDF4467 - Learning Theory and Assessment  (3)
    - EDF4603 - Analysis and Application of Ethical, Legal, and Safety Issues in Schools  (3)
    - TSL4080 - Theory and Practice of Teaching ESOL Students in Schools  (3)
    - RED4043 - Content Reading in Kindergarten through Grade 12  (3)

## Education Track Specialization Requirements

~~57~~
**51**
Total Credits

- Complete all of the following
  - ARE 4453 is taken three (3) times. ARH 2050 - History of Western Art I (3) is required for the major and may be completed in the GEP. ARH 2051 - History of Western Art II (3), ART 2300C - Drawing Fundamentals I (3), ART 2201C - Design Fundamentals-Two Dimensional (3), GRA 2101C - Introduction to Computer Art (3) are prerequisites for Internship I.
  - Complete the following:
    - ARH2051 - History of Western Art II  (3)
    - ART2300C - Drawing Fundamentals I  (3)
    - ART2201C - Design Fundamentals-Two Dimensional  (3)
    - GRA2101C - Introduction to Computer Art  (3)
    - ART2203C - Design Fundamentals-Three Dimensional  (3)
    - ART2301C - Drawing Fundamentals II  (3)
    - ART2754C - Beginning Ceramics  (3)
    - ART2500C - Beginning Painting  (3)
    - PGY2401C - Beginning Photography  (3)
    - ARE4356 - Teaching Art Appreciation & Criticism in the Classroom  (3)
    - ARE4351 - Teaching Art in the Elementary School  (3)
    - ARE4352 - Teaching Art in the Secondary School  (3)

- ARE4250 - Art for Exceptionalities   (3)
  - Earn at least 9 credits from the following types of courses:
  ARE 4453 - Studio Experiences in Art Education (3) Taken three times for a total of 9 credit hours
  - Earn at least ~~9~~ **3** credits from the following types of courses:
  Any 3000 or 4000 level ART, ARE, ARH, GRA, PGY (with advisor's approval) (3)

# Internship I Block

### 3
Total Credits

- Complete all of the following
  - Prior to Internship I, the student must have completed EDG 4410 , TSL 4080 , Common Program Prerequisites, ARH 2050, ARH 2051, ART 2201C, ART 2300C , GRA 2101C, and at least 50% of all required specialization courses indicated with a letter grade of "C-" (1.75) or better. However, a minimum GPA of 2.5 is required in the education core, specialization and overall for admission into Internship I. Passing score on the General Knowledge Test portion of the Florida Teacher Certification Examination (FTCE) is recommended before entry into Internship I. Passing score on the Professional Education Test portion of the Florida Teacher Certification Examination (FTCE) is strongly recommended as soon as possible after completing the following courses: EDG 4410, EDF 4467, RED 4043, and TSL 4080. Students must apply and be approved for Internship I. Deadline dates and placement application are available through the Office of Clinical & Field Experiences at https://ccie.ucf.edu/clinicalexp/. A fee may be required as part of the placement application process
  - Earn at least 3 credits from the following types of courses:
  ARE 3940 - Internship

# Internship II Block

### 12
Total Credits

- Complete all of the following
  - All specialization courses and all education core courses must be completed with a letter grade of "C-" (1.75) or better before entry into Internship II. However, a minimum GPA of 2.5 is required in the education core, specialization and overall for admission to Internship II. Passing scores on all sections [General Knowledge, Professional, and Subject Area (Art K-12)] of the Florida Teacher Certification Examination (FTCE) are required prior to entry into Internship II. Satisfactory completion of Internship II requires the student to demonstrate proficiency in all Florida Educator Accomplished Practices in accordance with State Board of Education rule 6A-5.066. Students must apply and be approved for Internship II. Deadline dates and placement application are available through the Office of Clinical & Field Experiences at https://ccie.ucf.edu/clinicalexp/. A fee may be required as part of the placement application process
  - Complete the following:
    - ESE4033C - Critical Issues and Trends in Secondary Education   (3)
  - Earn at least 9 credits from the following types of courses:
  ARE 4941 - Internship

## Grand Total Credits: ~~87~~ 81

Changes

**Program Details**

Restricted Electives

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- None

Capstone Requirements

---

- None

Electives

---

- None

Foreign Language Requirements

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# Admissions

- State University System foreign language admission: two years in high school or one year of college instruction in a single foreign language. (This requirement applies to those students admitted to the University without the required two units of foreign language in high school)

# Graduation

- None

Additional Requirements

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- None

### Required Minors

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- None

### Departmental Exit Requirements

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- Achieve a minimum 2.5 GPA in all courses within the major.
- Achieve a minimum 2.5 GPA in the education core coursework.
- Achieve a minimum 2.5 GPA in the specialization coursework.
- Achieve a minimum overall 2.5 GPA
- Pass all applicable sections of the Florida Teacher Certification Examination. See *http://www.fldoe.org* for test dates and test sites. Effective January 1, 2015, only examination results earned by educators within 10 years prior to the date of application for a new Florida Educator's Certificate with the Florida Department of Education may be acceptable for certification eligibility requirements (SBE Rule 6A-4.002)
- You must upload key assignments using the Watermark platform. Key assignments are assessed by faculty to provide evidence of candidate proficiency in all Florida Educator Accomplished Practices (FEAPs). All teacher education candidates, Lifelong Learning majors, and Early Childhood Development & Education majors (all ECDE tracks) are required to complete Watermark requirements before being certified for graduation. See https://ccie.ucf.edu/explore-via/

### University Minimum Exit Requirements

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- A 2.0 UCF GPA
- 42 semester hours of upper division credit completed
- 60 semester hours earned after CLEP awarded
- 30 of the last 39 hours of course work must be completed in residency at UCF.
- A maximum of 45 hours of extension, correspondence, CLEP, Credit by Exam, and Armed Forces credits permitted.
- Complete the General Education Program, the Gordon Rule, and nine hours of Summer credit.

Total Undergraduate Credit Hours Required: ~~126~~**120**

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### Additional Information

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## Honors In Major

- None

## Related Programs

- None

## Certificates

- None

## Related Minors

- None

## Advising Notes

- Consult with your Education advisor and review your degree audit for more recent information.

## Transfer Notes

- None

## Acceptable Substitutes for Transfer Courses

- None

## Program Academic Learning Compacts

- Program Academic Learning Compacts (student learning outcomes) for undergraduate programs are located at: *http://www.oeas.ucf.edu/alc/academic_learning_compacts.htm*

## Equipment Fees

- Part-Time Student: $12 per term
- Full-Time Student: $24 per term

Changes

**Related Programs and Departments**

There is no known potential impact on any programs or departments.

**Related Programs and Departments - File Upload**

Proposed
**Educational Sites**
UCF Main Campus

Other Educational Sites

Existing
**Educational Sites**


Proposed
**Delivery Mode**
Both online and face-to-face

Existing
**Delivery Mode**
---

**Internship/Practicum Experiences**

---

Proposed
**Equipment Fees**
No

Existing
**Equipment Fees**
--

# Admin Panel

**End Date**
No Date Chosen

**Catalog**
Include in Catalog

Proposed
**Catalog Activation**
2024/08/01

**Code**
ARTEDU

Existing
**Catalog Activation**

# Board of Trustees

*Academic Excellence and Student Success Committee*

*June 24, 2024*

| **Supporting Documentation Included** |
| --- |
| Attachment A: Graduation Count - Summer |

| **Facilitators/Presenters** |
| --- |
| Michael Johnson, Provost and Executive Vice President for Academic Affairs |

# Conferral of Degrees

**EXECUTIVE SUMMARY**

## Objective

In accordance with [Board of Governors Regulation 1.001(4)(a)](#) and the UCF Board of Trustees [Academic Excellence and Student Success Committee charter](#), the conferral of degrees goes before the Board of Trustees for approval.

## Summary of Key Observations/Recommendations

UCF expects to award the following degrees during the spring commencement ceremonies on August 2 - 3, 2024.

| | |
|---|---|
| Baccalaureate Degrees: | 3,017 |
| Master's Degrees: | 542 |
| Doctoral and Specialist: | 190 |
| Total: | 3,749 |

## Additional Background

N/A

## Rationale

The conferral of degrees must be approved by the Board of Trustees for each term.

## Implementation Plan

The UCF commencement ceremonies for the Summer 2024 term will take place on August 2 - 3, 2024.

## Resource Considerations

N/A

## Conclusion

The conferral of degrees for the Summer 2024 term must be approved in advance of the planned commencement ceremonies on August 2 - 3, 2024.

Attachment A

# UCF SUMMER 2024 Commencement

| College | Bachelor | Master | Doctorate | CollegeTotals |
|---|---|---|---|---|
| College of Arts and Humanities | 177 | 11 | 1 | 189 |
| College of Business Administration | 403 | 113 | 0 | 516 |
| College of Community Innovation and Education | 283 | 157 | 61 | 501 |
| College of Engineering and Computer Science | 332 | 54 | 53 | 439 |
| College of Graduate Studies | 0 | 6 | 0 | 6 |
| College of Health Professions and Sciences | 347 | 116 | 3 | 466 |
| College of Medicine | 79 | 9 | 5 | 93 |
| College of Nursing | 281 | 10 | 38 | 329 |
| College of Optics and Photonics | 4 | 2 | 2 | 8 |
| College of Sciences | 709 | 43 | 24 | 776 |
| College of Undergraduate Studies | 252 | 0 | 0 | 252 |
| Rosen College of Hospitality Management | 150 | 21 | 3 | 174 |
| Degree level totals: | 3,017 | 542 | 190 | 3,749 |

## Agenda Item

AESC-7: 2024-2025 Linking Industry to Nursing Education (LINE) Fund Proposals

## Proposed Board Action

The Academic Excellence and Student Success Committee is asked to recommend to the Board of Trustees, on its consent agenda, approval of the UCF 2024-2025 LINE Fund proposals as proposed.

## Authority for Board of Trustees Action

Florida Statute 1009.8962, Linking Industry to Nursing Education (LINE) Fund.

---

**Supporting Documentation Included**

Attachment A: 2024-2025 LINE Fund Proposal UCF and AdventHealth
Attachment B: 2024-2025 LINE Fund Proposal UCF and Orlando Health

**Facilitators/Presenters**

Michael Johnson, Provost and Executive Vice President for Academic Affairs
Mary Lou Sole, Dean and Professor, UCF College of Nursing

---

# 2024-2025 Linking Industry to Nursing Education (LINE) Fund Proposals

**EXECUTIVE SUMMARY**

## Objective

Consideration of the fiscal year 2024-2025 Linking Industry to Nursing Education (LINE) Fund proposals. These proposals leverage UCF's successful collaborations with AdventHealth and Orlando Health to address the growing nursing workforce needs at local, regional and state levels. The Board of Trustees' approval is necessary before the proposals are submitted to the Board of Governors.

## Summary of Key Observations/Recommendations

The LINE Fund was created as a result of the passing of Senate Bill 2524 (2022). The Fund provides matching funds, on a dollar-to-dollar basis, to participating agencies that partner with health care providers as defined in s. 768.38(2), F.S. During the 2024 session, the Florida Legislature allocated $6 million to the State University System for the LINE fund.

If UCF's fiscal year 2024-2025 LINE funding proposals are approved, it will result in the following matching funds:

- AdventHealth: UCF is requesting $350,000 to support scholarships and additional simulation and laboratory equipment for nursing students to match the $350,000 committed by AdventHealth.

- Orlando Health: UCF is requesting $350,000 to support scholarships and additional simulation and laboratory equipment for nursing students to match the $350,000 committed by Orlando Health.

## Additional Background

The UCF College of Nursing received matching funds during the 2023-2024 year, which supported 40 AdventHealth Scholars, 40 Orlando Health Scholars and the purchase of simulation equipment and technology for the College's STIM Center.

## Rationale

The College of Nursing is leveraging the LINE Fund application to secure matching dollars that would support a key area of focus, Health and Human Performance, in UCF's strategic plan. These proposals will enable UCF to secure additional funding to serve the growing enrollments in our Nursing program.

**Implementation Plan**

The 2024-2025 LINE Fund Proposals will support the mission of the College of Nursing by preparing nurse leaders and patient advocates through excellence in education, research and service. Dean Mary Lou Sole and the college's leadership team have been working with nursing leadership from the two hospital systems to implement the Scholars Program, Summer Externship Program and Clinical Faculty, and meet after each semester to evaluate the effectiveness of each initiative.

**Resource Considerations**

Funds pledged for this matching program are provided through each hospital's Pegasus Partnership Agreement.

**Conclusion**

The proposed LINE Fund proposals will continue strengthening partnerships with our local hospital systems and provide rich educational opportunities for UCF nursing students.

# State University System
# 2024-2025 Linking Industry to Nursing Education (LINE) Fund Proposal Form

| University: | University of Central Florida |
|---|---|
| Healthcare Partner: | AdventHealth |
| Date Proposal Approved by University Board of Trustees: | x/xx/xxxx |
| Amount Requested: | $350,000 |
| University Contact (name, title, phone, & email): | **Mary Lou Sole, PhD, RN** <br> Dean, College of Nursing <br> Mary.Sole@ucf.edu, 407-823-5496 |
| | |
| Please check the boxes below as appropriate: | *All boxes must be checked in order to be eligible to participate.* |
| Healthcare partner making contribution is located in and licensed to operate in Florida? | ☒ Yes |
| Healthcare partner making contribution is a healthcare provider as defined in Section 768.38(2), Florida Statutes? | ☒ Yes |
| Nursing programs met or exceeded a first-time NCLEX passage rate of 75% for the prior year based on the 2024 Accountability Plan? | ☒ Yes |
| The funds will be used for an eligible purpose per section 1009.8962, Florida Statutes? | ☒ Yes |

## Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and healthcare partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds, for every dollar contributed to an institution by a healthcare partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

**Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings.** To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration. For more details, see Board of Governors Regulation 8.008 - Nursing Education.

**Proposals must be submitted with a total of no more than three pages of narrative for the following sections.** Proposals with more than three pages of narrative will be rejected.

## Proposal Details

*Provide a detailed narrative for each section below.*

I.  **Use of Funds -** *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

Matching funds are requested for a **$350,000 gift** provided by AdventHealth, which will be utilized for nursing student scholarships during the 2024-2025 academic year and the procurement of additional simulation equipment.

**$100,000** is dedicated towards student scholarships which are a priority funding area for the UCF College of Nursing. The funds help alleviate costs related to their education and enable our students to solely focus on their academic success to more efficiently complete their degrees and enter the workforce. One reason these funds are essential to our nursing students is that they are highly encouraged not to work, due to the rigorous curriculum.

The scholarship funding will support the AdventHealth Scholars program, which will provide tuition assistance for 10 nursing students in the amount of $10,000 per student during the 2024-2025 academic year. This Scholars program will provide students with an opportunity to work closely with AdventHealth nursing leadership to learn more about their hospital system.

The matching funds will be increase the number of Scholars in spring 2025 and summer 2025. Our plan is to implement the Scholars program across the three cohorts of pre-licensure students. We are now admitting 400 new students annually, so the additional scholarships are of high need.

**$250,000** is dedicated towards purchasing new simulation equipment for UCF's College of Nursing Simulation, Technology, Innovation and Modeling (STIM) Center. The STIM Center is accredited by the Society of Simulation in Healthcare for its educational excellence. The STIM Center is also one of 26 simulation programs worldwide, as of 2023, to earn the new Healthcare Simulation Standards Endorsement from the International Nursing Association for Clinical Simulation and Learning (INACSL). The STIM Center was in the first nine programs endorsed by INACSL. The international endorsement recognizes the UCF STIM Center for the high quality of simulation experience and the expertise of our faculty and staff. This recognition is also for our commitment to innovation in the field, as it regularly incorporates new technologies, such as augmented, virtual, and mixed reality, into simulation learning experiences.

This simulation equipment will be needed in UCF's new education and teaching facility that will triple the existing research and clinical lab space and will enable the College of Nursing to leverage its internationally recognized expertise in healthcare simulation and achieve its vision of serving the global community as a leader in innovative nursing education.

$250,000 in matching funds will be paired with $250,000 of AdventHealth's gift to purchase new and upgrade existing simulation equipment (such as a bariatic mannequin, other specialized mannequins [mannequin with Down's Sydrome, adolescents] additional and/or newer versions of augmented reality/virtual reality headsets, task trainers for skills, and auscultation trainers [adult and pediatrics]) for the STIM Center. Monies may be used to support warranties and service agreement expense costs that are not always considered when acquiring new technologies. New software may be added to include programs for augmented, virtual, and mixed realities. This equipment,software, supplies, and other needed items will provide the necessary capacity to serve UCF's growing enrollment in the nursing program, as well as to allow us to continue to provide high-quality simulation experiences.

Additionally, budget may be used to support the Standardized Patient Program, i.e., patient actors, engaged within simulations. Onsite training courses and development of STIM Center operations staff to learn and remain efficient in the operation new technology will also be considered. With the increased focus on competency-based education, it is expected that simulation-based education will be increased across multiple programs to support new graduate practice readiness.

II. **Onboarding & Retention of Graduates -** *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

The Scholars will be placed in one of AdventHealth's 8 hospitals in the Central Florida region to conduct their clinical placements. These clinical placements will provide the students with the education and training they need to graduate and successfully pass the NCLEX examination. They will also have the rich opportunity to work closely with their nurse preceptor and AdventHealth's leadership team, as they are dedicated to recruiting highly-qualified Knight Nurses.

III. **Program Expansion -** *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

With support from the State of Florida, and our community partners, UCF is working to **increase our pre-licensure BSN student enrollment by 50%,** which will result in approximately 150 new students annually. This increase will result in graduating a total of 4,150 graduates eligible for licensure over the next 10 years. With existing new investments, UCF has already admitted 150 new students over the past two years.

Simulation learning has increased across programs. Simulation contact hours have increased by approximately 51% from 2021 to 2023. This increase is partially due to the College of Nursing's increase in on campus clinical experiences and admission of new students over the past two years. Simulation days have increased, as well as the number of simulation staff and simulation educators/faculty to provide simulation-based education. UCF is also working to increase graduate student enrollment by 20% with concentrations in nurse educator, doctoral, and educator/simulation certificate programs to support the shortage in nurse educators across the state.

As we have admitted more students, it is essential to retain them. Scholarships, along with additional student success resources, help UCF sustain and increase our retention and graduation rates, because of the rigorous program requirements.

Additionally, as UCF expands our STIM Center, we will need the necessary equipment to train the larger cohorts of nursing students in our programs.

# State University System
## 2024-2025 Linking Industry to Nursing Education (LINE) Fund Proposal Form

| University: | University of Central Florida |
|---|---|
| Healthcare Partner: | Orlando Health |
| Date Proposal Approved by University Board of Trustees: | x/xx/xxxx |
| Amount Requested: | $350,000 |
| University Contact (name, title, phone, & email): | **Mary Lou Sole, PhD, RN** Dean, College of Nursing Mary.Sole@ucf.edu, 407-823-5496 |
| | |
| Please check the boxes below as appropriate: | *All boxes must be checked in order to be eligible to participate.* |
| Healthcare partner making contribution is located in and licensed to operate in Florida? | ☒ Yes |
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| Nursing programs met or exceeded a first-time NCLEX passage rate of 75% for the prior year based on the 2024 Accountability Plan? | ☒ Yes |
| The funds will be used for an eligible purpose per section 1009.8962, Florida Statutes? | ☒ Yes |

## Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and healthcare partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce.  Subject to available funds, for every dollar contributed to an institution by a healthcare partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

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**Proposals must be submitted with a total of no more than three pages of narrative for the following sections.** Proposals with more than three pages of narrative will be rejected.

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*Provide a detailed narrative for each section below.*

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The matching funds will be increase the number of Scholars in spring 2025 and summer 2025. Our plan is to implement the Scholars program across the three cohorts of pre-licensure students. We are now admitting 400 new students annually, so the additional scholarships are of high need.

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III. **Program Expansion -** *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

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As we have admitted more students, it is essential to retain them. Scholarships, along with additional student success resources, help UCF sustain and increase our retention and graduation rates, because of the rigorous program requirements.

Additionally, as UCF expands our STIM Center, we will need the necessary equipment to train the larger cohorts of nursing students in our programs.

# Board of Trustees
## Academic Excellence and Student Success Committee
### *June 24, 2024*

## Agenda Item

DISC-2: Student Success and Well-Being

## Proposed Board Action

There is no proposed Board action. The discussion will engage Trustees in a student panel relating to UCF's metric on the four-year graduation rate. The discussion will provide insight into varied student experiences and considerations to address in UCF's four-year graduation rate efforts.

## Authority for Board of Trustees Action

N/A

| **Supporting Documentation Included** |
|---|
| Attachment A: Student Success and Well-Being Student Panel |

| **Facilitators/Presenters** |
|---|
| Michael Johnson, Provost and Executive Vice President for Academic Affairs |
| Paul Dosal, Senior Vice President for Student Success |
| Andrea Guzmán, Vice President for Access and Community Engagement |
| Adrienne Frame, Vice President for Student Success and Well-Being |

# Student Success and Well-Being

**EXECUTIVE SUMMARY**

## Objective

The discussion will engage Trustees in a student panel relating to UCF's strategic plan metric on the four-year graduation rate. The discussion will provide insight into varied student experiences and considerations to assist UCF's four-year graduation rate efforts.

## Summary of Key Observations/Recommendations

A panel comprised of students from various background will engage with Trustees in a discussion about their respective UCF experiences, including academic and support services they find valuable and challenges or barriers they have encountered along the way. This insight will further offer opportunities to address student barriers to student success and timely graduation.

## Additional Background

UCF's FTIC four-year graduation rate is a key metric in the university's strategic plan and UCF's efforts to being designated as a preeminent institution in the State University System.

## Rationale

Given the metric of Four-Year Graduation Rate for full-time FTICs, the student panel will offer an opportunity to learn about the broad range of student experiences at UCF; as well as resources and challenges impacting academic success. Understanding these factors is essential for optimizing efforts to support all students in achieving their graduation goals within the designated timeframe.

## Implementation Plan

N/A

## Resource Considerations

N/A

## Conclusion

The student panel will engage Trustees in a robust discussion on student experiences and opportunities to address challenges and barriers, which will allow for the optimization of efforts to ensure student success and timely graduation.

Attachment A



**Board of Trustees**
**Academic Excellence and Student Success Committee**
**June 24, 2024**

**Student Success and Well-Being Student Panel**

**Yamil Casarreal** is a senior in the College of Computer Science and Engineering. He enrolled at UCF as a transfer student after serving in the United States Marines. When asked why he chose UCF, Yamil stated that he always had a love for programming and UCF had the reputation of having one of the best computer science and engineering programs. He aspires to leave a legacy of hard work, determination, and positive change. Yamil wants to be known for overcoming adversity and traveling through paths least traveled in order to achieve his dreams. His wife is also enrolled at UCF in the Mental Health Counseling Degree Program.

**William Toro** is a senior in the Rosen College of Hospitality Management pursuing a degree in Entertainment Management. As a first-generation college student, William wanted to attend a university that could turn his ambitions into reality. When asked why he chose UCF, William responded, "The unique curriculum, experienced professors, and robust alumni network convinced me that this was the right environment for my growth." He aims to inspire other first-generation students, Latinos, and dreamers to believe that achieving their heart's desires is genuinely possible.

**Andrew Cherico** is a sophomore in the College of Sciences pursuing a degree in Journalism with a minor in Sport Business Management. Andrew selected UCF after visiting the campus and noticing how "extremely accessible, diverse, and welcoming" the campus was. Andrew shared that growing up in a low-income community in New York with a physical disability, he dreamed of big changes in his life and the opportunity of being a sports journalist. When asked about the legacy he wishes to leave, Andrew proudly stated "The end goal is to sign with a major sports network. I would like to use my platform to raise awareness for people with disabilities and elevate them to realize they should not feel limited by their disability in any career path they may take".

**Latchmin Siewnauth** is a senior in the College of Health Professions and Sciences majoring in Health Sciences on the health promotion track. As a first-generation college student who transferred from Valencia College, Latchmin chose UCF because of how close it was to home so she could support the needs of her parents and family while attending school. Her goal upon graduating from UCF is to continue to strive to be the best future health professional she can be. She shared the following reflection: "I think a lot of students, but especially first-generation students, relate to the feeling of college being overwhelming, and scary sometimes…Some of us, like myself, have to be there for their family, work frequently or even multiple jobs in order to take care of not only themselves but to contribute to their household, and…still attend college full time to create a better future for themselves, and for their family who have sacrificed so much to get their child (our students) in the position to attend college. That takes a lot of courage, hard work, and perseverance and I think that should be recognized."

## Agenda Item

INFO-1: 2024-2025 Anticipated Academic Degree Program List

## Proposed Board Action

There is no proposed action. The information item is presented to keep Trustees apprised of the academic enterprise and the academic program proposals potentially coming before the Board in the upcoming 2024-2025 academic year.

## Authority for Board of Trustees Action

Board of Governors Regulation 8.011

| Supporting Documentation Included |
|---|
| Attachment A: UCF 2024-2025 Anticipated Academic Degree Program List |

| Facilitators/Presenters |
|---|
| Timothy Letzring, Vice Provost for Academic Affairs |

# 2024-2025 Anticipated Academic Degree Program List

**EXECUTIVE SUMMARY**

## Objective

In accordance with [Board of Governors Regulation 8.011](#), the information item is presented to keep the Board apprised of the academic enterprise and the potential academic program proposals coming before the Board in the 2024-2025 academic year.

## Summary of Key Observations/Recommendations

Attachment A shows the programs the Office of the Provost and Academic Affairs anticipates could be presented to the Board of Trustees in the upcoming 2024-2025 academic year. The form is also submitted to the Board of Governors for their information in accordance with regulation.

## Additional Background

In the Board of Governors' recent amendments to BOG Regulation 2.002 - University Accountability Plans, the Board has removed the requirement to include program pre-proposals in the accountability plan. To provide similar information to the Board of Trustees, BOG Regulations 8.011 was updated to require this new annual process.

## Rationale

The information item is a result of recent changes to BOG procedural requirements.

## Implementation Plan

NA

## Resource Considerations

NA

## Conclusion

The item, in accordance with BOG Regulation 8.011, is intended to keep Trustees apprised of the academic enterprise and the potential academic program proposals coming before the Board in the 2024-2025 year. The information is also submitted to the Board of Governors.

## Background:

At the March 2024 meeting, the Board of Governors amended 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings, changing reporting requirements for new degree programs. The amended regulation requires universities to provide the Board office with a list of the new academic degree programs that will be considered by the university boards of trustees for the upcoming academic year. The university's board of trustees must review this list before submission. Please note this can be an information item and does not require a vote. The Board office will share the combined list for the System with CAVP and CAVP ACG to discuss program duplication and System coordination.

## Instructions:

Please use the table below to report the new academic degree program proposals the university plans to submit to the Board office in the 2024-2025 Academic Year. Your institution's board of trustees must have reviewed this list prior to submission to the Board office. Please submit the completed table via the Information Request System by **June 28, 2024.**

**Anticipated New Academic Programs for the 2024-25 Academic Year**

| CIP Code | Name | Level | Other SUS Institutions that Offer the Program | Projected Student Enrollment for Year 1 |
|---|---|---|---|---|
| 51.0706 | Health Informatics Services Research | Doctoral/Research | None | 5 |

Michael D. Johnson

Digitally signed by Michael D. Johnson
Date: 2024.05.29 10:45:33 -04'00'

Signature of Provost/Executive Vice President for Academic Affairs

Date: 05/29/24

June 25, 2024

Date submitted to the University Board of Trustees
Page **1** of **1**

# Board of Trustees

**Academic Excellence and Student Success Committee**

*June 24, 2024*

## Agenda Item

INFO-2: 2024-2025 Academic Calendar

## Proposed Board Action

No proposed Board action. The 2024-2025 academic calendar is provided as an information item to the Board of Trustees at the last regular meeting of the year.

## Authority for Board of Trustees Action

N/A

| Supporting Documentation Included |
|---|
| Attachment A: UCF 2024-2025 Academic Calendar |

| Facilitators/Presenters |
|---|
| Timothy Letzring, Vice Provost for Academic Affairs |

# 2024-2025 Academic Calendar

**EXECUTIVE SUMMARY**

## Objective

In accordance with [Board of Governors Regulation 8.001](#), the 2024-2025 academic calendar shows all dates relating to instruction, final exams and holidays within the 2024-2025 academic year. The calendar is provided as an information item to Trustees.

## Summary of Key Observations/Recommendations

The academic calendar includes dates relating to instruction, final exams and holidays for the academic year. The calendar is approved by the President and Provost prior to submission to the Board of Governors.

## Additional Background

Annually, the item is provided to the Board of Trustees at the last regularly scheduled meeting of the year in advance of the new academic year. All starting dates fall within the requirements of the regulation and require no waivers or exceptions from the Board of Governors.

## Rationale

The academic calendar includes dates relating to instruction, final exams, and holidays for the academic year.

## Implementation Plan

The academic calendar encompasses the 2024-2025 academic year.

## Resource Considerations

N/A

## Conclusion

The academic calendar includes dates relating to instruction, final exams, and holidays for the academic year and is provided as an information item to Trustees. It is approved by the President and Provost prior to submission to the Board of Governors.

Attachment A

**2024-25 Academic Calendar**
**Academic Calendar Commitee Recommended**

ACC Draft A

Amendment proposed 2/23/2023

| EVENT | Fall 2024 | Spring 2025 | Summer A (6 wks) 2025 | Summer B (6 wks) 2025 | Summer C (12 wks) 2025 | Summer D (8 wks) 2025 |
|---|---|---|---|---|---|---|
| Classes Begin | 19-Aug | 6-Jan | 12-May | 23-Jun | 12-May | 12-May |
| Non-class Days | Labor Day (9/2/2024) Veteran's Day (11/11/2024) Thanksgiving (11/27-11/30) | MLK (1/20/2025) Spring Break (3/17/-3/22) | Memorial Day (5/26/2025) | 4th of July (7/4/2025) | Memorial Day (5/26/2025) 4th of July (7/4/2025) | Memorial Day (5/26/2025) 4th of July (7/4/2025) |
| Last Day of Class | 26-Nov | 21-Apr | 21-Jun | 1-Aug | 1-Aug | 19-Jul |
| Study Day | N/A | 22-Apr | - | - | - | - |
| Final Exams | 12/2-12/7 | 4/23-4/29 | - | - | - | - |
| Commencement | 12/13-12/14 | 5/1-5/3 | 8/1-8/2 | 8/1-8/2 | 8/1-8/2 | 8/1-8/2 |
| Number of Class Days | 76.5 | 77 | 32 | 32 | 63.5 | 47.5 |
| Number of Final Exam Days | 6 | 6 | 0 | 0 | 0 | 0 |
| Total Number of Instructional Days | 82.5 | 83 | 32.0 | 31.5 | 63.5 | 47.5 |

**Grand Total Number of Instructional Days  (Academic Year)**          **229.0**

| Holidays - University Closed | | |
|---|---|---|
| Labor Day | Monday | 9/2/2024 |
| Veterans Day | Monday | 11/11/2024 |
| Thanksgiving | Thurs-Sat | 11/28-11/30 |
| MLK | Monday | 1/20/2025 |
| Spring Break | Mon-Sat | 3/17-3/22 |
| Memorial Day | Monday | 5/26/2025 |
| 4th of July | Friday | 7/4/2025 |

**BOG Exceptions requested for 8.001**          https://www.flbog.edu/wp-content/uploads/8.001-Academic-Calendar-1-1.pdf
None

Alexander N. Cartwright
2023.03.13
11:13:33 -04'00'

President

Michael D. Johnson

Digitally signed by Michael D. Johnson
Date: 2023.03.13
10:32:37 -04'00'

Provost

| Fall A 2024 | Date | Day | |
|---|---|---|---|
| Classes Start | | 8/19/2024 | Monday |
| Add/Drop Deadline | | 8/23/2024 | Friday |
| Withdrawal Deadline | | 9/27/2024 | Friday |
| Classes End | | 10/12/2024 | Saturday |
| Grades Due | | 10/16/2024 | Wednesday |

| Fall B 2024 | Date | Day | |
|---|---|---|---|
| Classes Start | | 10/14/2024 | Monday |
| Add/Drop Deadline | | 10/18/2024 | Friday |
| Withdrawal Deadline | | 11/22/2024 | Friday |
| Classes End | | 12/7/2024 | Saturday |
| Grades Due | | 12/11/2024 | Wednesday |

| Spring A 2025 | Date | Day | |
|---|---|---|---|
| Classes Start | | 1/6/2025 | Monday |
| Add/Drop Deadline | | 1/10/2025 | Friday |
| Withdrawal Deadline | | 2/14/2025 | Friday |
| Classes End | | 3/1/2025 | Saturday |
| Grades Due | | 3/4/2026 | Wednesday |

| Spring B 2025 | Date | Day | |
|---|---|---|---|
| Classes Start | | 3/3/2025 | Monday |
| Add/Drop Deadline | | 3/7/2025 | Friday |
| Withdrawal Deadline | | 4/11/2025 | Friday |
| Classes End | | 4/29/2025 | Tuesday |
| Grades Due | | 5/1/2026 | Friday |

| Winter Intersession 2024-25 | Date | Day |
|---|---|---|
| Start | 12/16/2024 | Monday |
| Add/Drop Deadline | 12/20/2024 | Friday |
| Withdrawal Deadline | 12/27/2024 | Friday |
| End | 1/3/2025 | Friday |
| | | |
| Note:  Fall 2024 Commencement | 12/13-12/14 | |
| Spring 2025 Start | 1/6/2025 | |

| Maymester Proposal 2025 | Date | Day |
|---|---|---|
| Classes Start | 5/5/2025 | Monday |
| Add/Drop Deadline | 5/9/2025 | Friday |
| Withdrawal Deadline | 5/16/2025 | Friday |
| Classes End | 5/30/2025 | Friday |

## Agenda Item

INFO-3 – Accreditation Quarterly Update

## Proposed Board Action

No proposed Board action. The accreditation quarterly update is provided to the Board of Trustees at each regular meeting.

## Authority for Board of Trustees Action

N/A

| Supporting Documentation Included |
| --- |
| Attachment A: UCF Institutional Accreditation Quarterly Reporting Template |
| Attachment B: Higher Learning Commission (HLC) Approval Letter to begin Accelerated Process |

| Facilitators/Presenters |
| --- |
| Timothy Letzring, Vice Provost for Academic Affairs |

# Accreditation Quarterly Update

**EXECUTIVE SUMMARY**

## Objective

Provide an update to Trustees on the process of changing institutional accrediting agencies.

## Summary of Key Observations/Recommendations

- At the February 22, 2024, Board of Trustees meeting, leadership provided an update on our progress with applying to the Higher Learning Commission (HLC) for accreditation. At that time, UCF received permission to seek accreditation with HLC from the U.S. Department of Education and had submitted our application to use HLC's accelerated process.
- On March 1, 2024, UCF received approval from HLC to begin the accelerated process. The team is currently working on the Preliminary Peer Review process, which is step two of a three-step HLC process. This step has four documents to complete with many documents as exhibits. While HLC gives a year to complete this step, UCF is working to have this completed in the Fall.
- Because of the delay in receiving permission from the U.S. Department of Education, UCF must also continue preparation for our next Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation.

## Additional Background

Section 1008.47(2)(b), Florida Statutes, requires each State University System institution to provide quarterly reports to the Board of Governors (BOG) of their progress in seeking institutional accreditation as outlined in the statute.  This quarter's report was submitted on April 3, 2024, and is attached.

## Rationale

Providing the update as an information item to keep the Trustees updated on the accreditation process.

## Implementation Plan

UCF will provide the quarterly reports submitted to the BOG to the Board of Trustees to keep them updated on institutional accreditation activities.

## Resource Considerations

N/A

UNIVERSITY OF CENTRAL FLORIDA

**Conclusion**

UCF continues to make progress in this process while maintaining its current accreditation and other academic compliance requirements.

# State University System of Florida
# Institutional Accreditation
# Quarterly Reporting Template: Quarter 3

Section 1008.47(2)(b), Florida Statutes, requires the State University System institutions to provide quarterly reports to the Board of Governors of their progress in seeking institutional accreditation once the reaffirmation or fifth-year review by the current accreditor is complete.

Quarterly reports must be submitted via the information request system (https://prod.flbog.net:4445/pls/apex/f?p=760) by the close of business on the due dates indicated in Table 1.  **Submissions using anything but the template associated with the request will not be accepted.**

**Table 1:  Reporting Schedule**

| Quarter | Due Date | Period Reported | Board Meeting Update |
|---|---|---|---|
| 1 | October 2 | July – September | November |
| 2 | January 9 | October – December | January |
| 3 | April 3 | January – March | June |
| 4 | July 3 | April – June | August/September |

**Accreditor at Time of Submission**

University informs the Board of Governors and the current accreditor that it has established membership with [accreditor] as of [date].

This item is not yet applicable.

### I.    University Information

*Using Table 2, provide the requested university and contact information and indicate the reporting period for this update.*

**Table 2: University Information and Reporting Period**

| University: | University of Central Florida |
|---|---|
| Primary Contact Name: | Tim Letzring |
| Primary Contact Email Address: | Tim.Letzring@ucf.edu |
| Accreditation Trigger Event Type & Date: | Fifth-year Interim Report-Approved by SACSCOC in December 2022 |
| Reporting Period (select one and indicate the year): | __ October – December, 2023<br>_X_ January – March, 2024<br>__ April – June, 2024<br>__ July – September, 2023 |

### II.   Accreditation Process Update

*Using Table 3, describe the activities, actions, and key dates in the accreditation process the institution has taken to seek and obtain accreditation from an agency or association recognized as suitable by the Board of Governors and recognized by the database created and maintained by the U.S. Department of Education (USDOE).*

*If there is no update to report, record "not applicable" for the description of progress.*

**Table 3:  Accreditation Process Update**

| University notifies the USDOE of its intent to change the institutional accreditor and provides the requested accreditation and pre-accreditation materials and reasonable cause to the USDOE |
|---|
| **Description of progress:**<br>**December 19, 2022:** UCF submitted a request to USDE seeking approval to pursue institutional accreditation with the Higher Learning Commission. The communication, transmitted to CaseTeams@ed.gov, included a letter from UCF President Alexander Cartwright detailing reasonable cause for the request. It also included all supporting documentation required by USDE.<br><br>**June 2023:** UCF prepared a response letter to the USDE's request for additional information described below labeled May 2023. The letter was sent to the USDE on June 30, 2023. |

**August 2023:** UCF sent a response email to USDE based on a request for information concerning the Trevor Colbourn Hall inquiry by SACSCOC (which was resolved in June 2020). UCF submitted the email response along with relevant attachments on August 31, 2023.

**University receives a response (approval, denial, comments) from the USDOE to apply for membership with a different institutional accreditor**

**Description of progress:**

**December 19, 2022**: Immediately following submission, UCF received an automated email response from the School Eligibility Service Group acknowledging receipt of the email transmission described above.

**December 23, 2022:** A subsequent email was received from Renee Gaudio, Institutional Review Specialist in USDE's Atlanta School Participation and Financial Analysis Division. The USDE representative stated the department would review UCF's request and provide a response at their earliest opportunity.

**May 2023:** On May 23, 2023, UCF received a letter from USDE responding to the December 19, 2022 letter submitted by UCF. The letter requested additional information to proceed with the reasonable cause review. There were 5 requests for additional information.

**August 2023:** Kathy Feith with USDE requested additional information from UCF regarding the Trevor Colbourn Hall inquiry by SACSCOC. The request was for communications between SACSCOC and UCF during the inquiry.

**August & September 2023**: On August 31, 2023 Kathy Feith with USDE confirmed receipt of the UCF email sent on August 31, 2023. On September 11, 2023, Ms. Feith acknowledged the information submitted was complete at this time.

**December 2023:** On December 7, Department of Education contact confirmed that it will not require any additional information from UCF and is continuing its work on the final determination.

**January 2024**: On January 9, 2024 the U.S. Department of Education sent a Reasonable Cause Determination for Changing Accrediting Agencies letter to UCF explaining that the university established reasonable cause to change its institutional accrediting agency to HLC.

Updated August 2023

**University applies for membership with a different institutional accreditor while maintaining current accreditation**

**Description of progress:**

==February 9, 2024==: Upon receipt of the Reasonable Cause Determination from the US Department of Education, UCF completed the initial application for membership and the Accelerated Process Application Evidence that initiates the formal process of seeking membership with the Higher Learning Commission (HLC).

**University receives response (approval, denial, comments) to the application for membership from a different institutional accreditor**

**Description of progress:**

==March 1, 2024:== UCF received an email letter confirming receipt of the materials submitted on February 9, providing a review and analysis of the materials, and affirming that UCF may proceed to the next step of seeking accreditation with HLC through the Accelerated Process for Initial Accreditation. The university has one year to complete the Preliminary Peer Review step in the accelerated process.

**University notifies the USDOE of an approved application for accreditor membership**

**Description of progress:**

This item is not yet applicable.

**The USDOE provides written acknowledgment of the change in institutional accreditor**

**Description of progress:**

This item is not yet applicable.

**Additional Information/Comments**

UCF has no additional information or comments.

**Higher Learning Commission**

March 1, 2024

Dr. Alexander N. Cartwright, President
University of Central Florida
4365 Andromeda Loop N. Millican Hall, Room 308
Orlando, FL 32816

**SENT VIA EMAIL**

Dear President Cartwright,

The Higher Learning Commission (HLC) is pleased to acknowledge that the University of Central Florida (the "University" or the "Institution") submitted its application for membership, including its Accelerated Process Application Evidence, on February 9, 2024.

This letter confirms receipt of those materials, provides a summary of HLC's review and analysis of those materials, and highlights next steps. HLC is pleased to affirm that the University may proceed to the next step of seeking accreditation with HLC through the Accelerated Process for Initial Accreditation; this step is the Preliminary Peer Review. Congratulations!

**Qualifications for the Accelerated Process for Initial Accreditation**
In its application, the University confirmed that it has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since January 1, 1970. SACSCOC is a historically regional accreditor. The University confirmed that its last reaffirmation of accreditation with SACSCOC was December 12, 2016.

The University also confirmed that it has not been placed on a sanction, Show-Cause Order, or other similar negative action with SACSCOC for at least the past five (5) years, and that there is no reason, based on current interactions with SACSCOC, to anticipate that this information will change in the next year.

Items 1-4 of the Institution's Accelerated Process Application Evidence further confirm this information.

Based on this information, HLC confirms that the University meets the qualifications in HLC policy to participate in the Accelerated Process for Initial Accreditation.

**Reasonable Cause to Change Accreditors, Including Voluntariness**
Further, the Institution provided, as item 5 of the Accelerated Process Application Evidence, documentation demonstrating that the U.S. Department of Education's Office of Federal Student Aid (FSA) reviewed the Institution's request for changing its primary accreditor and, on January 9, 2024, notified the Institution that it had "determined that UCF has established reasonable cause to change its institutional accrediting agency to HLC." The letter also indicates that "[t]he Department is also satisfied that UCF's membership in HLC would be voluntary as required by 34 C.F.R. § 602.14(a), subject to HLC's consideration of the same issue."

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Relatedly, HLC is required to conduct its own independent assessment as to the voluntary nature of the Institution's request to change its accreditor from the SACSCOC to HLC. As item 6 of the Accelerated Process Application Evidence, the Institution provided a narrative description of the Institution's rationale for seeking accreditation with HLC. This information included the following reasons:

- The University appointed a new president in April 2020 who had previous experience with HLC and another historically regional accreditor. This experience contributed to an observation that SACSCOC exhibited "inefficiencies that were higher than with other accreditation agencies."
- The change in federal rules that eliminated regional accreditation boundaries, along with a proposed Florida law removing the SACSCOC accreditation requirement led UCF's internal accreditation team to conduct research on other potential accreditors "[e]ven before the Florida bill was passed or signed by the governor." The University's review of potential accreditors led to the identification of reasons for pursuing HLC accreditation, which it grouped into three broad categories:
    - Strategic alignment between UCF and HLC that could further strengthen institutional quality, specifically because of HLC's focus on innovation and UCF's perceived "fit" among UCF-identified peers within HLC's membership.
    - HLC's exceptional stakeholder engagement and planning processes, including engagement efforts with and among member institutions as well as federal and state agencies.
    - HLC's robust infrastructure, operational excellence, and capacity for new membership, including HLC's timely review of, and action pertaining to, substantive change requests; and HLC's regularized use of data for institutional monitoring and decision-making throughout the accreditation cycle.

Overall, the Institution concluded in its narrative that the "decision to change its primary accrediting agency from SACSCOC to HLC is voluntary and is supported by substantial evidence that the move is for the betterment of the university."

Having reviewed the information that the Institution provided regarding the voluntary nature of its request to change accreditors, HLC has determined, based on its own independent analysis, that the University's decision to seek institutional accreditation from HLC is indeed voluntary.

**Review of Other Accelerated Process Application Evidence**
Finally, HLC has also reviewed items 7-13 of the University's Accelerated Process Application Evidence. This includes information documenting that the institution has substantial presence in HLC's jurisdiction and that it has legal status to operate as an institution of higher education; information about the institution's degree programs, instructional locations, modalities, and enrollments; affirmation from the institution's governing board confirming its intent to seek accreditation with HLC; and information about the institution's other accreditation relationships.

HLC's review of the Accelerated Process Application Evidence indicates sufficient information for the University to proceed with the Accelerated Process for Initial Accreditation. Of course, all determinations as to whether the Institution has met HLC requirements at each stage of the process of seeking accreditation will be made by HLC peer reviewers and decision-making bodies through HLC's evaluative and decision-making processes.

As the Institution progresses through the process of seeking accreditation with HLC, and the information previously submitted changes over time, the Institution is advised to update any items that are re-submitted to HLC in future stages of the process.

**Important Information About the Preliminary Peer Review**

As noted above, the next step in the Accelerated Process for Initial Accreditation is the Preliminary Peer Review. The Preliminary Peer Review is conducted by a panel of experienced HLC peer reviewers specifically selected and trained for this purpose. The Preliminary Peer Review is designed to ascertain the Institution's readiness to prepare for and undergo a comprehensive evaluation for initial accreditation.

As noted in the Accelerated Process for Seeking Accreditation Process Overview, the Institution's Preliminary Peer Review materials must be submitted to HLC within one (1) year of the date of this letter. All materials for the Preliminary Peer Review are to be uploaded into HLC's online Assurance System, which is the system that HLC uses for completing accreditation reviews. These materials include (1) an Assurance Argument at the Criterion "summary" level (not at the Core Component level) including both narrative and evidentiary documents, which are also uploaded to the system and linked to the narrative; and, (2) the following forms: the Institutional Data form, the Compliance with Eligibility Requirements form, and the Compliance with Assumed Practices form.

General information about using HLC's Assurance System is located on HLC's website. Please also review and adhere to the additional instructions for using the Assurance System in the Accelerated Process for Initial Accreditation found in this supplemental guide.

The links above provide information about logging in to the Assurance System, links to the Assurance System User's Manual and helpdesk, and a description of the Assurance System Coordinator's responsibilities. After reviewing those responsibilities, please email assuranceadmin@hlcommission.org to identify your institution's Assurance System Coordinator's name and email address so that HLC can provide login credentials for this person. Thereafter, the Assurance System Coordinator may then grant Assurance System access to a small number of additional institutional representatives, as needed.

HLC will coordinate with the Institution to establish a timeline for the Preliminary Peer Review, within the one (1) year window described above.

Please consult with HLC Vice President of Accreditation Relations Andrew Lootens-White (alootenswhite@hlcommission.org) for assistance identifying the date that the Preliminary Peer Review is scheduled to begin. HLC requires that this date be identified at least twelve (12) weeks in advance of the review, and takes into consideration several important aspects, including projected institutional readiness for the review and the identification of peer reviewers who will conduct the panel review of the institution's Preliminary Peer Review submission. The date identified becomes the "lock date" for the institution's Assurance System site; after that date, the institution retains "read only" access to the information it has provided and will not be able to edit or alter the information while the peer review panel conducts its review, which takes approximately four weeks.

**Sharing Information Regarding Seeking Accreditation**

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To ensure that students and other stakeholders have a clear understanding of an institution's accreditation status, HLC requires that institutions follow guidelines when publicly discussing their accreditation status and plans.  After an institution that is participating in HLC's Accelerated Process for Seeking Accreditation has submitted its application to HLC, it may publicly disclose that it has done so and may indicate a general timeline for the process.  The institution should refer others to HLC's website for a consistent description of the process and should not speculate as to the outcome.  Institutions participating in HLC's Accelerated Process for Seeking Initial Accreditation are, by definition, concurrently accredited by another institutional accreditor and should be transparent about that accreditation status.

**Maintaining Existing Accreditation Obligations While Seeking Accreditation**
HLC expects institutions participating in the Accelerated Process for Seeking Initial Accreditation to adhere to all of their current institutional accrediting agency's requirements throughout the process of seeking accreditation with HLC, including requirements regarding substantive change.  Institutions must keep HLC informed about all substantive changes in process and anticipated while seeking accreditation with HLC so that HLC can track all such changes in the institution's records.  All substantive changes requiring approval should be timed so as to have final approval by the original accreditation agency prior to the award of Initial Accreditation by HLC.  Significant changes undertaken and not made known to HLC in advance may result in cancellation of any scheduled aspect of the process and may require that the institution restart the Accelerated Process for Initial Accreditation.

**Payment of Fees and Additional Assistance**
The HLC Dues and Fees Schedule requires a fee at the Preliminary Peer Review step of the process.  HLC will invoice the Institution for this fee.

HLC staff is available to answer any questions that the Institution may have.  Please feel free to contact the following individuals as needed:

- Kerry Lofton, Accreditation Services Manager, klofton@hlcommission.org (process questions)
- Andrew Lootens-White, Vice President of Accreditation Relations, alootenswhite@hlcommission.org

Thank you again for your interest in seeking accreditation with HLC.

Sincerely,

Higher Learning Commission


cc:     Timothy Letzring, Vice Provost for Academic Affairs, University of Central Florida
        Andrew Lootens-White, Vice President of Accreditation Relations, HLC
        Marla Morgen, Vice President and General Counsel, HLC